

CLOTHING PURCHASING PRACTICES: A COMPARISON OF  
FOURTH AND SEVENTH GRADE CHILDREN

by

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## Chapter I

### INTRODUCTION

Middle years children, in general, have received limited attention from researchers, especially when compared to infants, preschoolers, and adolescents. Even less consideration has been placed on their clothing preferences and selection, and only in the past decade have any empirical studies been conducted on the consumer behavior of this age group.

The middle years for children, usually between the ages of six and twelve, last from the time they enter school until they reach adolescence. It is an important period in their lives because it is the time during which they acquire many behavior patterns and skills which they often retain throughout adulthood.

The child begins to pull away from his family toward his peer group when he enters school, and his friends become influential to him in his desire for independence (Williams & Stith, 1980, p. 195). The peer group helps to socialize him to his culture by providing companionship and acting as a testing ground for behavior. Children during the middle years form their own subculture consisting of their own traditions, games, values, loyalties, and rules.

Comfort and durability in their apparel are important to middle years children (Stevens, 1955; Delp, 1970). They want their garments to allow freedom of movement during active play and to withstand any rough treatment which may be encountered. These children also realize

that their clothing influences the way they are accepted by their peers (Kelley & Turner, 1970). Most of them want to dress and behave like their friends in order to avoid ridicule and to achieve popularity. Children as young as six years of age notice when a peer is dressed differently from others.

Even before they reach their first year in school, many children are acquainted with the marketplace. They often accompany one or both parents to the store where they see products being purchased and money being exchanged for goods. They recognize many items they have seen on television and make requests to their parents for purchase (Reynolds & Wells, 1977, p. 52). Most children, by the time they reach school age, have been given small amounts of money to spend on food, recreation, or school supplies. These experiences teach young people to make decisions and manage money, thus socializing them as consumers to the marketplace.

The role of mothers in the family has changed considerably in the past ten years due to the increasing number entering the labor force. According to data from the Current Population Survey, 54 percent of the mothers of children under the age of eighteen were in the labor force in 1981 (Grossman, 1982). This has caused changes in the family's lifestyle. Other family members, including children, are accepting responsibilities for duties that once belonged to the mother in the household. It is not known if children of mothers who work outside the home have different experiences with the marketplace than children whose mothers do not. These young people may be exposed to

and interact with the marketplace more often and at an earlier age than before, or the employment of the mother outside the home may have the opposite effect.

Marketers are interested in children's consumer behavior because they not only purchase goods themselves, they influence others, particularly parents, in their consumer behavior. Furthermore, children in the middle years comprise over one-tenth of the American population. According to data from the Current Population Survey, 14.4 percent of the total population was between the ages of five and thirteen in 1981 (Grossman, 1982). Advertisers can improve their promotional communication campaigns by understanding how these young people develop consumer related skills which they will use all through their lives when they are buying big ticket items (Churchhill & Mochis, 1979).

School teachers, community directors, Cooperative Extension leaders, and others who design and implement programs about consumer behavior for middle years children lack empirical data about young people's market behavior. Studies which indicate the skills children have in the marketplace are limited, and it is not known at what age children begin to buy certain products. Thus, research which provides guidance for developing programs for young people is needed .

Purpose

The purpose of this study was to investigate the personal clothing purchasing practices of upper elementary school children in relation to:

- a. grade level
- b. sex
- c. race
- d. socioeconomic status
- e. employment of the mother
- f. type of clothing purchased

## Chapter II

### REVIEW OF LITERATURE

The consumer behavior of children is a very complex concept. Previous research frequently has been based on the theory that children are socialized to the role of the consumer and that their decision making ability is related to their level of cognitive development. Their consumer behavior may be affected by age, sex, and family structure of the children as well as the source of their money. Other factors which may influence young people's consumer behavior are the amount of information exchanged between children and their parents and peers about shopping practices, the products which they buy and their previous experience in the marketplace.

#### Consumer Socialization

Socialization, as defined by Brim and Wheeler, is the "process by which individuals acquire the knowledge, skills and dispositions that enable them to participate as more or less effective members of society" (Brim & Wheeler, 1969, p. 3). This begins as soon as communication is established between the parents and the child and continues throughout adulthood. During the early middle years, or from about six until eight or nine, parents and siblings are the most important agents of socialization. This influence, however, shifts to the peers during the later middle years or about the age of nine and continues throughout adolescence. Children learn about the marketplace just as they

become acquainted with their culture, and their parents and peers moderate their behavior (Ward, Wackman & Wartella, 1977; Mochis, Moore & Stephens, 1977).

### Cognitive Development

Piaget's theory of cognitive development was used by McNeal (1964) and Ward, Wackman and Wartella (1977) to explain children's acquisition of consumer skills. This theory suggested that different levels of mental ability harmonized with age and that the mastery of one skill level was a prerequisite of moving into a higher, more complicated level.

The concrete operations stage according to Piaget and interpreted by Williams and Stith (1980, p. 359) begins around age seven and continues until age eleven. It is characterized by increased freedom and control in thinking and greater understanding of relationships between events and/or symbols. During this period, the children can consider several characteristics of an object at the same time, but only if the objects are visually present. Children in the concrete operations stage also can make simple comparisons between several objects, but they cannot reason through problems containing absurdities or abstract thoughts and ideas.

The child enters Piaget's formal operations stage around the age of eleven. It is characterized by complex cognitive operations and hypothetical and abstract thought when the child develops adult-like

thought patterns, including the ability to reason like adults (Williams & Stith, 1980, p. 390).

According to these theories, children gradually develop skills they need in the marketplace, and their ability to make comparisons and decisions is affected by their level of cognitive development. The review of literature indicates that other factors may influence middle years children's consumer behavior as well. Those that were examined here were sex, socioeconomic status, employment of the mother, source of money, and independence of shopping companions.

### Sex

The sex of a child may influence his purchasing behavior. Some empirical studies have indicated that there may be differences between males and females in their consumer knowledge, in the type of products they purchase independently of parents, and in the amount of money they have to spend.

Marshall and Magruder (1960) interviewed 512 Kentucky children between the ages of seven and twelve about their knowledge and use of money. Boys in the sample were found to receive more money than girls. No significant differences were found for sex in relation to experience with money, receiving money as a gift or reward, or earning money from a job outside the home. There also were no differences between the sexes in the number of children who worked outside the home.

Powell and Grover (1963) investigated the adolescent as a consumer by surveying 12,317 white males and females from grades seven, nine, and twelve in South Carolina. From their data, they concluded

that more boys than girls had complete freedom in spending their money. Girls, however, tended to shop around more often before purchasing items.

McNeal (1964) studied children as consumers by interviewing 60 five, seven, and nine year olds in Austin, Texas, and concluded that children considered shopping to be feminine in nature. Boys at the age of five shopped without their parents present more frequently than girls of the same age; but, by the time they were seven, the number of each sex shopping without their parents was about the same.

Doyle (1969) questioned 191 fifth grade children from Virginia through the use of a questionnaire about their decision-making and money management skills. She found that boys were more independent of parents in deciding how to use their personal money than girls. Significantly more boys (25%) than girls (2%) earned the major portion of their money.

Another study found adolescent males to be better consumers than females (Mochis, 1978). Eight hundred and six Wisconsin adolescents in grades six through twelve were surveyed through the use of a questionnaire. Males in the sample had more favorable attitudes toward stores, greater knowledge of consumer affairs, and stronger motivations for consumption than females. Female adolescents, on the other hand, knew more about seeking information about products than males.

There was a difference in the types of products female adolescents purchased independently of parents according to Mochis, Moore, and Stephens (1977) who examined the purchasing behavior of 607 middle and

high school adolescents from North Carolina and Kentucky through the use of a self-administered questionnaire. Adolescents were questioned about their independence from parents in purchasing socks, underwear, jeans and shirts, and coats and shoes. Females in the sample were found to have significantly more independence from parents than males when purchasing jeans and shirts.

In brief, empirical studies have shown that females are different than males in their shopping behavior and in the money they have to spend. Further study is needed concerning the shopping behavior of middle years children to determine if their sex affects their clothing purchasing practices.

#### Socioeconomic Status

Socioeconomic status may affect the consumer behavior of children as well as the amount of money they have to spend. Previous research has indicated that there were differences among social classes in receiving and spending money as well as in the young people's independence from parents.

Marshall and Magruder (1960) reported that, with increasing age and socioeconomic status, experience with money also increased. The variations in the amounts of money given to children of the same age and sex in the past week were so large that no significant differences between the sexes could be calculated.

Ward, Wackman and Wartella (1977) investigated how children learn to buy by interviewing 615 kindergarten, third and sixth grade children and their mothers in Boston, Massachusetts and St. Paul-Minneapolis,

Minnesota. Their data indicated that parents who gave allowances to their youngsters increased slightly with social class. Children of two-thirds of the lower class mothers were given money as they asked for it compared to only two-fifths of the higher class mothers. Furthermore, lower class children reported receiving larger sums of money than middle or upper class children except among sixth graders. There were no significant differences by social class in the number of children who earned money outside the home.

Spending patterns also were affected by socioeconomic status (Ward, Wackman & Wartella, 1977; Mochis, Moore & Stephens, 1977). Ward, Wackman and Wartella reported that about one-half of the upper class and about one-third of the middle class third graders spent money regularly, usually on school supplies or sodas. For the sixth grade children in this study, no significant differences were found for social class in relation to the number of children who earned their money outside the home.

Social class affects adolescents' independence of their parents in selecting items for purchase. Lower class adolescents in Mochis, Moore and Stephens' study (1977) acquired greater independence from family members in purchasing activities than adolescents of other social classes. The researchers concluded that, as social class rose, adolescents tended to depend more often on adult family members when purchasing items of high price and social risk.

No empirical studies were found which examined the effect of socioeconomic status on the middle years children's selection of

clothing for purchase. Further data are needed to determine if social class affects the type or frequency of clothing purchased independently of parents and the sources of money used.

### Employment of the Mother

No projects which investigated the consumer behavior of the middle years children or adolescents considered the effects of mothers who work outside the home. Only two studies were found which considered the effects of the employment of the mother on children's clothing behavior or money practices.

Marshall and Magruder (1960) investigated the effects of the employment of the mother on children's knowledge and use of money. They found that there were no differences between the children of mothers who did and those who did not work outside the home in relation to their knowledge of the use of money. However, children of employed mothers tended to be more experienced with money regardless of their age or sex.

Bowman (1966) surveyed mothers of 63 boys and 57 girls between the ages of five and eighteen years of age through the use of a questionnaire. She found no significant differences between the sexes and the number of articles or the cost of clothing in relation to the employment of the mother. Significantly more full-time homemakers had bought their daughter's clothes at specialty shops, which suggested that there may be differences in the shopping patterns of mothers who work and those who do not work outside the home.

Thus, the differences in the consumer behavior of children in relation to their mothers' employment has not been investigated. It is not known if there are differences between children whose mothers do and do not work outside the home in relation to the amount and types of garments they purchase without parents, and the frequency with which apparel is bought independently of parents. The scarcity of research on the effects of employed mothers in relation to the middle years children's selection of clothing for purchase suggests the need for further study.

#### Source of Money for Clothing

Saunders (1971) investigated the source of money for clothes of 48 matched pairs of mothers and their seventh grade daughters through the use of a questionnaire. Eighty-five percent of the girls indicated that their parents were the major source of income for their personal clothing money while 6.2 percent of the daughters indicated that their major source of money for clothing was their allowance. When daughters were asked who (daughters or mothers) decided where to buy a dress costing \$10.00 or more when the parents were paying for it, 79.2 percent of the girls replied that they and their mothers decided together where to buy the dress. If the daughter earned the money for a new dress costing \$10.00 or more, 59.1 percent said she alone decided where to buy it. This suggested that the source of money for clothing may have affected the freedom of the middle years children to select clothing.

This research has indicated that the source of money for an article of clothing may affect the decision for the location of purchase. No

study was found in which the effects of the source of money on the middle years children's selection of personal clothing were investigated.

### Independence from Shopping Companions

As middle years children grow older, they become more independent of their parents in their activities in the marketplace. This may be due to increased cognitive ability to make complicated decisions and to the middle years children's desire for freedom from parents. Peers and their opinions and actions become very important to the young people with increasing age, and their friends exert considerable influence on them.

McNeal (1964) found that children as young as five years of age reported purchasing items in the absence of parents. The nine year olds, when they shopped without the parents, typically bought sodas and school supplies at drug stores and toys and gifts at variety and discount houses. As children grew older, there was a marked desire for emancipation from parents in the buying process. The older children felt they should be able to purchase exactly what they wanted without having to combat parental refusal for certain items, especially shoes and clothing. The nine year olds thought it would be exciting to spend large amounts of money, implying that the experience would be as significant as the goods purchased. McNeal concluded that the children he interviewed saw age as one of the prerequisites for becoming a consumer and that decisions made independently of parents were symbolic of growing up.

Ward, Wackman and Wartella (1977) reported that there were few families who actively attempted to teach consumer skills. Instead, most of the mothers who were interviewed hoped their children were learning skills through imitation. Ward et al. concluded that mothers teach children consumer behavior by (1) prohibiting certain acts, (2) giving lectures on consumer behavior to the child, (3) holding discussions with their children about consumer decisions, (4) acting as an example, and (5) allowing children to learn from their own experience.

The family is important in teaching adolescents about consumption (Mochis, 1978). Adolescents who consulted with parents about goods they bought were significantly better at seeking store and product information. No differences were found between those adolescents who talked and those who did not talk to parents about selection of products. There were no differences in adolescents' ability to manage money and judge product quality in relation to price.

Mochis and Moore (1979), in their investigation of 734 middle and high school adolescents in urban, suburban, semirural and rural Georgia, found no significant differences in adolescents' ability to judge quality in relation to price and to the amount of communication exchanged between the parent and adolescent.

McNeal (1964) concluded that "for the seven or eight year old, the worst sin is to be in any way different from other children." About half of the seven year olds in his study claimed that their friends influenced their choice of purchases and that they expected to be

consulted by their friends about their purchases. All the subjects generally felt they should have the same clothes, games and other material goods as their friends.

As children grow older, the amount of information about goods and services exchanged among peers increased (Churchhill & Mochis, 1979). Peers influenced each other on the social aspects of the products they bought, and females talked more about these aspects than males. In general, this study found that as peer communication increased, family communication about consumer behavior decreased.

Middle and high school adolescents agreed that information they received from peers was foremost in buying decisions that were important to peer acceptance (Mochis & Moore, 1979). Adolescents in grades nine through twelve relied more frequently on their friends for information and advice on buying than adolescents in grades six through eight. With increasing age, adolescents preferred to purchase items in the absence of parental supervision. The researchers concluded that the more frequently the adolescent interacts with his peers about consumption matters, the greater the likelihood of his taking peer preference into account in his consumer decision making.

Over one-half of the 48 matched pairs of seventh grade girls and their mothers surveyed by Saunders (1971) acknowledged that friends were influential in selecting stores in which to purchase clothing. She also found that the seventh grade girls were not greatly influenced by their peers or by brand names when selecting clothing items.

Empirical data are needed on middle years children's purchasing behavior for personal clothing to determine the effects of parents and peers on this process. In general, research has shown that peers and parents influence middle years children and adolescents in their selection and purchase of many consumer products, but it is not known if they influence the middle years children in their clothing purchases. Further study is needed to determine if young people are affected by their family and friends when they buy clothes.

### Summary

This review of the literature has indicated that middle years children have a great desire to select personal items on their own, including clothing. Investigations into their consumer behavior show that they are familiar with and have frequently interacted with the marketplace. They want to make independent purchases on their own because they feel it will show maturity and freedom from parents. Clothing purchases involve social and economic risk; therefore, parents may not allow complete independence in shopping. Mothers who work outside the home may be very restricted in the amount of time they can shop for children's clothes, yet children need and want new clothes frequently. Thus, these young people may be accepting responsibilities for consumer decisions more often and at an earlier age than formerly.

Sex, socioeconomic status of the family, and dependence on parents and peers may affect middle years children's purchase of clothing by themselves. The relationship between source of money and types of

garments bought has not been investigated in relation to the children's selection of clothing.

### Theoretical Foundations

Just as the middle years children learn by degrees how to read and write, they gradually are socialized to the role of the consumer in the marketplace (Ward, 1974). This socialization is a gradual, subtle process, rather than systematic, so children of the same age may have different skills and knowledge of the marketplace.

Parents are important sources of socialization to the marketplace for the middle years children (Mochis, 1978). They indirectly teach their children consumer skills they will need by setting an example and controlling purchase attempts as well as giving them the resources they need to interact as a consumer.

As children grow toward adolescence, their peers become increasingly important as a source of socialization and parents become less important. Peers teach children social aspects of consumption just as parents teach practical skills. In the marketplace, children look to their peers for advice on items that are important to their peer social acceptance. The worst stigma for a child of this age group is to be different from his peers.

The cognitive development of middle years children affects their decision making abilities. If children are at Piaget's pre-operational level of cognitive development, they may have difficulty selecting a product to buy because they cannot consider many aspects of a product at one time or state logical reasons for choices they make. Conversely,

children at the concrete operational level are able to think through problems as an adult and make consumer choices that they could not when they were younger.

Therefore, based on the theories mentioned above, this study will compare middle years children who may be at two different cognitive levels in their clothing purchase behavior. Selected factors which may influence their purchases also will be investigated. Because older children are more advanced cognitively, they may purchase more clothing items without an older person present. Also, peers exert more influence on middle years children's behavior as they grow older and more independent of parents; therefore, it seems likely that the older children may select and buy clothing without their parents more often than younger children.

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## Chapter III

### PROCEDURE

The personal clothing purchasing practices of upper elementary school children were investigated in this study. The literature suggested the following factors influenced their practices: grade level, sex, race, socioeconomic status, employment of the mother, and types of garments purchased. It was assumed that grade level was an indication of the age of the students in this study.

#### Instrument

The questionnaire for collecting data was developed in relation to the purpose of the study. It consisted of 34 multiple choice and short answer items with space provided in some instances for writing responses not included in the list of possible choices. The questionnaire used elementary vocabulary and was designed to be completed in fifteen to twenty minutes.

The first part was concerned with personal and family data and with general clothing purchasing practices. The next section asked questions about four specific types of garments. The articles included frequently were found in children's wardrobes. Socks were selected as an example of an inexpensive, frequently replaced item of clothing. Jeans were included as a moderately expensive garment which may be more difficult for young people to select because of their cost and decisions about fit.

Best clothes were chosen because they were more expensive, less frequently replaced garments which may involve some social risks. Knit "tee" shirts with printed or ironed-on designs were specified as a popular and inexpensive, semi-fitted garment that children may often want because their friends have them.

The questionnaire was reviewed by fourth and seventh grade teachers, and changes in wording were made according to their suggestions. The revised instrument was pre-tested with a class of fourth graders from Newport Elementary School in Newport, Virginia, on May 27, 1982. A flip chart containing the same questions as the instrument was read aloud to the students as they answered each item. This regulated the speed of reading and aided individuals who might have had difficulties in understanding or answering the items. Only one question or list of responses was placed on each page of the flip chart to avoid confusion.

The pre-test indicated that the fourth graders were able to answer all the items in approximately twenty minutes and were familiar with the terminology used. Therefore, it was assumed that seventh graders would be able to complete the same questionnaire with no difficulty. To assist students who may have had problems in spelling their parents' place of employment, a list of industries employing at least 25 people and located in the area was added to the flip chart (Halifax County Chamber of Commerce, 1982).

### Sample

Data for the study were collected in Halifax County, Virginia. This was a predominately rural area with no town having a population

greater than 900 (U.S. Department of Commerce, Bureau of the Census, 1981). The county was the third largest in the state in square miles (Virginia Electric and Power Company, 1973), and had a population of approximately 30,500 (U.S. Department of Commerce, Bureau of the Census, 1981). There were sixteen manufacturing firms in the county with an employment range of 25 to 1,000 employees each (Halifax County Chamber of Commerce, 1982). Agriculture, especially tobacco, also was important to the area's economy (Virginia Electric and Power Company, 1973). The average household discretionary income for Halifax County in January, 1982, was \$15,387 (Survey of Buying Power Data Service, 1982).

Four public elementary schools in Halifax County which included kindergarten through grade seven participated in this study. These schools drew students from districts which included towns whose populations were 230 people or less and which had no clothing retail stores. This area ensured that all of the respondents lived at least three miles from the nearest center of shopping. Permission to collect data was obtained from the superintendent of public schools in Halifax County. The principal for each of the selected elementary schools was contacted and appointments were made with the teachers of each grade level participating in the study.

Fourth and seventh graders were chosen as the sample in this study because they represented two different levels of cognitive development. According to Piaget's theory of cognitive development as interpreted by Williams and Stith (1980, p. 352), most fourth graders

can only compare one or two different items. Socially, children at this age have just begun to work well with each other in large groups but they may still act immaturely. Seventh graders are more independent of their parents and other adults, reason similarly to adults, and place greater emphasis on being liked by their friends.

### Method of Data Collection

Data were collected on June 2, 3, and 4, 1982. The researcher read the directions and each question aloud from the flip chart, allowing time between items for the students to indicate their responses on the instrument. To encourage honesty in answers, the respondents were told they should not sign their names to their papers. All students present at the time of the data collection completed the questionnaire. There were no more than two absences from any one classroom when the instrument was presented, with a majority of the classrooms having perfect attendance. No attempt was made to include absentees in the sample.

### Analysis of the Data

The original data for each respondent were coded and punched onto cards for use in the computer analysis. Frequency distributions were tabulated and responses collapsed in a logical manner for further testing. The Chi-square test of independence was used to determine relationships between variables. The .05 level of significance was accepted as the criterion for accepting differences or relationships.

Cramer's V or Phi, a value ranging from 0 to +1, was used to determine the strength of the relationships or how strongly two variables were related. A Cramer's V or Phi less than .39 was a weak relationship; .40 to .69 a moderately strong one; and .70 and above a strong association.

Scores for the socioeconomic status were measured using Duncan's Two-digit Occupational Percentile Code (Duncan, 1961). This scale is a listing of occupations which have been ranked according to prestige from the results of a national survey. Values for the scale range from 1 to 96 with the higher numbers belonging to the respondents with higher socioeconomic status. The frequency distributions of the respondents in this study indicated that almost 90 percent of them were below the fiftieth percentile (Appendix B). For the purpose of further statistical analysis, the ratings of the respondents were divided into three categories; the lower third included rankings one through thirteen; the middle third included rankings 14 through 20; and the upper third included rankings 21 through 76. Respondents who either did not know their fathers' occupations or did not supply information for an accurate score were not included in this part of the analysis.

## Chapter IV

### RESULTS AND DISCUSSION

The purpose of this research was to investigate upper elementary school children's personal clothing purchasing practices. The results were based on data collected from 191 fourth and seventh graders from four elementary schools in Halifax County, Virginia, in late spring, 1982. The data were analyzed using the Chi-square test of independence and the strengths of the relationships were measured using Cramer's V or Phi.

The results were discussed in the following order: (1) characteristics of the sample; (2) sources of spending and clothing money; (3) clothing shopping practices; and (4) shopping practices for specific items of clothing.

#### Characteristics of the Sample

One hundred-ninety-one fourth and seventh graders from four schools participated in the study (Table 1). Schools A and C provided the largest proportion of the respondents (approximately 28 percent from each) and School D had the smallest share (19.4%). Almost 52 percent of the sample was in the fourth grade and about 57 percent was male. In regard to race, almost 47 percent of all respondents was black.

Duncan's Two-digit Percentile Index Code (Duncan, 1961) was used as a measure of socioeconomic status. After the occupation of the fathers of the respondents was ranked, the data revealed that most of

Table 1--Description of Sample

Variable	No.	%
<u>School</u>		
School A	54	28.3
School B	46	24.1
School C	54	28.3
School D	<u>37</u>	<u>19.4</u>
Total	191	100.1
<u>Grade</u>		
Fourth	99	51.8
Seventh	<u>92</u>	<u>48.2</u>
Total	191	100.0
<u>Sex</u>		
Boys	109	57.1
Girls	<u>82</u>	<u>42.9</u>
Total	191	100.0
<u>Race</u>		
Black	89	46.6
White	<u>102</u>	<u>53.4</u>
Total	191	100.0
<u>Socioeconomic Status</u>		
Upper Third (22-76)	32	24.4
Middle Third (14-21)	56	42.7
Lower Third (1-13)	<u>43</u>	<u>32.8</u>
Total	131	99.9
<u>Employment of the Mother</u>		
Employed full-time	115	62.5
Employed part-time or housewife	<u>69</u>	<u>37.5</u>
Total	184	100.0
<u>Source of Clothing</u>		
Store	162	85.3
Elsewhere	<u>28</u>	<u>14.7</u>
Total	190	100.0

them were in the lower half of the index (Appendix B). Therefore, the respondents were divided into three categories with the largest share of the sample (42.7%) in the middle classification (Table 1).

The mothers of 62.5 percent of the sample were employed outside the home (Table 1). This number is larger than the national percentage reported by the Current Population Survey which indicated that approximately 54 percent of the mothers of children under the age of eighteen were in the labor force in January, 1981 (Grossman, 1982).

The source of the young people's clothing was investigated to determine if the respondents generally bought their clothing from a store or if they used other alternatives. A vast majority (85.3%) indicated that most of their apparel was purchased from a store (Table 1). The remaining proportion identified hand-me-downs, gifts or ordering from a catalog as their main source. Because the latter group used sources other than stores, they may not be as familiar with the decision making and purchasing processes of clothing as those students who bought most of their clothing from a store.

#### Sources of Spending and Clothing Money

The students were questioned about their sources of money for personal spending and for clothing when shopping with and without older persons present to examine their dependence on their parents for money for various uses. It was not known if fourth or seventh graders obtain money from sources other than their parents, used their own money to buy any of their garments, or if they were less likely to use their

parents' money when they were without an older person present at the time of purchase. No significant differences were found for any of the sources of money in relation to race, socioeconomic status, or employment of the mother. Furthermore, Cramer's V or Phi indicated a weak relationship for all the other variables which were statistically significant.

### Source of Spending Money

When the students were asked where they got most of the money they were free to spend as they wanted, significant differences were found in relation to grade level at the .05 level (Table 2). A larger proportion of the seventh graders (58.7%) than of the fourth graders (41.5%) depended on their parents for their pocket money. This result may reflect seventh graders' need for larger amounts of money than their earnings or allowances cover. Contrarily, Marshall and Magruder (1960) found that as children increased in age, their dependence on their parents for money decreased.

The Chi-square test of independence indicated there also were significant differences between the sex of the respondents and their source of spending money at the .01 level (Table 3). Over 66 percent of the girls depended on their parents' doles compared to only about 38 percent of the boys. Conversely, the largest proportion of the male respondents (48.1%) earned their own pocket money which agrees with Doyle's (1969) report of significantly more boys than girls earning their own spending money. Since more boys worked for the money they spent as they

Table 2--Source of Spending Money in Relation to Grade Level

Source	Fourth		Seventh		Total		Chi-square
	No.	%	No.	%	No.	%	
Earned	35	37.2	30	32.6	65	34.9	Chi-square = 7.92*
Allowance	20	21.3	8	8.7	28	15.1	
Parents	<u>39</u>	<u>41.5</u>	<u>54</u>	<u>58.7</u>	<u>93</u>	<u>50.0</u>	Cramer's V = 0.21
Total	94	100.0	92	100.0	186	100.0	

\*Significant at the .05 level

Table 3--Source of Spending Money in Relation to Sex

Variable	Boy		Girl		Total		Chi-square
	No.	%	No.	%	No.	%	
<u>Source of Spending Money</u>							
Earned	51	48.1	14	17.5	65	34.9	Chi-square = 19.77** df = 2 Cramer's V = 0.32
Allowance	15	14.2	13	16.3	28	15.1	
Parents	<u>40</u>	<u>37.7</u>	<u>53</u>	<u>66.3</u>	<u>93</u>	<u>50.0</u>	
Total	106	100.0	80	100.1	186	100.0	

\*\*Significant at the .01 level.

wanted, they may be more independent of their parents in deciding how to use their money and they may shop more frequently without an older person present.

#### Usual Source of Money for Purchasing Clothing

Almost 75 percent of all the respondents indicated that most of the money used to pay for their clothing was from their parents (Table 4). The remaining proportion used their own money which included earnings, allowances or gifts. No significant differences were found in relation to grade level which may indicate that seventh graders as well as fourth graders generally depended on their parents to pay for most of their clothing.

However, when the data were analyzed in relation to the sex of the students, statistically significant differences were found at the .05 level (Table 4). Approximately 31 percent of the boys, but only about 17 percent of the girls, usually bought their clothing with their own money. More of the boys in this sample not only earned most of their spending money (Table 3) but also used their own money to pay for most of their clothes. This independence from parents also may be reflected in their independence in shopping and decision making practices.

#### Source of Clothing Money When Shopping Without an Older Person Present

One hundred-thirty-five members of the total sample had purchased clothing without an older person present; and nearly half of these independent respondents (49.6%) used their own money (earnings,

Table 4--Source of Clothing Money in Relation to Sex

Source	Boys		Girls		Total		Chi-square
	No.	%	No.	%	No.	%	
Parents	75	68.8	68	82.9	143	74.9	Chi-square = 4.24* df = 1
Own Money	<u>34</u>	<u>31.2</u>	<u>14</u>	<u>17.1</u>	<u>48</u>	<u>25.1</u>	
Total	109	100.0	82	100.0	191	100.0	Phi = 0.16

\*Significant at the .05 level.

allowances and gifts) to pay for the items (Table 5). No significant relationships were found in relation to grade level.

The Chi-square test of independence indicated that there were statistically significant differences between sex and the source of clothing money when shopping without an older person present (Table 5). Nearly 60 percent of the boys said they used their own money when they bought clothing items independently, but only 34 percent of the girls reported this. It appeared that boys were less dependent on their parents for money when they bought apparel without an older person present.

In summary, one-half of all the respondents depended on their parents to give them the money they could spend as they wanted (Table 2), and three-fourths of them depended on their parents to pay for most of their clothing (Table 4). However, when the students shopped for clothing without older persons present, nearly half of them paid for the garment with their own money (Table 5).

Significant differences for grade level were found in relation to the source of spending money. Fewer of the seventh graders than of the fourth graders earned most of their pocket money or received an allowance. This may reflect the older groups' dependence on their parents' doles to cover differences between the cost of items they buy and their own money.

Boys in the sample seemed to be more independent than girls from their parents' money. More males reported earning most of their spending money and paying for most of their own clothing. This proportion

Table 5--Source of Clothing Money When Purchasing Clothing Without an Older Person Present in Relation to Sex

Source	Boys		Girls		Total		Chi-square
	No.	%	No.	%	No.	%	
Parents	33	40.2	35	66.0	68	50.4	Chi-square = 7.57** df = 1
Own Money	<u>49</u>	<u>59.8</u>	<u>18</u>	<u>34.0</u>	<u>67</u>	<u>49.6</u>	
Total	82	100.0	53	100.0	135	100.0	Phi = .25

\*\*Significant at the .01 level.

increased considerably when the boys bought clothing without older persons present. Perhaps upper elementary school boys may be more experienced than girls in using money and, possibly, in selecting and purchasing their personal clothing.

### Typical Clothing Shopping Practices

Several phases of the students' customary shopping behavior were considered in this study. Information about usual shopping companions, frequency of shopping without an older person present, attitude toward shopping and favorite shopping companion was obtained to reveal clothing purchasing skills and preferences which may be common to middle years children.

The respondents listed garments they had purchased without older persons present, and the frequency and type of items bought by all the respondents were examined. Open-ended questions about favorite clothing and how it was acquired were asked to investigate the students' independence of parents and involvement in that purchase. No significant differences for any of the shopping practices were found in relation to race, socioeconomic status or employment of the mother. The Cramer's V indicated that all the relationships which were statistically significant were weak.

### Usual Clothing Shopping Companions

The Chi-square test of independence indicated that there were statistically significant differences between grade level and their

customary clothing shopping companions at the .05 level (Table 6). More than twice as many seventh graders (9.9%) as fourth graders (4.2%) said they usually shopped with only younger people present. The largest proportion of the fourth graders (49.5%) reported shopping with both parents present compared to less than 28 percent of the seventh graders. Conversely, the largest proportion of the seventh graders (38.5%) shopped with one parent only.

Statistically significant differences were found for usual clothing shopping companions in relation to sex at the .05 level (Table 7). More of the boys (10.4%) than girls (2.5%) in this sample shopped regularly without their parents. The largest proportion of each sex, almost 40 percent of the boys and slightly over 37 percent of the girls, indicated that they usually shopped with both parents present.

### Shopping Preferences and Habits

Several of the students' shopping preferences and habits were investigated in this study. Significant differences were found between fourth and seventh graders in relation to frequency of buying clothing without an older person present and favorite shopping companion at the .001 level and clothing shopping attitude at the .01 level (Table 8). There were no significant differences in relation to sex.

Slightly less than 21 percent of the seventh graders but a little over 58 percent of the fourth graders reported they had never bought clothing independently (Table 8). This finding is in agreement with McNeal (1964) and Ward, Wackman and Wartella (1977) who concluded that,

Table 6--Usual Clothing Shopping Companions in Relation to Grade

Companions	Fourth		Seventh		Total		Chi-square
	No.	%	No.	%	No.	%	
Both parents (and others)	47	49.5	25	27.5	72	38.7	Chi-square = 10.45* df = 3 Cramer's V = .24
One parent and others	15	15.8	22	24.2	37	19.9	
One parent only	29	30.5	35	38.5	64	34.4	
Younger Person	<u>4</u>	<u>4.2</u>	<u>9</u>	<u>9.9</u>	<u>13</u>	<u>7.0</u>	
Total	95	100.0	91	100.1	186	100.0	

\*Significant at the .05 level.

Table 7--Usual Clothing Shopping Companions in Relation to Sex

Companions	Boys		Girls		Total		Chi-square
	No.	%	No.	%	No.	%	
Both parents (and others)	42	39.6	30	37.5	72	38.7	Chi-square = 10.04* df = 3 Cramer's V = .23
One parent and others	14	13.2	23	28.8	37	19.9	
One parent only	39	36.8	25	31.3	64	34.4	
Younger person	<u>11</u>	<u>10.4</u>	<u>2</u>	<u>2.5</u>	<u>13</u>	<u>7.0</u>	
Total	106	100.0	80	100.1	186	100.0	

\*Significant at the .05 level.

Table 8--Clothing Shopping Preferences and Habits in Relation to Grade Level

Variable	Fourth		Seventh		Total		Chi-square
	No.	%	No.	%	No.	%	
<u>Frequency of Buying Clothing Without Older Person Present</u>							
Lots of times	15	15.2	26	28.3	41	21.5	Chi-square = 26.78*** df = 2 Cramer's V = 0.37
A few times	26	26.3	46	50.0	72	37.7	
Never	<u>58</u>	<u>58.6</u>	<u>20</u>	<u>21.7</u>	<u>78</u>	<u>40.8</u>	
Total	99	100.1	92	100.0	191	100.0	
<u>Clothing Shopping Attitude</u>							
Likes to shop	57	60.0	55	61.1	112	60.5	Chi-square = 10.54** df = 2 Cramer's V = 0.24
Likes to shop sometimes	19	20.0	30	33.3	49	26.5	
Does not like to shop	<u>19</u>	<u>20.0</u>	<u>5</u>	<u>5.6</u>	<u>24</u>	<u>13.0</u>	
Total	95	100.0	90	100.0	185	100.0	
<u>Favorite Clothing Shopping Companion</u>							
No one	9	9.2	4	4.4	13	7.0	Chi-square = 21.81*** df = 2 Cramer's V = 0.33
Younger person	9	9.2	33	36.7	42	22.3	
Older person	<u>80</u>	<u>81.6</u>	<u>53</u>	<u>58.9</u>	<u>133</u>	<u>70.7</u>	
Total	98	100.0	90	100.0	188	100.0	

\*\* Significant at the .01 level.

\*\*\* Significant at the .001 level.

as children grow older, they become more independent of their parents in their shopping behavior. Furthermore, older middle years children may be more confident in selecting and purchasing clothing without adult supervision because of their cognitive development.

About the same proportion of fourth and seventh graders enjoyed shopping for clothing, but there were large differences in the proportion of those who definitely did not like this activity (Table 8). Twenty percent of the fourth graders said they disliked shopping for clothes compared to less than six percent of the seventh graders. It seems that as children grow older and become socialized to the marketplace, they may develop more interest in buying their own apparel.

In regard to favorite shopping companion, nearly 37 percent of the seventh graders preferred to shop with younger persons such as siblings or friends compared to slightly over nine percent of the fourth graders (Table 8). Thus, it appeared that as middle years children grow older, they may seek the advice and influence of someone their own age while becoming less dependent on their parents in their shopping practices.

#### Independently Purchased Clothing Items

Students who had bought clothing independently of parents were asked to recall and list some of the garments. The results may not be a true indication of the actual number and type of items that the respondents bought because of the freedom they were given in answering the question. Ninety-seven of the total sample responded to this item. Only items which were listed by at least 30 percent of these respondents were included in Table 9. The largest proportion of

Table 9--Items Purchased Without Older Persons Present

Item	No.	%
<u>Shirts</u>		
Yes	59	60.8
No	<u>38</u>	<u>39.2</u>
Total	97	100.0
<u>Shoes</u>		
Yes	56	57.7
No	<u>41</u>	<u>42.3</u>
Total	97	100.0
<u>Socks</u>		
Yes	53	54.6
No	<u>44</u>	<u>45.4</u>
Total	97	100.0
<u>Pants</u>		
Yes	35	36.1
No	<u>62</u>	<u>63.9</u>
Total	97	100.0
<u>Jeans</u>		
Yes	30	30.9
No	<u>67</u>	<u>69.1</u>
Total	97	100.0

these students (60.8%) indicated they had purchased shirts without an older person present, and almost as many had purchased shoes (57.7%) and socks (54.6%). It was interesting to observe that more of these students reported purchasing items that were moderately expensive, and no one listed higher priced items such as coats or suits. This may indicate that the children were not confident of their ability to buy more expensive garments, or they simply may not have listed these items.

#### Favorite Clothing Item and Its Obtainment

The students were asked to name their favorite item of wearing apparel and how that item was obtained. Only those items listed by at least seven percent of the respondents were reported in Table 10.

The largest proportion of these students (48.4%) cited jeans as their favorite clothing item which may have reflected current fashions for this age group, their rural environment and, possibly, the influence of peers (Table 10). It also was interesting to note that only about seven percent of these respondents listed tee-shirts although they were garments that were widely available, relatively inexpensive, and seemed to be a popular item of apparel for middle years children.

The obtainment of the favorite clothing item was investigated to determine if there was a relationship between the students' preference for an item and their independence from parents in acquiring it. The students who responded tended to answer the open ended question either in terms of source of money or method of selection for purchase.

Over 71 percent of the students who responded in terms of sources of money indicated their parents paid for their favorite item

Table 10--Favorite Clothing Items

Item	No.	%
<u>Jeans</u>		
Yes	89	48.4
No	<u>95</u>	<u>51.6</u>
Total	184	100.0
<u>Shirt</u>		
Yes	29	15.8
No	<u>155</u>	<u>84.2</u>
Total	184	100.0
<u>Shorts</u>		
Yes	15	8.2
No	<u>169</u>	<u>91.8</u>
Total	184	100.0
<u>Tee-shirts</u>		
Yes	13	7.1
No	<u>171</u>	<u>92.9</u>
Total	184	100.0

(Table 11). In regard to those who thought in terms of selection, slightly more than 72 percent said they received their favorite item as a gift. Although no statistical analysis was performed, there did not seem to be any relationship between favorite garments and the independence from parents with which the garments were obtained.

In summary, these results indicated that there were differences in fourth and seventh graders in their typical clothing shopping behavior. As might have been expected, seventh graders shopped more often without older persons present and more of them preferred to shop with a young companion such as a sibling or friend their own age. Similarly, more of the boys than girls shopped regularly with younger people. Significantly more fourth graders than seventh graders indicated they disliked shopping for clothes. These findings suggested that older middle years children were more advanced than younger ones in their clothing purchasing behavior which may reflect differences in their cognitive development, or their ability to make decisions. It also suggested that seventh graders had a higher degree of consumer socialization, were better acquainted with and could function more independently in the marketplace.

#### Purchasing Practices for Specific Clothing Items

Purchasing practices for specific garments of different social and economic value (socks, tee-shirts, jeans and best clothes) were examined in the second part of the questionnaire. The phrase "think about the last time you got a (certain garment)" was used to give the respondents a common point of reference. Then, a series of questions for each

Table 11--Obtainment of Favorite Item

Response	No.	%
<u>Source of Money</u>		
Parent's money	93	71.5
Own money	<u>37</u>	<u>28.5</u>
Total	130	100.0
<u>Selection</u>		
Received as gift	31	72.1
Selected personally	<u>12</u>	<u>27.9</u>
Total	43	100.0

garment was asked concerning shopping companions, persons influencing purchasing decisions, sources of money and features of the garment bought. It was not expected that all of the sample would respond to all questions since some students may not have been present at the time of purchase.

The four garments in the questionnaire were ones common to most children's wardrobes. Socks were used as an example of an inexpensive, frequently replaced item that children easily could select and buy. Jeans were considered a moderately expensive garment which may be more difficult for young people to select because of their cost and fit. Tee-shirts were chosen as popular, inexpensive and easily fitted garments that children may easily persuade each other to own, and best clothes were included because they were more expensive, less frequently replaced garments which may involve some social risks.

### Shopping Companions

Information on the students' shopping companions was used to investigate their independence of older people and to compare differences in the people who accompanied the students when purchasing each of the specified garments. No significant relationships were found for any of these factors in relation to socioeconomic status or employment of the mother.

The Chi-square calculations indicated that there were significant differences between fourth and seventh graders and their shopping companions for all clothing items at the .001 level (Table 12). The Cramer's V for socks, jeans, and best clothes indicated a weak relationship, but a moderately strong one for tee-shirts.

Table 12--Shopping Companions When Purchasing Specific Clothing Items in  
Relation to Grade Level

Variable	Fourth		Seventh		Total		Chi-square
	No.	%	No.	%	No.	%	
<u>Socks</u>							
Both parents (and others)	32	42.1	9	11.5	41	26.6	Chi-square = 22.71*** df = 3 Cramer's V = 0.38
One parent and others	13	17.1	22	28.2	35	22.7	
One parent only	26	34.2	29	37.2	55	35.7	
Younger persons only	5	6.6	18	23.1	23	14.9	
Total	76	100.0	78	100.0	154	99.9	
<u>Tee-shirts</u>							
Both parents (and others)	35	45.5	13	16.9	48	31.2	Chi-square = 27.37*** df = 3 Cramer's V = 0.42
One parent and others	17	22.1	17	22.1	34	22.1	
One parent only	22	28.6	22	28.6	44	28.6	
Younger persons only	3	3.9	25	32.5	28	18.2	
Total	77	100.1	77	100.0	154	100.1	
<u>Jeans</u>							
Both parents (and others)	44	57.1	16	22.2	60	40.3	Chi-square = 20.35*** df = 3 Cramer's V = 0.37
One parent and others	15	19.5	18	25.0	33	22.1	
One parent only	13	16.9	28	38.9	41	27.5	
Younger persons only	5	6.5	10	13.9	15	10.1	
Total	77	100.0	72	100.0	149	100.0	
<u>Best Clothes</u>							
Both parents (and others)	48	61.5	23	26.7	71	43.3	Chi-square = 20.99*** df = 3 Cramer's V = 0.37
One parent and others	12	15.4	21	24.4	33	20.1	
One parent only	17	21.8	37	43.0	54	32.9	
Younger persons only	1	1.3	5	5.8	6	3.7	
Total	78	100.0	86	100.0	164	100.0	

\*\*\*Significant at the .001 level.

In general, the largest proportion of the fourth graders bought each of the specific clothing items with both parents present (Table 12). Over 61 percent of the group purchased best clothes and slightly more than 57 percent purchased jeans with both mother and father present. This may indicate that shopping was a family activity for families with younger children or that the economic and social value of the younger middle years children's clothing was important to the father as well as the mother. It was also possible that fathers may assume more responsibility for shopping for their children as more mothers enter the labor force.

Conversely, more of the seventh graders shopped for each of the specific clothing items with only one parent present (Table 12). Forty-three percent of them bought their best clothes and nearly 39 percent bought their jeans with either their mother or father present which may reflect parents' realization that clothing was becoming important to older middle years children as they approached adolescence.

Differences were seen between fourth and seventh graders in the proportion who shopped with younger persons such as friends or siblings (Table 12). Socks were purchased with siblings or friends by slightly more than 23 percent of the seventh graders compared to less than 7 percent of the fourth graders. Over 32 percent of the seventh graders but less than 4 percent of the fourth graders purchased tee-shirts with someone their own age. It seemed as children grew older, they became more independent of their parents, particularly in buying less expensive

items. This may be due to their increased experience and greater skills in buying clothing.

Significant differences also were found between boys and girls in relation to shopping companions for tee-shirts and jeans at the .05 level, but the Cramer's V for both items indicated a weak relationship (Table 13). More boys (33.3%) than girls (22.9%) bought their tee-shirts with only one parent present. For jeans, almost 46 percent of the girls shopped with both parents compared to nearly 35 percent of the boys. In general, for all the garments, more of the boys than girls shopped independently of older persons. These findings were in agreement with McNeal (1964) and Ward, Wackman and Wartella (1977) who also found that boys in the middle years were more independent than girls in their shopping practices.

In relation to race, the Chi-square analysis indicated that there were significant differences between black and white children in relation to their shopping companions for best clothes at the .05 level (Table 14). Over 52 percent of the black children bought their best clothes with both parents present compared to slightly less than 35 percent of the white children. Black families may have been more involved in purchasing best clothes because of the importance of this type of garment to their social standing and, perhaps, the expense. Shopping also may have been an activity that the black family as a whole enjoys as recreation.

Table 13--Shopping Companion for Purchasing Certain Items of Clothing in Relation  
to Respondent's Sex

Variable	Boy		Girl		Total		Chi-square
	No.	%	No.	%	No.	%	
<b><u>Socks</u></b>							
Both parents (and others)	23	28.0	18	25.0	41	26.6	Chi-square = 6.28 df = 3 Cramer's V = 0.20
One parent and others	13	15.9	22	30.6	35	22.7	
One parent only	30	36.6	25	34.7	55	35.7	
Younger persons only	16	19.5	7	9.7	23	14.9	
Total	82	100.0	72	100.0	154	99.9	
<b><u>Tee-shirt</u></b>							
Both parents (and others)	27	32.1	21	30.0	48	31.2	Chi-square = 9.35* df = 3 Cramer's V = 0.25
One parent and others	11	13.1	23	32.9	34	22.1	
One parent only	28	33.3	16	22.9	44	28.6	
Younger persons only	18	21.4	10	14.3	28	18.2	
Total	84	99.9	70	100.1	154	100.1	
<b><u>Jeans</u></b>							
Both parents (and others)	27	35.1	33	45.8	60	40.3	Chi-square = 8.14* df = 3 Cramer's V = 0.23
One parent and others	13	16.9	20	27.8	33	22.1	
One parent only	26	33.8	15	20.8	41	27.5	
Younger persons only	11	14.3	4	5.6	15	10.1	
Total	77	100.1	72	100.0	149	100.0	
<b><u>Best Clothes</u></b>							
Both parents (and others)	35	38.5	36	49.3	71	43.3	Chi-square = 2.15 df = 3 Cramer's V = 0.11
One parent and others	19	20.9	14	19.2	33	20.1	
One parent only	33	36.3	21	28.8	54	32.9	
Younger persons only	4	4.4	2	2.7	6	3.7	
Total	91	100.1	73	100.0	164	100.0	

\*Significant at the .05 level.

Table 14--Shopping Companion for Purchasing Certain Items of Clothing in Relation  
to Respondent's Race

Variable	Black		White		Total		Chi-square
	No.	%	No.	%	No.	%	
<u>Socks</u>							
Both parents (and others)	24	32.0	17	21.5	41	26.6	Chi-square = 2.99 df = 3 Cramer's V = 0.14
One parent and others	18	24.0	17	21.5	35	22.7	
One parent only	23	30.7	32	40.5	55	35.7	
Younger persons only	10	13.3	13	16.5	23	14.9	
Total	75	100.0	79	100.0	154	99.9	
<u>Tee-Shirt</u>							
Both parents (and others)	27	35.1	21	27.3	48	31.2	Chi-square = 1.80 df = 3 Cramer's V = 0.11
One parent and others	18	23.4	16	20.8	34	22.1	
One parent only	20	26.0	24	31.2	44	28.6	
Younger persons only	12	15.6	16	20.8	28	18.2	
Total	77	100.1	77	100.1	154	100.1	
<u>Jeans</u>							
Both parents (and others)	36	49.3	24	31.6	60	40.3	Chi-square = 6.80 df = 3 Cramer's V = 0.21
One parent and others	15	20.5	18	23.7	33	22.1	
One parent only	14	19.2	27	35.5	41	27.5	
Younger persons only	8	11.0	7	9.2	15	10.1	
Total	73	100.0	76	100.0	149	100.0	
<u>Best Clothes</u>							
Both parents (and others)	41	52.6	30	34.9	71	43.3	Chi-square = 14.46** df = 3 Cramer's V = 0.30
One parent and others	20	25.6	13	15.1	33	20.1	
One parent only	16	20.5	38	44.2	54	32.9	
Younger persons only	1	1.3	5	5.8	6	3.7	
Total	78	100.0	86	100.0	164	100.0	

\*\*Significant at the .01 level.

### Persons Influencing Purchase

The person affecting the selection of a garment for purchase was examined to reveal the students' reliance on others in the clothing purchasing process. No significant differences were found in relation to sex, socioeconomic status or employment of the mother for any of the specific clothing items. Furthermore, Cramer's V indicated a weak association for all the significant relationships.

Significant differences were found for grade level in relation to the person influencing the purchase of socks and jeans at the .01 level (Table 15). For each of the garments, a majority of the fourth graders' clothing purchasing decisions were affected by older people and the smallest proportion was influenced by persons their own age. Although the largest share of the seventh graders were influenced by their elders, in each case more of them than of the fourth graders decided alone which socks, jeans and tee-shirts to buy. It was surprising to note that less than ten percent of the seventh graders decided alone which best clothes to buy while over 15 percent of the fourth graders did the same. The older middle years children in the sample appeared to be more confident in choosing low to moderately priced garments for purchase, but not the more expensive items. This reflected differences in their cognitive development or their ability to make judgments and their socialization as a consumer to the marketplace.

In regard to race, there were significant differences in the person affecting the purchase of jeans at the .05 level (Table 16). While a

Table 15--Person Influencing Purchase of Specific Clothing Items in Relation to  
Grade Level

Variable	Fourth		Seventh		Total		Chi-square
	No.	%	No.	%	No.	%	
<u>Socks</u>							
No one	17	22.7	34	43.6	51	33.3	Chi-square = 9.65** df = 2 Cramer's V = 0.25
Younger person	5	6.7	8	10.3	13	8.5	
Older person	<u>53</u>	<u>70.7</u>	<u>36</u>	<u>46.2</u>	<u>89</u>	<u>58.2</u>	
Total	75	100.1	78	100.1	153	100.0	
<u>Tee-Shirt</u>							
No one	22	28.6	33	42.9	55	35.7	Chi-square = 16.74*** df = 2 Cramer's V = 0.32
Younger person	6	7.8	19	24.7	25	16.2	
Older person	<u>49</u>	<u>63.6</u>	<u>25</u>	<u>32.5</u>	<u>74</u>	<u>48.1</u>	
Total	77	100.0	77	100.1	154	100.0	
<u>Jeans</u>							
No one	11	14.3	22	30.6	33	22.1	Chi-square = 11.16** df = 2 Cramer's V = 0.27
Younger person	3	3.9	9	12.5	12	8.1	
Older person	<u>63</u>	<u>81.8</u>	<u>41</u>	<u>56.9</u>	<u>104</u>	<u>69.8</u>	
Total	77	100.0	72	100.0	149	100.0	
<u>Best Clothes</u>							
No one	12	15.4	8	9.4	20	12.3	Chi-square = 3.70 df = 2 Cramer's V = 0.27
Younger person	3	3.8	9	10.6	12	7.4	
Older person	<u>63</u>	<u>80.8</u>	<u>68</u>	<u>80.0</u>	<u>131</u>	<u>80.4</u>	
Total	78	100.0	85	100.0	163	100.1	

\*\* Significant at the .01 level.

\*\*\* Significant at the .001 level.

Table 16--Person Influencing Purchase of Specific Clothing Items in Relation  
to Race

Variable	Black		White		Total		Chi-square
	No.	%	No.	%	No.	%	
<u>Socks</u>							
No one	21	28.0	30	38.5	51	33.3	Chi-square = 3.47 df = 2 Cramer's V = 0.15
Younger person	9	12.0	4	5.1	13	8.5	
Older person	<u>45</u>	<u>60.0</u>	<u>44</u>	<u>56.4</u>	<u>89</u>	<u>58.2</u>	
Total	75	100.0	78	100.0	153	100.0	
<u>Tee-Shirt</u>							
No one	23	29.9	32	41.6	55	35.7	Chi-square = 2.38 df = 2 Cramer's V = 0.12
Younger person	13	16.9	12	15.6	25	16.2	
Older person	<u>41</u>	<u>53.2</u>	<u>33</u>	<u>42.9</u>	<u>74</u>	<u>48.1</u>	
Total	77	100.0	77	100.1	154	100.0	
<u>Jeans</u>							
No one	10	13.7	23	30.3	33	22.1	Chi-square = 6.74* df = 2 Cramer's V = 0.21
Younger person	8	11.0	4	5.3	12	8.1	
Older person	<u>55</u>	<u>75.3</u>	<u>49</u>	<u>64.5</u>	<u>104</u>	<u>69.8</u>	
Total	73	100.0	76	100.1	149	100.0	
<u>Best Clothes</u>							
No one	8	10.4	12	14.0	20	12.3	Chi-square = 0.49 df = 2 Cramer's V = 0.05
Younger person	6	7.8	6	7.0	12	7.4	
Older person	<u>63</u>	<u>81.8</u>	<u>68</u>	<u>79.1</u>	<u>131</u>	<u>80.4</u>	
Total	77	100.0	86	100.1	163	100.1	

\*Significant at the .05 level.

majority of the respondents from both races were influenced by older persons, over 30 percent of the white children made their own decisions compared to a little less than 14 percent of the black children. Younger persons affected the decision for 11 percent of the blacks and over five percent of the whites.

Although the statistical analysis indicated that the person influencing the decision to buy socks, tee-shirts and best clothes was not affected by race, larger proportions of the white children decided alone for each of the garments. Perhaps, white children were taught consumer skills to a greater degree as they shopped with one parent more often than blacks or, possibly, peer approval was more important to the black children.

#### Source of Money

The source of money for specific clothing items was investigated to determine how independent the respondents were of their parents in paying for the garments they decided to buy. No significant differences were found for socioeconomic status or employment of the mother for any of the articles. Furthermore, Cramer's V indicated all of the significant relationships were weak.

The Chi-square test of independence indicated there were significant differences for grade level in relation to the source of money for tee-shirts at the .05 level (Table 17). More of the seventh graders (36.4%) than fourth graders (16.9%) tended to use their own money to pay for this garment. For all the clothing items, more of the older group paid for their garments with their own money.

Table 17—Source of Money for Purchasing Specific Clothing Items in Relation to Respondent's Grade Level

Variable	Fourth		Seventh		Total		Chi-square
	No.	%	No.	%	No.	%	
<u>Socks</u>							
Parents only	49	64.5	40	51.9	89	58.2	Chi-square = 2.52 df = 2 Cramer's V = 0.13
Parents help pay	11	14.5	14	18.2	25	16.3	
Own money only	16	21.1	23	29.9	39	25.5	
Total	76	100.1	77	100.0	153	100.0	
<u>Tee-Shirt</u>							
Parents only	47	61.0	33	42.9	80	51.9	Chi-square = 7.97* df = 2 Cramer's V = 0.23
Parents help pay	17	22.1	16	20.8	33	21.4	
Own money only	13	16.9	28	36.4	41	26.6	
Total	77	100.0	77	100.1	154	99.9	
<u>Jeans</u>							
Parents only	51	66.2	35	48.6	86	57.7	Chi-square = 4.89 df = 2 Cramer's V = 0.18
Parents help pay	12	15.6	19	26.4	31	20.8	
Own money only	14	18.2	18	25.0	32	21.5	
Total	77	100.0	72	100.0	149	100.0	
<u>Best Clothes</u>							
Parents only	54	69.2	59	68.6	113	68.9	Chi-square = 0.75 df = 2 Cramer's V = 0.07
Parents help pay	17	21.8	16	18.6	33	20.1	
Own money only	7	9.0	11	12.8	18	11.0	
Total	78	100.0	86	100.0	164	100.0	

\*Significant at the .05 level.

There were significant differences between the sexes in relation to the source of money for tee-shirts at the .05 level and for jeans at the .001 level (Table 18). Over 34 percent of the boys and slightly more than 17 percent of the girls paid for their tee-shirts with their own money. Similarly, nearly 34 percent of the boys bought jeans without help from their parents while only about eight percent of the girls did the same. For all the garments, more of the boys than girls used their own money while the largest proportion of the girls depended on their parents to pay the total cost.

In regard to race, significant differences were found in relation to source of money for jeans and best clothes at the .05 level (Table 19). Almost 66 percent of the white children depended on their parents to pay for their jeans compared to a little more than 49 percent of the blacks. Similarly, nearly 78 percent of the white and 59 percent of the black children's parents paid for their best clothes. Generally, the blacks depended less than whites on their parents for money to pay for their garments.

#### Features Considered When Buying Garments

Features which the students noticed when they purchased each of the specific garments were examined to discover characteristics which middle years children thought to be important in the clothing they bought. The three features most commonly considered were color, fit and price which were obvious aspects and could be ascertained quickly. Only a small proportion of the students considered things such as care, construction or fiber content for each of the garments which may be the

Table 18--Source of Money for Purchasing Specific Clothing Items in Relation to Sex

Variable	Boy		Girl		Total		Chi-square
	No.	%	No.	%	No.	%	
<u>Socks</u>							
Parents only	46	56.1	43	60.6	89	58.2	Chi-square = 4.67 df = 2 Cramer's V = 0.11
Parents help pay	10	12.2	15	21.1	25	16.3	
Own money only	<u>26</u>	<u>31.7</u>	<u>13</u>	<u>18.3</u>	<u>39</u>	<u>25.5</u>	
Total	82	100.0	71	100.0	153	100.0	
<u>Tee-Shirts</u>							
Parents only	41	48.8	39	55.7	80	51.9	Chi-square = 6.64* df = 2 Cramer's V = 0.21
Parents help pay	14	16.7	19	27.1	33	21.4	
Own money only	<u>29</u>	<u>34.5</u>	<u>12</u>	<u>17.1</u>	<u>41</u>	<u>26.6</u>	
Total	84	100.0	70	99.9	154	99.9	
<u>Jeans</u>							
Parents only	38	49.4	48	66.7	86	57.7	Chi-square = 14.32*** df = 2 Cramer's V = 0.31
Parents help pay	13	16.9	18	25.0	31	20.8	
Own money only	<u>26</u>	<u>33.8</u>	<u>6</u>	<u>8.3</u>	<u>32</u>	<u>21.5</u>	
Total	77	100.1	72	100.0	149	100.0	
<u>Best Clothes</u>							
Parents only	63	69.2	50	68.5	113	68.9	Chi-square = 0.44 df = 2 Cramer's V = 0.05
Parents help pay	17	18.7	16	21.9	33	20.1	
Own money only	<u>11</u>	<u>12.1</u>	<u>7</u>	<u>9.6</u>	<u>18</u>	<u>11.0</u>	
Total	91	100.0	73	100.0	164	100.0	

\*Significant at the .05 level.

\*\*\*Significant at the .001 level.

Table 19--Source of Money for Purchasing Specific Clothing Items in Relation to  
Respondent's Race

Variable	Black		White		Total		Chi-square
	No.	%	No.	%	No.	%	
<u>Socks</u>							
Parents only	40	53.3	49	62.8	89	58.2	Chi-square = 1.44 df = 2 Cramer's V = 0.10
Parents help pay	14	18.7	11	14.1	25	16.3	
Own money only	<u>21</u>	<u>28.0</u>	<u>18</u>	<u>23.1</u>	<u>39</u>	<u>25.5</u>	
Total	75	100.0	78	100.0	153	100.0	
<u>Tee-Shirts</u>							
Parents only	35	45.5	45	58.4	80	51.9	Chi-square = 2.95 df = 2 Cramer's V = 0.23
Parents help pay	20	26.0	13	16.9	33	21.4	
Own money only	<u>22</u>	<u>28.5</u>	<u>19</u>	<u>24.7</u>	<u>41</u>	<u>26.6</u>	
Total	77	100.0	77	100.0	154	99.9	
<u>Jeans</u>							
Parents only	36	49.3	50	65.8	86	57.7	Chi-square = 6.12* df = 2 Cramer's V = 0.20
Parents help pay	21	28.8	10	13.2	31	20.8	
Own money only	<u>16</u>	<u>21.9</u>	<u>16</u>	<u>21.1</u>	<u>32</u>	<u>21.5</u>	
Total	73	100.0	76	100.1	149	100.0	
<u>Best Clothes</u>							
Parents only	46	59.0	67	77.9	113	68.9	Chi-square = 6.87* df = 2 Cramer's V = 0.20
Parents help pay	21	26.9	12	14.0	33	20.1	
Own money only	<u>11</u>	<u>14.1</u>	<u>7</u>	<u>8.1</u>	<u>18</u>	<u>11.0</u>	
Total	78	100.0	86	100.0	164	100.0	

\*Significant at the .05 level.

result of middle years children's inexperience or lack of knowledge in looking for and comparing more hidden traits in apparel. It also suggested that students may not be responsible for maintaining their wardrobe.

According to the data, almost 78 percent of the students considered color when buying socks (Table 20). Fit was emphasized by over 67 percent and slightly more than 59 percent were concerned with price. Fewer of the students indicated they had considered color, fit or price of this garment before purchasing than was reported for any other specific garment. This may have been due to the lack of visibility of the socks when worn and their relatively low cost.

When the respondents purchased tee-shirts, color, price and fit also were considered important by a majority of the fourth and seventh graders (Table 21). Over 88 percent of those who purchased this item emphasized the importance of fit, over 84 percent were concerned with color, and 61 percent considered price.

For jeans, more than 91 percent of the students indicated they considered their fit when purchasing (Table 22). Other important features were color (67.1%), brand name (67.1%) and price (62.4%).

A large number of students indicated they emphasized fit, color and price when buying their best clothes (Table 23). Almost 90 percent of the sample indicated fit, and nearly 85 percent were concerned with color. Price was contemplated by over 63 percent of the subjects.

In review of their purchasing practices for specific clothing items, the middle years children in the sample depended on their elders

Table 20--Features Considered when Buying Socks

Feature	No.	%
<u>Color</u>		
Yes	120	77.9
No	<u>34</u>	<u>22.1</u>
Total	154	100.0
<u>Fit</u>		
Yes	104	67.5
No	<u>50</u>	<u>32.5</u>
Total	154	100.0
<u>Price</u>		
Yes	91	59.1
No	<u>63</u>	<u>40.9</u>
Total	154	100.0
<u>Went with Something Else</u>		
Yes	65	42.2
No	<u>89</u>	<u>57.8</u>
Total	154	100.0
<u>Brand Name</u>		
Yes	42	27.3
No	<u>112</u>	<u>72.7</u>
Total	154	100.0

Table 21--Features Considered When Buying Tee-Shirts

Feature	No.	%
<u>Fit</u>		
Yes	136	88.3
No	<u>18</u>	<u>11.7</u>
Total	154	100.0
<u>Color</u>		
Yes	130	84.4
No	<u>24</u>	<u>15.6</u>
Total	154	100.0
<u>Price</u>		
Yes	94	61.0
No	<u>60</u>	<u>39.0</u>
Total	154	100.0
<u>Went With Something Else</u>		
Yes	65	42.2
No	<u>89</u>	<u>57.8</u>
Total	154	100.0
<u>Brand Name</u>		
Yes	54	35.1
No	<u>100</u>	<u>64.9</u>
Total	154	100.0

Table 22--Features Considered When Buying Jeans

Feature	No.	%
<u>Fit</u>		
Yes	136	91.3
No	<u>13</u>	<u>8.7</u>
Total	149	100.0
<u>Color</u>		
Yes	100	67.1
No	<u>49</u>	<u>32.9</u>
Total	149	100.0
<u>Brand Name</u>		
Yes	100	67.1
No	<u>49</u>	<u>32.9</u>
Total	149	100.0
<u>Price</u>		
Yes	93	62.4
No	<u>56</u>	<u>37.6</u>
Total	149	100.0
<u>Went With Something Else</u>		
Yes	64	43.0
No	<u>85</u>	<u>57.0</u>
Total	149	100.0

Table 23--Features Considered when Buying Best Clothes

Feature	No.	%
<u>Fit</u>		
Yes	146	89.6
No	<u>17</u>	<u>10.4</u>
Total	163	100.0
<u>Color</u>		
Yes	138	84.7
No	<u>25</u>	<u>15.3</u>
Total	163	100.0
<u>Price</u>		
Yes	103	63.2
No	<u>60</u>	<u>36.8</u>
Total	163	100.0
<u>Brand Name</u>		
Yes	78	47.9
No	<u>85</u>	<u>52.1</u>
Total	163	100.0
<u>Went with Something Else</u>		
Yes	76	46.9
No	<u>87</u>	<u>53.1</u>
Total	163	100.0

to shop with them, to advise them in purchasing decisions and to pay for their clothes. The largest proportion of the fourth graders shopped with both parents while most seventh graders shopped with one parent only. When purchasing tee-shirts, however, the largest proportion of the seventh graders were accompanied by younger companions such as siblings or friends. As expected, most of the fourth graders were influenced by older people in their purchasing decisions while a bigger proportion of the seventh graders decided alone. Also, more of the seventh graders used their own money to pay for the garments they had bought.

A larger number of boys than girls indicated they shopped with siblings or friends their own age when buying each of the specific garments. Except for socks, the largest proportion of the male respondents shopped with one parent only, and more of them used their own money to pay for the items. On the other hand, girls tended to shop with many people present and to pay for their clothing with their parents' money. There were no significant differences in the person influencing the decision to purchase any of the garments in relation to sex.

The largest number of the black students bought each of the specific items with both parents and other people present while the white children tended to shop with one parent only. More of the blacks indicated they were influenced by younger persons and fewer of them used their own money to pay for their clothing.

### Summary of Findings

This research examined the personal clothing purchasing practices of fourth and seventh grade children. A large proportion of the sample had bought clothing without an older person present, liked to shop for clothing and preferred to shop with an older person. Shirts, shoes and socks were the most frequently listed items that the students purchased without an older person present, and almost half of them listed jeans as their favorite clothing item. Price, fit and color were the features considered most often when buying each of the specified items (socks, tee-shirts, jeans and best clothes).

Three-fourths of the students reported that their parents paid for most of their clothing, but when the respondents bought clothing without their parents present, half of them used their own money. Parents of about half of the sample gave them their pocket money while the remainder received most of their spending money from earnings, allowances or gifts.

Fourth graders in this study were more dependent on their parents than seventh graders. More of the younger group shopped regularly with both parents present, including purchases of the specified clothing items. Well over one-half of them had never bought a garment without an older person present. More of them preferred to shop with an older person and disliked clothing shopping. They were more likely to depend on their parents to pay the total cost of their clothing, although a slightly larger proportion of them earned their own spending money.

More of the seventh graders reported they had bought clothing at least a few times without an older person present, liked to shop for clothing and preferred to shop with a younger person. The largest proportion of them usually shopped with one parent only. More of them independently decided which garment to buy and paid for the garment with their own money, but more of them also depended on their parents for their spending money.

The boys in the sample were more independent of their elders than girls in regard to shopping companions and sources of money. More of them earned their own spending money and a larger proportion of them used their own money to pay for most of their clothing. More of the girls depended on their parents for their spending money, clothing money and money for each of the specified garments. When the girls bought garments without their parents present, the proportion who used their own money increased.

The black students in this sample tended to shop with both parents when buying each of the specified items of clothing. More of them than of the white children indicated they were influenced by younger people and used their own money to pay for each of the specific items. More of the white children shopped for their clothing with only one parent, and more of them shopped with younger people. A larger number of these students decided alone which garments to buy and depended on their parents to pay for each of the specific garments.

In regard to clothing shopping companions, the students became more dependent on their elders as the item increased in social and

economic value. More of them shopped with younger people when they bought socks and tee-shirts, but this proportion decreased as the specific item increased in relative cost. Older people influenced more of the students when they purchased the more expensive items of clothing. As expected, the largest proportion of the students who were influenced by their peers purchased tee-shirts, while the item more parents influenced their children to buy was best clothes. Similarly, more of the students used their own money to pay for less expensive garments; as the garments increased in expense, more of them depended on their parents to pay for the garments.

## Chapter V

### SUMMARY AND CONCLUSIONS

Children of the middle years are striving for independence as they pull away from their families and their friends become more important to them. They want to make personal decisions without help from their elders, especially about things influencing acceptance by their peers. This also is a time when middle years children are being socialized to the marketplace. As they develop cognitively and gain experiences as consumers, they become more able to make responsible decisions.

The purpose of this study was to investigate the personal clothing purchasing practices of upper elementary school children in relation to: grade level, sex, race, socioeconomic status, employment of the mother, and types of garments.

A questionnaire was developed for the collection of data. It was pretested with fourth graders in the rural area of Newport, Virginia, and took approximately 20 minutes to complete. A flip chart containing the same questions as the instrument was used to aid the children's understanding and to pace them. Slight changes in the wording were made to improve the respondents' comprehension, and a list of industries was added to help children in spelling their parents' place of employment. Data for the study were collected during school hours from 191 fourth and seventh graders from four elementary schools in Halifax County, Virginia, in early June, 1982.

The data were coded and punched onto cards for use in the computer analysis. Frequency distributions were tabulated and responses collapsed for statistical testing. The Chi-square test of independence was used to determine relationships between the variables with the .05 level of significance used as the criterion for accepting differences. Cramer's V or Phi was used to determine the strength of the relationship between variables.

The results indicated that the seventh graders in this study were more mature than fourth graders in their cognitive ability. More of them decided independently which garments to purchase, thus reflecting their ability to compare different aspects of several similar garments and to make a decision from the information they had collected. These results were in agreement with Piaget (Williams and Stith, 1980, p.359) who contended that each child's mental abilities develop in stages and that he can process only a limited amount and type of information at various points in each stage. As he grows older, his cognitive abilities become more advanced, and he can make more rational, logical decisions.

The seventh graders also seemed to be more socialized to the marketplace. Ward (1974) had defined consumer socialization as the processes by which young people acquire skills, knowledge and attitudes relevant to their functioning in the marketplace. He believed that children gradually learn about it in the same manner they learn about their society. The older group in the current study was more inclined to shop without their elders present and to make their decisions alone

about their purchases. More seventh graders used their own money to pay for their clothing and said they liked to shop, which suggested that they were more knowledgeable and skilled than fourth graders in buying clothing and interacting in the marketplace.

Boys were more independent than girls of older people in relation to sources of money and shopping companions. More males earned the money they could spend as they wanted, paid for most of their clothing, and shopped without their elders present. Conversely, more girls depended on their parents for their spending money and for money for their clothes.

Racial differences were found in relation to shopping companions, influences on decisions and sources of money for clothing. The largest proportion of the black students shopped for clothing with both parents present while more white students shopped with only one parent. The black students were more likely to be influenced by younger people and to use their own money to pay for the garments they bought. More white children decided alone which garments to buy and depended on their parents to pay for their clothing.

No significant differences were found in relation to socioeconomic status and employment of the mother. Because a majority of the fathers' occupational rankings were below the fiftieth percentile, the sample was fairly homogeneous in regard to socioeconomic status.

### Limitations

The present study had several limitations. Because the respondents were from a rural area, they may have had different opportunities to shop and to earn and spend money than children from urban and suburban areas. The distance rural children must travel limits their accessibility to stores and their dependence on parents for transportation may limit their experiences in spending.

The results of this study also may have been affected by the season in which the questionnaire was administered. Data for this study were collected in early June when rural families and children may have limited incomes because of the financial investment involved in the planting season. Data collected from a sample during a harvest season might include children who were more independent of their parents because they may have more money to spend.

Limitations were also recognized in the instrument itself. Many of the students either did not know their fathers' occupations or did not provide the specific information required for an accurate socio-economic ranking. Furthermore, over 90 percent of the rankings fell below the fiftieth percentile which limited the generalizations of the findings.

The instrument also may have been confusing to the respondents because many questions were worded similarly and asked students to describe events from memory and activities that may not have been typical of their shopping behavior. They may not have answered honestly

because of lack of knowledge or experience in purchasing garments. Possibly the older respondents may have been embarrassed to reveal these deficiencies.

### Implications for Future Research

Many implications for future research of middle years children's clothing purchasing behavior can be drawn from the conclusions and limitations of this study.

1. Instead of a written questionnaire, interviews with middle years children could provide more specific and reliable descriptions of the respondents' knowledge and skills concerning their clothing purchases.

2. Peers influence middle years children in many things. More specific information on children's clothing purchases would be useful to educators and marketers in discovering how influential peers are when they purchase wearing apparel.

3. Racial differences were found in relation to shopping companions, influences of others on decisions and sources of money. Further investigation into these aspects could reveal reasons for these differences.

4. No significant relationships were found in relation to employment of the mother. This may be because these children depended on their parents to take them shopping, help in decisions and pay for items. Differences may be found if another sample is used.

5. Children from a suburban or urban area may be more conscious of clothing and fashion than those from rural areas which may affect their desire to purchase and own clothing. They also may be more experienced in spending.

6. A sample with a wider range of socioeconomic backgrounds could reveal differences in social class in relation to clothing shopping companions, influences of peers and sources of money.

7. Other ages of children could be used to discover when children begin to shop independently for their clothing and how their independence develops into adolescence.

8. Refinement of the instrument to reduce the number of open-ended questions and potential for respondent confusion would result in data which might be more meaningful.

#### Implications for Educational Programs

Parents, educators and marketers also may benefit from these results when planning clothing related activities and programs. The data in this study could be used to provide guidelines for developing educational programs for clothing purchasing for middle years children. Because a large number of students in the sample bought clothing independently, information on comparison-shopping, desirable garment features and consumer practices would be useful to them.

Each grade level possessed different clothing purchasing resources and skills such as decision-making abilities, shopping practices and

money sources. Similarly, sexual and racial differences were found in money sources and shopping companions. Therefore, education designed especially for each of their needs appears to be more desirable than a general program.

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## APPENDICES

APPENDIX A

"HOW I BUY MY CLOTHES" QUESTIONNAIRE

How I Buy My Clothes

I need your help in learning how boys and girls your age get their clothes. This is not a test so there are no right or wrong answers. Be sure to answer each question.

Check (✓) the answer that best tells about you and what you do.

Example: 1. I am in the

- \_\_\_\_\_ 1. fourth grade  
 \_\_\_\_\_ 2. seventh grade

# # # # # # # # # # # # # # #

2. I am a

- \_\_\_\_\_ 1. boy  
 \_\_\_\_\_ 2. girl

3. I am

- \_\_\_\_\_ 1. black  
 \_\_\_\_\_ 2. white

4. Where do you get most of the money that you spend as you want?  
 (Check only one)

- \_\_\_\_\_ 1. earn it by working  
 \_\_\_\_\_ 2. your allowance  
 \_\_\_\_\_ 3. your parents give it to you when you need or ask for it  
 \_\_\_\_\_ 4. gifts  
 \_\_\_\_\_ 5. from somewhere else. Where? \_\_\_\_\_

5. Where do you get most of your clothes? (Check only one)

- \_\_\_\_\_ 1. someone makes them  
 \_\_\_\_\_ 2. someone gives them to me as a present  
 \_\_\_\_\_ 3. most of them are hand-me-downs  
 \_\_\_\_\_ 4. from a catalog  
 \_\_\_\_\_ 5. from a store

6. Where do you get most of the money for your new clothes?  
(Check only one)
1. earn it by working  
 2. your allowance  
 3. parents  
 4. gifts  
 5. from somewhere else. Where? \_\_\_\_\_
7. If you buy clothes without an older person with you, whose money do you generally use? (Check only one)
1. money you earned  
 2. your allowance  
 3. your parents  
 4. gifts  
 5. I do not buy clothes without an older person there.  
 6. from somewhere else. Where? \_\_\_\_\_
8. Who is usually with you when you shop for your own clothes?  
(Check as many as best tells about you)
1. I am alone  
 2. father  
 3. mother  
 4. brother  
 5. sister  
 6. friends your own age  
 7. another older person  
 8. I never shop for my clothes.
9. How often have you ever bought any clothes without an older person with you? (Check only one)
1. lots of times  
 2. a few times  
 3. never
10. What kinds of clothes have you ever bought without an older person with you?
- I do not buy clothes without an older person with me.  
 \_\_\_\_\_  
 \_\_\_\_\_

Think About the Last Time You Got A New Pair of Socks

11. Who was there when the socks were bought? (Check as many as tells about you)
- |  |  |
|--|--|
| <input type="checkbox"/> 1. I was alone                    | <input type="checkbox"/> 4. brother            |
| <input type="checkbox"/> 2. father                         | <input type="checkbox"/> 5. sister             |
| <input type="checkbox"/> 3. mother                         | <input type="checkbox"/> 6. friends my own age |
| <input type="checkbox"/> 7. other older person. Who? _____ |  |
| <input type="checkbox"/> 8. I was not there                |  |
12. Who was the person who helped you the most in deciding which pair of socks to buy? (Check only one)
- |  |  |
|--|--|
| <input type="checkbox"/> 1. no one                         | <input type="checkbox"/> 4. brother            |
| <input type="checkbox"/> 2. father                         | <input type="checkbox"/> 5. sister             |
| <input type="checkbox"/> 3. mother                         | <input type="checkbox"/> 6. friends my own age |
| <input type="checkbox"/> 7. other older person. Who? _____ |  |
13. Whose money was used to pay for the socks? (Check as many as tells about you)
- |   |  |
|---|--|
| <input type="checkbox"/> 1. money you earned                  | <input type="checkbox"/> 3. your allowance |
| <input type="checkbox"/> 2. your parents                      | <input type="checkbox"/> 4. gifts          |
| <input type="checkbox"/> 5. from somewhere else. Where? _____ |  |
14. What did you think about when the socks were bought? (Check as many as tells about you)
- |  |
|--|
| <input type="checkbox"/> 1. fit                          |
| <input type="checkbox"/> 2. price                        |
| <input type="checkbox"/> 3. color                        |
| <input type="checkbox"/> 4. brand name                   |
| <input type="checkbox"/> 5. like my friends have         |
| <input type="checkbox"/> 6. care needed                  |
| <input type="checkbox"/> 7. went with something I had    |
| <input type="checkbox"/> 8. what they were made of       |
| <input type="checkbox"/> 9. the way they were made       |
| <input type="checkbox"/> 10. something else. What? _____ |

Think About the Last Time You Got A New Pair of Jeans

15. Who was there when the jeans were bought? (Check as many as tells about you)
- |  |  |
|--|--|
| <input type="checkbox"/> 1. I was alone                    | <input type="checkbox"/> 4. brother            |
| <input type="checkbox"/> 2. father                         | <input type="checkbox"/> 5. sister             |
| <input type="checkbox"/> 3. mother                         | <input type="checkbox"/> 6. friends my own age |
| <input type="checkbox"/> 7. other older person. Who? _____ |  |
| <input type="checkbox"/> 8. I was not there                |  |
16. Who was the person who helped you the most in deciding which pair of jeans to buy? (Check only one)
- |  |  |
|--|--|
| <input type="checkbox"/> 1. no one                         | <input type="checkbox"/> 4. brother            |
| <input type="checkbox"/> 2. father                         | <input type="checkbox"/> 5. sister             |
| <input type="checkbox"/> 3. mother                         | <input type="checkbox"/> 6. friends my own age |
| <input type="checkbox"/> 7. other older person. Who? _____ |  |
17. Whose money was used to pay for the jeans? (Check as many as tells about you)
- |   |  |
|---|--|
| <input type="checkbox"/> 1. money you earned                  | <input type="checkbox"/> 3. your allowance |
| <input type="checkbox"/> 2. your parents                      | <input type="checkbox"/> 4. gifts          |
| <input type="checkbox"/> 5. from somewhere else. Where? _____ |  |
18. What did you think about when the jeans were bought? (Check as many as tells about you)
- |  |
|--|
| <input type="checkbox"/> 1. fit                          |
| <input type="checkbox"/> 2. price                        |
| <input type="checkbox"/> 3. color                        |
| <input type="checkbox"/> 4. brand name                   |
| <input type="checkbox"/> 5. like my friends have         |
| <input type="checkbox"/> 6. care needed                  |
| <input type="checkbox"/> 7. went with something I had    |
| <input type="checkbox"/> 8. what they were made of       |
| <input type="checkbox"/> 9. the way they were made       |
| <input type="checkbox"/> 10. something else. What? _____ |

Think About The Last Time You Got Your Best Clothes

19. Who was there when the new best clothes were bought? (Check as many as tells about you)
- |  |  |
|--|--|
| <input type="checkbox"/> 1. I was alone                      | <input type="checkbox"/> 4. brother            |
| <input type="checkbox"/> 2. father                           | <input type="checkbox"/> 5. sister             |
| <input type="checkbox"/> 3. mother                           | <input type="checkbox"/> 6. friends my own age |
| <input type="checkbox"/> 7. other older person. (Who? _____) |  |
| <input type="checkbox"/> 8. I was not there                  |  |
20. Who was the person who helped you the most in deciding which ones to buy? (Check only one)
- |  |  |
|--|--|
| <input type="checkbox"/> 1. no one                         | <input type="checkbox"/> 4. brother            |
| <input type="checkbox"/> 2. father                         | <input type="checkbox"/> 5. sister             |
| <input type="checkbox"/> 3. mother                         | <input type="checkbox"/> 6. friends my own age |
| <input type="checkbox"/> 7. other older person. Who? _____ |  |
21. Whose money was used to pay for your best clothes? (Check as many as tells about you)
- |   |  |
|---|--|
| <input type="checkbox"/> 1. money you earned                  | <input type="checkbox"/> 3. your allowance |
| <input type="checkbox"/> 2. your parents                      | <input type="checkbox"/> 4. gifts          |
| <input type="checkbox"/> 5. from somewhere else. Where? _____ |  |
22. What did you think about when the best clothes were bought? (Check as many as tells about you)
- |  |
|--|
| <input type="checkbox"/> 1. fit                          |
| <input type="checkbox"/> 2. price                        |
| <input type="checkbox"/> 3. color                        |
| <input type="checkbox"/> 4. brand name                   |
| <input type="checkbox"/> 5. like my friends have         |
| <input type="checkbox"/> 6. care needed                  |
| <input type="checkbox"/> 7. went with something I had    |
| <input type="checkbox"/> 8. what they were made of       |
| <input type="checkbox"/> 9. the way they were made       |
| <input type="checkbox"/> 10. something else. What? _____ |

Think About The Last Time You Got A New Tee-Shirt  
With An Iron-on Transfer On It

23. Who was there when the new tee-shirt was bought? (Check as many as tells about you)
- |   |   |
|---|---|
| <input type="checkbox"/> 1. I was alone<br><input type="checkbox"/> 2. father<br><input type="checkbox"/> 3. mother<br><input type="checkbox"/> 7. other older person. Who? _____<br><input type="checkbox"/> 8. I was not there. | <input type="checkbox"/> 4. brother<br><input type="checkbox"/> 5. sister<br><input type="checkbox"/> 6. friends my own age |
|---|---|
24. Who was the person who helped you the most in deciding which tee-shirt to buy? (Check only one)
- |  |   |
|--|---|
| <input type="checkbox"/> 1. no one<br><input type="checkbox"/> 2. father<br><input type="checkbox"/> 3. mother<br><input type="checkbox"/> 7. other older person. Who? _____ | <input type="checkbox"/> 4. brother<br><input type="checkbox"/> 5. sister<br><input type="checkbox"/> 6. friends my own age |
|--|---|
25. Whose money was used to pay for the tee-shirt? (Check as many as tells about you)
- |   |   |
|---|---|
| <input type="checkbox"/> 1. money you earned<br><input type="checkbox"/> 2. your parents<br><input type="checkbox"/> 5. from somewhere else. Where? _____ | <input type="checkbox"/> 3. your allowance<br><input type="checkbox"/> 4. gifts |
|---|---|
26. What did you think about when the new tee-shirt was bought? (Check as many as tells about you)
- |   |  |
|---|--|
| <input type="checkbox"/> 1. fit<br><input type="checkbox"/> 2. price<br><input type="checkbox"/> 3. color<br><input type="checkbox"/> 4. brand name<br><input type="checkbox"/> 5. like my friends have<br><input type="checkbox"/> 6. care needed<br><input type="checkbox"/> 7. went with something I had<br><input type="checkbox"/> 8. what they were made of<br><input type="checkbox"/> 9. the way they were made<br><input type="checkbox"/> 10. something else. What? _____ |  |
|---|--|

27. Do you like to go shopping for your own clothes? (Check only one)
- \_\_\_\_\_ 1. yes
  - \_\_\_\_\_ 2. no
  - \_\_\_\_\_ 3. sometimes
  - \_\_\_\_\_ 4. I never go
28. Who do you like to go shopping with best? (Check only one)
- \_\_\_\_\_ 1. no one
  - \_\_\_\_\_ 2. father
  - \_\_\_\_\_ 3. mother
  - \_\_\_\_\_ 4. brother
  - \_\_\_\_\_ 5. sister
  - \_\_\_\_\_ 6. friends my own age
  - \_\_\_\_\_ 7. another older person. Who? \_\_\_\_\_
29. What is your favorite thing to wear? \_\_\_\_\_  
\_\_\_\_\_
30. How did you get it? \_\_\_\_\_  
\_\_\_\_\_
31. Where does your father work? \_\_\_\_\_
32. What does he do? \_\_\_\_\_
33. Where does your mother work? \_\_\_\_\_
34. What does she do? \_\_\_\_\_

THANK YOU VERY MUCH FOR HELPING ME!

APPENDIX B

RANKINGS OF THE FATHERS' OCCUPATIONS

Table 24--Rankings of Fathers' Occupations

Ranking	No.	%
1	3	1.57
2	2	1.05
3	1	0.52
5	3	1.57
7	4	2.09
8	1	0.52
9	6	3.14
11	9	4.71
13	1	0.52
14	39	20.42
15	6	3.14
17	1	0.52
18	6	3.14
19	3	1.57
20	1	0.52
23	1	0.52
24	4	2.09
25	1	0.52
26	2	1.05
27	2	1.05
31	2	1.05
32	2	1.05
33	2	1.05
34	1	0.52
39	3	1.57
41	1	0.52
44	1	0.52
47	1	0.52
51	2	1.05
52	2	1.05
53	2	1.05
55	1	0.52
60	2	1.05
64	1	0.52
65	2	1.05
67	2	1.05
70	1	0.52
72	3	1.57
75	1	0.52
76	1	0.52
Unclassified	<u>60</u>	<u>31.41</u>
Total	191	98.91

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CLOTHING PURCHASING PRACTICES: A COMPARISON OF  
FOURTH AND SEVENTH GRADE CHILDREN

by

Anne Carter Stephens

(ABSTRACT)

This research investigated personal clothing purchasing practices of upper elementary school children in relation to: grade level, sex, race, socioeconomic status, mothers' employment, and types of clothing acquired. One hundred ninety-one fourth and seventh graders from rural Virginia completed a questionnaire in June, 1982. Data were analyzed using the Chi-square test of independence and Cramer's V or Phi tested the strength of the relationships.

Three-fourths of the respondents shopped regularly for clothing and one-half had bought clothing without an older person present. When purchasing clothing independently, one-half of them used their own money. Students were more independent of elders when purchasing less expensive items.

The findings which were statistically significant indicated seventh graders were more independent than fourth graders. More of them had purchased garments without their parents present, paid for them with their own money and liked to shop. They tended to buy clothing with only one parent present and make their own decisions about clothing purchases.

Boys were more independent than girls. More males shopped without their parents and paid for clothing with their own money. Girls tended to shop with more than one person present.

More black respondents shopped for clothing with both parents and others present and were influenced by their friends in their clothing purchases. The largest proportion of the white students bought clothing with one parent only and more of them paid for clothing with their own money and made decisions alone about purchases.

No statistically significant differences were found for socio-economic status or the mothers' employment in relation to any of the variables.