

CLOTHING AND COSMETIC BUYING PRACTICES OF  
ELEVENTH AND TWELFTH GRADE BOYS AND GIRLS

by

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## INTRODUCTION

Today's teenager may be unaware of it, but he is regarded as a vital force in the consumer market of the sixties. America's twenty-two million teenagers spend fourteen billion dollars a year.<sup>1</sup>

Merchants who were in the habit of lumping youngster's spending with that of the family are going all out to cater to their needs and desires. The 1964 teenager was reported to have a national average income, including earnings and allowances, of \$489 annually or about \$9.45 per week. The term allowance may mean nothing is involved other than being a family member; it may be one's share in family income in return for chores; or it may be funds needed for recreational spending.<sup>2</sup>

Teenagers are not a unique and distinct species, they are the next generation of adults in the process of growing up. Pressures of a technological society tend to cut adolescents off from parents. Teenagers constitute a sub-culture, a society of their own.<sup>3</sup>

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<sup>1</sup>News item in The Kansas City Times, September 3, 1966.

<sup>2</sup>"Teenage Dollars Need Direction," Teaching Topics, 14:4-6, January, 1964.

<sup>3</sup>Philmore B. Wass, "Economics of Teenagers," The Bulletin of the National Association of Secondary School Principals, 49:29-33, April, 1965.

The economic system revolves around the consumer, yet his behavior is not understood. Adequate money income is no guarantee that the income will be consumed wisely. Understanding the consumer's behavior deserves priority among education and business problems.<sup>1</sup>

### The Problem

The need for consumer education in the high school is urgent and widespread. Youth buy much for themselves and influence family purchases. Young shoppers have been pinpointed as top priority, a prime market.<sup>2</sup> Although un-informed, teenagers are active consumers who are bombarded with advertising and other sales appeals and claims to influence their choices of products and brands. The impact of this stimulus to the values of young people is questioned.

Youth needs education to avoid wasting money on certain products. Teenagers may think that brand or retail price alone is a reliable guide to quality. The implications of buying at the present time and paying on a future date may not be understood by the teenager and does not represent the best way to learn to manage finances prudently.<sup>3</sup>

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<sup>1</sup>James U. McNeal, Dimensions of Consumer Behavior, pp. 296-301.

<sup>2</sup>David Shoenfeld and James E. Mendenhall (eds.), Consumer Education in Lincoln High School, pp. 7-11.

<sup>3</sup>Ibid.

A teacher in the area of consumer education has an obligation for helping boys and girls consider the benefits of planned buying practices. The experience of buying should be both financially and emotionally satisfying.

#### Purposes of the Study

The purposes of this study were: (1) to determine the criteria used by eleventh and twelfth grade boys and girls for making clothing and cosmetic purchases; (2) to determine the amount of money spent on clothes and cosmetics.

The study was limited to eleventh and twelfth grade pupils at Spring Hill High School, Spring Hill, Kansas. The study was conducted during the 1966-67 school year.

Spring Hill has a population of approximately 1200 persons and is located 25 miles from metropolitan Kansas City. The pupils in the high school are a composite of rural youth and youth whose families moved from Kansas City to make homes in the country. Many of the parents commute to the metropolitan area to work.

#### Definition of Terms Used

Specific terms used for the study are:

Consumer buying. The purchase of goods directly affecting human wants or desires.

Cosmetics. Any preparation applied to the skin, hair, or nails for cleanliness, conditioning, or attractiveness.

Impulse buying. Spontaneous buying without reasoning.



## REVIEW OF LITERATURE

Literature reviewed for the study is presented in relation to the psychological aspects of clothing selection, teenage clothing behavior, and the need for teenage consumer education.

Psychological Aspects of Clothing Selection

Clothing is largely a means of making real the role that is to be played in life. Clothes determine the character of the body presented to the world.<sup>1</sup> How the individual thinks, feels, and acts is influenced by the group to which he belongs. What a person wears contributes greatly to his sense of security and well being. The kinds of clothing worn in the United States today go with American homes, American recreation, and American living.<sup>2</sup>

Environment plays a part in clothing standards and traditions. Social status as expressed by clothing is growing smaller. Fashion is no longer exclusively for the rich.<sup>3</sup> Current styles are passed to the masses by news and television. Fashion pages are geared to middle class society. The consumer

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<sup>1</sup>Elizabeth B. Hurlock, Adolescent Development, p. 659.

<sup>2</sup>Willard W. Cochrane and Carolyn Shaw Bell, The Economics of Consumption, p. 150.

<sup>3</sup>B. Morris, "Putting Fashion Snobbery in It's Place," Stores Magazine, 48:16-18, September, 1966.

may select a wide range of designs and still be in fashion.<sup>1</sup> Class lines are clearly drawn only at the extreme points of the social class continuum; hence, more of the population is in fashion.<sup>2</sup>

As styles are copied at lower social levels they are cast aside by the upper class in favor of new styles that will again set them apart from the lower classes. Since fashion leaders of all classes are influenced by the same mass media and cultural ideas, there is a horizontal flow within social levels.<sup>3</sup> When new fashion apparel is offered on the market, it's fate lies wholly with the consumer. Royalty of Europe and persons of national prominence in America influence clothing selection. Poverty is an economic factor that makes style permanent.<sup>4</sup>

According to Gordon, the average life of modern style is two years; six months of introduction, six months of vogue, and a year of diminishing popularity. Women's nerves seek relief in the excitement of change. This, more than anything else makes women conform to the power of fashion.

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<sup>1</sup>James U. McNeal, Dimensions of Consumer Behavior, p. 116.

<sup>2</sup>Ibid., pp. 110-111.

<sup>3</sup>Margaret P. Grendereng, "Fashion Diffusion," Journal of Home Economics, 59:171, March, 1967.

<sup>4</sup>Leland J. Gordon, Economics for Consumers, pp. 117-125.

In every social group, there are a few who set the pace of competitive consumption which others struggle to maintain. The wife and daughters of a successful business man are his social front windows. Dressing them up and showing them off demonstrates his ability to provide.<sup>1</sup> Other methods of putting one's monetary standing in evidence are effective, but expenditure for dress indicates one's monetary standing to all observers at the first glance.<sup>2</sup>

Clothing helps develop sensitivity to surroundings. Clothing or manner of dress is a form of expression through which feelings, ideas, and emotions are conveyed. It may be a source of personal satisfaction and beauty. Studies have shown that people who place high value on economic factors have great interest in dress; while those who place greater value on religion are relatively disinterested in clothes.<sup>3</sup>

#### Teenage Clothing Behavior

Clothing is more important to happiness during adolescence than at any other age level. Youth are worried about

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<sup>1</sup>Gordon, op. cit., pp. 126-129.

<sup>2</sup>Thorstein Veblen, The Theory of the Leisure Class, pp. 118-119.

<sup>3</sup>Marilyn J. Horn, "Significant Ideas for Textiles and Clothing From Art," pp. 2-4, (Mimeographed).

their appearance; this affects their home life, social life, and school life. Feelings are often expressed through manner of dress. As Dichter stated, "Today's youth clothes yield to him and give a feeling of security. Tight clothes give the illusion that the wearer is the master."<sup>1</sup>

Almost every decade has clothing fads which cause friction between parents and children because of different outlook. What is trivial to the adult may be of great importance to the adolescent.

Clothing behavior of adolescents is often a source of misgiving and puzzlement to parents. Their children's actions in respect to clothing seem inconsistent and unreasonable. Because the adolescent is breaking away from the family and other adult authority, approval for appearance and selection of clothing shifts from family to peers at this age.<sup>2</sup> Clothes import value to the wearer, both in the wearer's eyes and in the eyes of others.<sup>3</sup> Interest in, motives and attitudes toward clothing vary with the individual. No research is needed to discover that clothing and personal appearance are of great interest and concern to the adolescent.<sup>4</sup>

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<sup>1</sup>Ernest Dichter, "The Peacock Revolution," Department Store Economist, 29:26-29, May, 1966.

<sup>2</sup>Mary Ellen Roach and Joanne Bubolz Eicher, Dress, Adornment, and The Social Order, pp. 77-85.

<sup>3</sup>Ibid., p. 222.

<sup>4</sup>Ryan, op. cit., pp. 282-296.

Pearson studied 125 girls to determine the relationship of clothes and personality, and to gain information on the selection of clothing. Scores of Bernreuter's Personal Inventory Test were compared with preference to line and color in clothing. It was found that subjects having the greatest range of color preference tended to be well balanced emotionally, extroverted, and dominated others. The girls with the smallest range of color preference tended to dislike solitude and sought advice often. Pearson also found that those classified as emotionally stable wore becoming lines of dress. The poor appearance groups disliked, resented, or feared other people. The good appearance group enjoyed being with others and were interested in participating in activities with both the same and opposite sex.<sup>1</sup> In Ryan's studies it was found that a feeling of self-consciousness about clothing made high school girls quieter. The findings of a study of high school boys were similar.<sup>2</sup>

Vener's study of school children, eighth through twelfth grade, found that 58 per cent of the subjects chose a peer as the person they would most like to resemble in dress. At the

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<sup>1</sup>Lois Helman Pearson, "Teenagers' Preference in Clothing," Journal of Home Economics, 42:801-802, December, 1950.

<sup>2</sup>Mary Shaw Ryan, Clothing: A Study in Human Behavior, p. 292, citing Mary S. Ryan, Psychological Effects of Clothing.

twelfth grade the adolescent tended to refer less frequently to a specific other person which implied that clothing norms were effectively internalized.<sup>1</sup> Vener found that girls demonstrated greater clothing awareness than boys. Results indicated that the greater the social confidence the lower the clothing awareness. Individuals who were high on the clothing awareness scale were not sensitive to the feelings and opinions of others.<sup>2</sup>

Silverman's studies of teenage girls' clothing and appearance correlated closely with the results of the Pearson study. One's conduct may be anticipated and established by the manner of dress.<sup>3</sup> Delinquent teenagers have been found to have certain styles of dress. As part of a campaign to improve behavior, many high schools have standards of dress.<sup>4</sup>

Young men dress for roles as men and to express their personality. They want to experience more facets of life than did their fathers and therefore will play a variety of

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<sup>1</sup>Arthur M. Vener, "Adolescent Orientation to Clothing: A Social Psychological Interpretation," unpublished Doctor's dissertation, p. 76.

<sup>2</sup>Ibid., pp. 62-63.

<sup>3</sup>S. Silverman, Clothing and Appearance, Their Psychological Implications for Teen Age Girls, p. 140.

<sup>4</sup>Irene Oppenheim, The Family As Consumers, p. 132.

roles through the clothes they wear. Today's young men buy clothes because it is fun more often than because of need. They want the same gratification from clothing that young women receive.<sup>1</sup>

#### Need for Teenage Consumer Education

All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

Recognition of the need for consumer education is not new. In 1951 the National Association of Secondary School Principals listed consumer education as one of the "Ten Imperative Needs of Youth."<sup>2</sup>

Economists said in 1966 that young people's manner of spending would help determine whether our national life would be fashioned after the excellent or the commonplace. Esther Peterson, Assistant Secretary of Labor, stated that the study of consumer education could teach our youth to use our wealth for enrichment of our national life wisely, and it should have a place in all our schools.<sup>3</sup>

Some factors influencing the need for teenage consumer education are: (1) change in attitudes toward money,

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<sup>1</sup>Dichter, op. cit., pp. 26-29.

<sup>2</sup>Shoenfeld and Mendenhall, op. cit., p. 9.

<sup>3</sup>Esther Peterson, "Pennywise Teenagers," American Education, 2:24-28, April, 1966.

(2) mass media and advertising, (3) the desire to be accepted by the standards of adult society, and (4) teenage shopping practices. Middle or upper class youth can scarcely understand the limited money world their parents knew as teenagers. Paolucci and Thal describe the parents of these young buyers as "children of the Depression;" their growing up years were not affluent, they had little money to spend, and there was no market of abundance.<sup>1</sup>

The increase of income in the United States has produced a group eager to buy roots in the middle class, but often insecure in making choices before buying. The taste level of the American consumer is rising.<sup>2</sup> Spending depends upon the consumer's ability and willingness to buy.<sup>3</sup> However, people are better trained in earning than in spending.

Advertising is thought to help raise the standard of living by giving the consumer information to purchase exactly what he needs and wants. Great importance is attached to the consumer's subconscious thoughts, to find the real reason why people buy or do not buy.<sup>4</sup> Advertising cannot make people

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<sup>1</sup>Beatrice Paolucci and Helen Thal, Youth and Money, pp. 7-8.

<sup>2</sup>Martin M. Grossack, Understanding Consumer Behavior, pp. 313-316.

<sup>3</sup>Willard W. Cochrane and Carolyn Shaw Bell, The Economics of Consumption, p. 150.

<sup>4</sup>Dexter Masters, The Intelligent Buyer and the Tell Tale Seller, p. 199.



buy, however it does channel the trend in buying.<sup>1</sup> Television, one form of advertising, conditions the young to be an enthusiast of a product. The children of America are characterized as consumer-trainees.<sup>2</sup>

The "Educational Packet" of materials supplied to the school's teachers by retailers and manufacturers may influence the consumers of tomorrow. Manufacturers provide teaching aids primarily designed to help teachers teach specific subjects. When properly designed these packets create good will and a favorable future market. American business spends more money on high school teaching-aid programs than all schools spend on text books. Business spends approximately \$160 million a year for educational materials. Whatever the aid, the probable purpose of the source and the bias in the content of the aid must be considered.<sup>4</sup>

Adolescent spending, like adolescent behavior, is basically responsive to and conditioned by adult society. Youth learn early that possessing the "right" things can

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<sup>1</sup>Vance Packard, The Hidden Persuaders, p. 136.

<sup>2</sup>David Shoenfeld and James E. Mendenhall (eds.), Consumer Education in Lincoln High School, pp. 7-9.

<sup>3</sup>Packard, op. cit., p. 136.

<sup>4</sup>Shoenfeld and Mendenhall, op. cit., pp. 7-9.

lead to the achievement of status and success. "Keeping up with Tom or Mary" is just as important for the average teenager as "keeping up with the Joneses" is for his parents.

The money teenagers have is theirs to spend as they please. Most teenagers do not have to contribute directly to general family funds. Teenagers are free to spend their wages because they pay no rent, no grocery bills, and no real estate taxes.<sup>1</sup> Millions of American youth with billions of dollars to spend are targets for the consumer market.<sup>2</sup> The "teen" market is the most thoroughly researched in the nation. It is independent of other markets and expanding rapidly. In 1963, it was estimated that there were over eleven million teenage girls in the United States with \$6.3 billion to spend. There were more than nine million boys in the fourteen to seventeen year age group with an estimated expendable income of \$16 billion. It was estimated that the spending of the teenager would rise 40 per cent by 1970.<sup>3</sup>

In 1960, a Gilbert Research survey for Seventeen magazine found that the American teenage girl named clothes and cosmetics as the most important products in her life. Teen girls

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<sup>1</sup>Oppenheim, op. cit., pp. 256-257.

<sup>2</sup>Philmore B. Wass, "Economics of Teenagers," The Bulletin of the National Association of Secondary School Principals, 49:29-33, April, 1965.

<sup>3</sup>News item in The Manhattan Mercury, October 21, 1963.

represented 10 per cent of the total female population of the United States. These girls spent \$300 million for cosmetics or 22 per cent of the total women's cosmetic sales. They accounted for 20 per cent of the total women's apparel and foot wear expenditures. The same survey also showed that the average teenager's annual wardrobe expenditures were \$300.<sup>1</sup> Approximately one-fourth of the girls in the sixteen to seventeen year age group spent from \$200 to \$250 for clothing in a twelve month period, while approximately one per cent spent under \$100 or over \$600. The survey was based on interviews among 4,532 girls.<sup>2</sup>

In 1964, it was reported that teenager girls spent \$450 million a year on cosmetics. Nine out of ten girls used mascara and nail polish, over 99 per cent wore lipstick, and half used eye brow pencil.<sup>3</sup> Another report<sup>4</sup> stated that more teenage girls were wearing make-up than ever before: two out of three used make-up base, two out of five wore rouge, and 95 per cent used eye make-up daily.

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<sup>1</sup>Seventeen Magazine, The Teen Girl: 1960, pp. 3-4.

<sup>2</sup>Ibid., p. 61.

<sup>3</sup>News item in The Kansas City Star, December 1, 1964.

<sup>4</sup>Woodrow Wirsig, "Teenage Girls: All Out For Beauty," Printer's Ink Research Column, 289:36-41, November 20, 1964.

The teenage girl was reported to be more than casually concerned with good grooming habits. These girls polished their nails and washed their hair two to three times a week and three out of five used special rinses for the hair. They washed their faces with regular or medicated soap an average of twice a day. Over 80 per cent of the girls had some type of a skin problem. Almost all girls used hand cream or lotion on a year-round basis. Deodorant was used more than once a day by 97.3 per cent of the girls. The use of fragrances was popular as nine out of ten used toilet water or cologne. Daily use was reported by 42.5 per cent of the survey.

Little research has been reported on teenage boys' spending although they represent a larger market based on expendable income. In 1963, an estimated 50 per cent of high school senior boys owned cars, 86 per cent owned or used a camera and 39 per cent owned a gun or rifle. One survey found that clothing was a major item of expenditure. Boys were highly conscious of brand names when making purchases. Seventy-six per cent of teenage boys used hair tonic.<sup>1</sup>

When buying, teenagers are a difficult group to please, but also a difficult group to fool. Young people demand fashion with less gimmicks and more sophistication. Although

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<sup>1</sup>News item in The Manhattan Mercury, October 23, 1963.

Although the teenage clothing market is unpredictable, manufacturers and retailers provide fashion clothes for them.<sup>1</sup>

Many well-established American families have a charge account at retail stores, making shopping excursions simpler and more convenient. The open account facilitates shopping by telephone and mail. Various studies have found that charge accounts influence women to make purchases in the stores where they have accounts by a 3.8:1 ratio over the same behavior by cash shoppers. Charge account customers spent from two to four times as much as cash customers.<sup>2</sup>

Department stores have made it possible for young people of senior high school age to have some form of charge accounts. Smith reported that little interest was shown by teenagers in opening an account if the store did not already have a special teenage credit plan. Some stores required parental approval to open an account. The age requirement for opening an account ranged from sixteen to eighteen years. Most stores had the requirement of earning capacity or employment of the teenage buyer before the account could be opened. The ceiling set for the teenage buyer ranged from twenty-five to over fifty dollars,

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<sup>1</sup>Barbara Milo, "Homemaking Educator in Business," Seventeen-At-School, March, 1967, p. 8.

<sup>2</sup>Robert D. Breth, "Cash Buying Habits of Customers with Charge Accounts," Stores Magazine, 46:41-43, September, 1964.

with carrying charges of one and one-half per cent. Problems with delinquent accounts were believed to be less prevalent with this age group.<sup>1</sup>

Four out of every ten high school boys have their own credit card; so have two out of ten girls.<sup>2</sup> Teenage buyers seldom shop around. The shopper who never shops around forgoes savings of from 10 per cent to 100 per cent. Surveys by Denison University students have consistently shown the possibility of saving 20 per cent by comparing prices in three or more stores. The consumer who wishes to get the most for his dollar will take advantage of price variation by making purchases in those places where prices are lowest, considerations being taken of quality and quantity.<sup>3</sup>

Attitudes of high school seniors in "Project Talent Research" indicated that more than half of the students did not expect to make purchases by installment buying except for larger items. Approximately 20 per cent of the seniors questioned expected to pay cash for all purchases. Girls were more realistic than boys in expectations of credit buying.<sup>4</sup>

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<sup>1</sup>Sylvia Tyree Smith, "Teenagers Are New Credit Customers," Journal of Home Economics, 51:139, February, 1965.

<sup>2</sup>Department of Home Economics, Teaching Youth About Money, p. 1.

<sup>3</sup>Gordon, op. cit., pp. 340-342.

<sup>4</sup>Helen M. Thal, "Attitudes of High School Seniors Revealed in Project Talent Research," Teaching Topics, 16:7, Winter, 1966.

### Summary

Clothing is used as a means of making real the role that is to be played in life. Clothing is a form of expression through which feelings, ideas, and emotions are conveyed. Differences in social status as expressed by clothing is growing smaller. Expenditures for dress indicates one's monetary standing to all observers at the first glance.

Clothing and personal appearance are of great interest and concern to the adolescent. Clothing behavior at this period of development is often a source of misgiving and puzzlement to parents; approval for appearance and selection of clothing shifts from the family to peers at this age. Motives and attitudes toward clothing vary with the individual. Girls have a greater clothing awareness than boys; young men dress for roles as men and to express personality.

All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts. Most of the money teenagers have is theirs to spend as they please. Millions of American youth with billions of dollars to spend are targets for the consumer market. Although the teenage market is the most thoroughly researched in the nation, little research has been reported on teenage boys' spending. Teenage girls name clothes and

cosmetics as the most important products in their lives and spend accordingly. It is estimated that the spending of the teenager will rise 40 per cent by 1970.

#### PROCEDURE FOR COLLECTION OF DATA

Data for this study were collected by the use of a questionnaire and a checklist. A jury consisting of a home economics educator, a clothing and textiles specialist, and selected parents and pupils previewed the instruments for clarity and content. Suggested improvements were made before administration.

The questionnaire (Appendix A) consisted of eight questions to obtain information concerning (1) clothing and cosmetic buying practices; (2) problems in buying; (3) money used for buying; (4) types of payment; and (5) practices in buying. The questionnaire was administered once to the eleventh and twelfth grade pupils of Spring Hill High School, Spring Hill, Kansas. One boy's questionnaire was unusable and he was excluded from further participation in the study. Eighty-five samples were used in the study.

The checklist (Appendix B) was developed for recording of money spent for clothing and cosmetics. A separate checklist was completed at three week intervals, between January 29 and May 2, 1967, by the forty-five boys and forty girls. This period of time was chosen based on the



assumption that spending during the quarter of the year including Easter could be comparable to spending during the other quarters.

### FINDINGS

Findings and conclusions are reported in terms of the purposes of the study: (1) criteria used by eleventh and twelfth grade boys and girls for making purchases and (2) the money spent for clothing and cosmetics.

#### Criteria for Making Purchases

Data with regard to the responses to the questionnaire concerning buying practices of the 45 boys and 40 girls are presented in Table I for clothing and in Table II (p. 23) for cosmetics. Analysis and discussion of the data follow.

Who helps you with your choice of purchases? A large proportion of the boys and girls indicated they made decisions without assistance in choice of clothing purchases (65.2 per cent) and cosmetics (75.6 per cent). The percentage of boys was slightly higher than the percentage of girls in each category. An older sibling or a sales person were indicated as influences least often.

What influences your selection of clothing purchases? Clothing worn by friends was the most often indicated for clothing selection for the combined group (43.3 per cent); however, more boys (66.6 per cent) than girls (20.0 per cent)

TABLE I

CLOTHING BUYING PRACTICES, BY PERCENTAGE, OF  
85 JUNIOR AND SENIOR PUPILS OF  
SPRING HILL HIGH SCHOOL

Buying Practices	Boys	Girls	Total
Assistance in choice of purchase			
Parents	11.1	11.5	11.3
Friends	6.6	10.5	8.5
Older brother or sister	4.4	5.0	4.7
Sales person	6.6	2.5	4.5
None	70.4	20.0	65.2
Influences on selection			
Television	4.4	2.5	3.5
Newspaper	2.2	7.5	4.8
Fashion magazine	4.4	25.0	14.7
Money	20.6	22.5	21.5
Catalogs	4.4	10.5	7.4
Clothes worn by friends	66.6	20.0	43.3
Parental approval	13.3	10.0	11.6
Clothing choices made alone			
Coat, jacket, suit	35.5	10.5	23.0
Shoes	55.5	50.0	52.7
Skirt or slacks	50.1	42.5	46.3
Under clothes	33.3	67.5	50.4
Sweaters	20.0	7.5	13.7
Socks and hose	33.3	42.5	38.4
Shirt or blouse	33.3	42.5	38.4
Dresses	---	10.5	5.2
Sleepwear	4.4	52.5	28.4
All of above	15.5	25.0	20.2
All except one of above	15.5	12.5	14.0
None of above	4.4	0.0	2.2
Problems in buying clothes			
Lack of information	11.1	10.0	10.5
Indecision of what to buy	37.7	40.0	38.8
Price	28.8	37.5	33.1
Availability in store	22.2	12.5	17.3
Source of money for clothing			
Earned	53.3	30.0	41.6
Allowance	13.3	27.4	20.3
Ask parents	26.6	25.0	25.8
Gift	6.6	17.5	12.5

TABLE I (continued)

Buying Practices	Boys	Girls	Total
Payment for clothing purchases			
Cash	88.8	65.0	76.9
Lay-away	4.4	17.5	10.9
Charge account	2.2	12.5	8.4
Savings	2.2	5.0	3.6
Practices in spending for clothing			
Make a plan	22.2	55.0	38.6
Keep a record	6.6	10.0	8.3
Impulse buying	70.4	35.0	52.7

TABLE II

COSMETIC BUYING PRACTICES, BY PERCENTAGE, OF  
85 JUNIOR AND SENIOR PUPILS OF  
SPRING HILL HIGH SCHOOL

Buying Practices	Boys	Girls	Total
<b>Assistance in choice of purchase</b>			
Parents	6.6	7.5	7.5
Friends	11.1	7.5	9.3
Older brother or sister	4.4	2.5	4.5
Sales person	0.0	10.0	5.0
None	77.7	72.5	75.6
<b>Influences on selection</b>			
Television	31.1	7.5	19.6
Newspaper	6.6	2.5	9.5
Fashion magazine	0.0	32.5	16.2
Money	17.7	22.5	20.1
Catalogs	0.0	7.5	3.7
Cosmetics used by friends	44.4	10.0	27.2
Parental approval	0.0	17.5	8.7
<b>Cosmetic choices made alone</b>			
Hair	88.8	72.5	80.6
Face	51.0	75.0	63.0
Deodorant	66.6	12.5	39.5
Hand care	11.1	50.0	30.5
<b>Problems in buying cosmetics</b>			
Lack of information	20.0	12.5	16.5
Indecision of what to buy	35.5	37.5	36.5
Price	35.5	30.0	32.7
Availability in store	8.8	20.0	14.4
<b>Source of money for cosmetics</b>			
Earned	55.5	30.0	42.7
Allowance	13.3	25.0	19.9
Ask parents	17.7	20.0	18.8
Gift	13.3	25.0	19.1
<b>Payment for cosmetic purchases</b>			
Cash	97.7	95.0	96.3
Lay-away	0.0	0.0	0.0
Charge account	2.2	5.0	3.6
Savings	0.0	0.0	0.0

TABLE II (continued)

Buying Practices	Boys	Girls	Total
Practices in spending for cosmetics			
Make a plan	6.6	40.0	23.3
Keep a record	2.2	10.0	6.1
Impulse buying	91.1	50.0	70.5

were influenced. Fashion magazines (25.0 per cent) and money (22.5 per cent) were the most often indicated influences on the selection of clothing by the girls. Parental approval for clothing selection was indicated slightly more often by the boys than by the girls. Television, catalogs, and the newspaper had little influence on either group.

What influences your selection of cosmetics? The greatest number of boys stated that cosmetics used by friends (44.4 per cent) and television advertising (31.1 per cent) influenced their selection of cosmetics. Fashion magazines were the influence on cosmetic selection most often indicated by girls (32.5 per cent); others were money (22.5 per cent) and parental approval (17.5 per cent). No boys indicated influence by fashion magazines, catalogs or parental approval.

Which clothing choices do you make entirely on your own? Twenty per cent of the girls and boys in the study indicated they made all of their clothing choices; an additional 14 per cent stated they did their own choosing with the exception of one classification of clothing. Very few of the subjects reported they made no choice of clothing by themselves. More girls (52.5 per cent) than boys (4.4 per cent) reported choosing their sleepwear. Half of the boys reported choosing their slacks and at least half of the boys and the girls their shoes. One-third or more of the boys reported choosing coats, jackets, or suits; socks; under clothes; and shirts without

assistance. Underclothing was reported most often by the girls as the clothing item chosen by themselves (67.5 per cent); skirts, hose and blouses slightly less often (42.5 per cent). Sweaters were reported as chosen alone less often by the boys (20.0 per cent) and girls (7.5 per cent) than other outer wear items.

What cosmetic purchase choices are made by you? Of the combined group, over three-quarters reported purchasing cosmetics for hair and over half reported purchasing facial cosmetics by themselves. A larger proportion of boys (88.8 per cent) than girls (72.5 per cent) indicated they made their own choices of cosmetic items for the hair; the reverse was true for the purchase of cosmetic items for the face. More boys (66.6 per cent) bought their own deodorants than girls (12.5 per cent). One-half of the girls reported making their own purchase choices of hand care items.

What are your problems in buying clothes and cosmetics? Almost one-third of the boys and girls indicated both indecision and price as problems in buying either clothes or cosmetics.

Where do you get the money you spend? Approximately one-half of the boys reported earning the money that was spent for clothing and for cosmetics; slightly over one-fourth indicated they asked their parents for money for clothing. Slightly less than one-third of the girls responded that they earned money for clothing or cosmetic expenditures. Approximately

one-fourth of the girls reported asking parents for money for clothing, using gift money for cosmetic purchases, and using an allowance for both clothing and cosmetic purchases.

How do you pay for purchases? The boys and girls reported paying cash for most clothing (76.9 per cent) and almost all cosmetic purchases (96.3 per cent). More boys (88.8 per cent) paid cash for clothing than girls (65.0 per cent). The girls reported using lay-away and charge accounts more than the boys for clothing purchases.

What practices do you use in spending money? Impulse buying of both clothing and cosmetics was reported by over half of the subjects. Almost twice as many boys as girls made impulse purchases of both cosmetics and clothing. Approximately one-half of the girls said they made plans for clothing purchases, the same proportion reported making cosmetic purchases by impulse. Less than ten per cent of the subjects indicated they kept records of purchases.

#### Money Spent on Clothing and Cosmetics

Clothing and cosmetics expenditures were recorded on a checklist. Spaces were provided for recording expenditures at intervals of one dollar up to \$10.00 and for recording expenditures at two, three, and five dollar intervals up to \$50.00. A space was provided to record purchases over \$50.00.



Expenditures for each subject were compiled from the checklists completed during the three month period, January 29 to May 2, 1967.

The data revealed that the range of clothing expenditures for all subjects was from the \$3.01-\$4.00 interval to over \$50.00. The median was at the \$35.01-\$40.00 interval for total clothing purchases in the three months period; the mode for spending for clothing expenditures was over \$50.00 for the boys and girls.

Further analysis of the data showed the expenditures for boys' clothing had a range from the \$2.01-\$3.00 interval to over \$50.00; the median was at the \$30.01-\$35.00 interval; and the mode over \$50.00. Girls' expenditures for clothing ranged from the \$12.01-\$15.00 interval to over \$50.00; with the median at over \$50.00. The mode of girls' spending was over \$50.00.

Tabulation of the checklist in relation to total cosmetic buying for all subjects revealed a range of from under \$1.00 to the \$30.01-\$35.00 interval; the median was found at the \$7.01-\$8.00 interval; and the mode at the \$10.01-\$12.00 interval.

The range of cosmetic spending for boys was from under \$1.00 to the \$20.01-\$25.00 interval; the median was at the \$5.01-\$6.00 interval; and the mode was the \$3.01-\$4.00 interval.

Girls' cosmetic spending was found to range from \$3.01 to \$30.00. The mode and the median were at the \$10.01-\$12.00 interval.

Comparison of expenditures for clothing and cosmetics showed range and median were higher for the girls. The mode of spending was over \$50.00 for both boys and girls.

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The kinds of clothing worn in the United States today go with American homes, American recreation, and American living. Differences in social status as expressed through clothing is growing smaller. Clothing is a form of expression through which feelings, ideas and emotions are conveyed. Studies have shown relationships between clothing interest and economic and religious factors, and have determined the association of personality with color preference and appearance.

Clothing is more important to happiness during adolescence than at any other age level. Youth are worried about their appearance; it affects their home life, social life, and school life. Girls have a greater clothing awareness than boys. Young men dress for roles as men and to express their personality. They want to experience more facets of life than did their fathers; therefore will play a variety of roles through the clothes they wear.

Millions of American youth with billions of dollars to spend are targets for the consumer market. The "teen" market is the most thoroughly researched in the nation. The money teenagers have is theirs to spend as they please. Girls account for 20 per cent of the total women's apparel and footwear expenditures. In 1964, it was reported teenage girls

spent \$450 million a year on cosmetics. Little research has been reported on teenage boys' spending although they represent a larger market based on expendable income.

All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

The purposes of this study were: (1) to determine the criteria used by eleventh and twelfth grade boys and girls for making purchases: (2) to determine the amount of money spent on clothes and cosmetics.

Data were collected by the use of a questionnaire and a checklist. The questionnaire consisted of eight questions to obtain information concerning clothing and cosmetic buying practices and problems. The questionnaire was administered once to the eleventh and twelfth grade pupils of Spring Hill High School, Spring Hill, Kansas.

The checklist was developed for recording of money spent for clothing and cosmetics. A separate checklist was completed at three-week intervals for a period of three months by each of the forty-five boys and forty girls.

### Conclusions

It is concluded from the results of this study that these eleventh and twelfth grade boys and girls may need help

in determining sound criteria for purchases of clothing and cosmetics. Further, there may be a need for study of consumer buying. The findings which support these conclusions are:

1. A large proportion of the subjects reported making decisions without assistance in choice of purchase of clothing and cosmetics.

2. Over half of the subjects reported purchasing cosmetics and shoes by themselves. Half of the boys indicated they chose their slacks and over half of the girls their sleepwear and underwear.

3. Clothing worn by friends was the influence most often indicated for clothing selection. Clothing and cosmetic selections were reported most often influenced by friends for the boys and by fashion magazines and money for the girls.

4. Over half of the subjects reported impulse buying. Approximately twice as many boys as girls reported impulse purchases of both clothing and cosmetics.

5. Indecision and price were problems in buying.

6. For all subjects, the median was at the \$35.01-\$40.00 interval for clothing expenditures and at the \$7.01-\$8.00 interval for cosmetic expenditures. Almost all cosmetic purchases and a high proportion of clothing purchases were reported as made by cash. Boys indicated they paid cash more often than girls for clothing purchases. Lay-away and charge accounts were used by approximately one-third of the girls for clothing purchases.

### Recommendations

From the result of this study, the following recommendations are suggested:

1. A consumer education unit for a co-educational class at Spring Hill High School might be developed, taught, and evaluated in terms of changed buying practices.

2. Further study of the buying practices of high school boys might be useful.

3. Separate and more precise instruments for collecting data for expenditures for clothing and cosmetics appear to be needed.

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APPENDICES

APPENDIX A



4. What cosmetic purchase choices are made by you?
- A. Hair (Oil-Tint-Spray) . . . . .
- B. Face (Shave Lotion-Makeup) . . . . .
- C. Deodorants . . . . .
- D. Hand Care and Lotion . . . . .
5. What are your problems in buying clothes and cosmetics?
- A. Lack of information . . . . .
- B. Indecision of what to buy . . . . .
- C. Price . . . . .
- D. Availability in store . . . . .
6. Where do you get the money you spend?
- A. Earn it . . . . .
- B. Allowance . . . . .
- C. Ask parents for it . . . . .
- D. Gift . . . . .
7. How do you pay for your purchases?
- A. Cash . . . . .
- B. Lay-away . . . . .
- C. Charge account . . . . .
- D. Savings . . . . .
8. What practices do you use in spending money?
- A. Make a plan . . . . .
- B. Keep a record . . . . .
- C. Impulse buying . . . . .

		CLOTHING	COSMETICS
A. Hair (Oil-Tint-Spray) . . . . .			
B. Face (Shave Lotion-Makeup) . . . . .			
C. Deodorants . . . . .			
D. Hand Care and Lotion . . . . .			
A. Lack of information . . . . .			
B. Indecision of what to buy . . . . .			
C. Price . . . . .			
D. Availability in store . . . . .			
A. Earn it . . . . .			
B. Allowance . . . . .			
C. Ask parents for it . . . . .			
D. Gift . . . . .			
A. Cash . . . . .			
B. Lay-away . . . . .			
C. Charge account . . . . .			
D. Savings . . . . .			
A. Make a plan . . . . .			
B. Keep a record . . . . .			
C. Impulse buying . . . . .			

APPENDIX B

CLOTHING AND COSMETIC EXPENDITURES  
OF  
SPRING HILL HIGH SCHOOL STUDENTS

DATE \_\_\_\_\_ NUMBER \_\_\_\_\_

An interesting and informative unit in consumer buying practices and spending habits is being planned for Eleventh and Twelfth Grade students. Your cooperation will help teachers help students to be better consumer buyers.

<u>CLOTHES</u>	<u>AMOUNT</u>	<u>COSMETICS</u>
_____	Under \$1.00	_____
_____	\$ 1.01 - \$ 2.00	_____
_____	\$ 2.01 - \$ 3.00	_____
_____	\$ 3.01 - \$ 4.00	_____
_____	\$ 4.01 - \$ 5.00	_____
_____	\$ 5.01 - \$ 6.00	_____
_____	\$ 6.01 - \$ 7.00	_____
_____	\$ 7.01 - \$ 8.00	_____
_____	\$ 8.01 - \$ 9.00	_____
_____	\$ 9.01 - \$10.00	_____
_____	\$10.01 - \$12.00	_____
_____	\$12.01 - \$15.00	_____
_____	\$15.01 - \$20.00	_____
_____	\$20.01 - \$25.00	_____
_____	\$25.01 - \$30.00	_____
_____	\$30.01 - \$35.00	_____
_____	\$35.01 - \$40.00	_____
_____	\$40.01 - \$45.00	_____
_____	\$45.01 - \$50.00	_____
_____	Over \$50.00	_____



CLOTHING AND COSMETIC BUYING PRACTICES OF  
ELEVENTH AND TWELFTH GRADE BOYS AND GIRLS

by

GERALDINE LANCASTER AVERY

B. S., Kansas State University, 1934

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AN ABSTRACT OF A MASTER'S REPORT

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requirements for the degree

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Manhattan, Kansas

1968

It was the purpose of this study (1) to determine criteria used by eleventh and twelfth grade boys and girls for making purchases and (2) to determine amount of money spent on clothes and cosmetics.

Data for the study were collected by the use of a questionnaire and checklist. The questionnaire consisted of questions concerning clothing and cosmetic buying practices. The checklist was used to record money spent for clothing and cosmetics at three-week intervals for three months. Eighty-five junior and senior high school pupils at Spring Hill, Kansas participated in the study.

The findings showed a large proportion of the subjects reported making decisions without assistance in choice of purchase of clothing and cosmetics. Clothing worn by friends was the most often indicated influence on all clothing selections. Clothing and cosmetic selections were reported most often influenced by friends for the boys and by fashion magazines and money for the girls. Over half of the subjects reported impulse buying. Approximately twice as many boys as girls made impulse purchases of both clothing and cosmetics. Indecision and price were problems in buying.

For all subjects the median was at the \$35.01-\$40.00 interval for clothing expenditures and at the \$7.01-\$8.00 interval for cosmetic expenditures. Almost all cosmetic purchases and

a high proportion of clothing purchases were made by cash. Comparison of expenditures for clothing and cosmetics showed the range and the median were higher for the girls. The mode was over \$50.00 for both boys and girls.

It was concluded from the results of this study that these eleventh and twelfth grade boys and girls may need help in determining sound criteria for purchases of clothing and cosmetics. Further, there may be a need for study of consumer buying.