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Problems of Clothing Elementary School-Age
Children in Families of Low- and Middle-Socioeconomic
Status in Muhlenberg County, Kentucky:
Comparisons and Recommendations

A Thesis

Presented to

the Faculty of the Department of Home Economics
and Family Living
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
Clothing and Textiles

by

Kay Sanders Grise

May 1977

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Status in Muhlenberg County, Kentucky:
Comparisons and Recommendations

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Kay S. Grise

May 1977

103 pages

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The study was designed to determine the problems that low- and middle socioeconomic status families have in clothing their elementary school-age children. Comparisons were made of the consumer buying attitudes and practices of mothers of elementary school-age children from middle- and low-socioeconomic status families in Muhlenberg County, Kentucky. Differences between the groups were measured on a 92-item Likert scale questionnaire on the variables--planned buying, appropriateness, conformity, labeling, faulty merchandise, care, serviceability, comfort, and versatility. One-way analysis of variance was used to determine significant differences. The middle socioeconomic group indicated a more knowledgeable attitude on all the scales. Data from personal interviews using a hypothetical buying situation were collected from a subsample of the respondents. Differences between the two groups were noted in regard to sources of clothing acquisition, method of payment for clothing, and sewing skills and resources. Members of the middle socioeconomic group were more knowledgeable of the criteria for judging garments of good quality. The respondents indicated a need for more information concerning

new fabrics, construction alteration and repair, planning
clothing purchases, and care of clothing.

Introduction

Clothing elementary school-age children often strains the family budget. Developing skill in shopping, creating, and caring for garments plays a key role in stretching the clothing dollar. When a consumer acquires skills and information, there is an increase in judgements of quality and appropriateness (Britton, 1975).

Most families acquire a major portion of their clothing as new ready-to-wear items. However, families with low to moderate income have turned to alternative ways of obtaining clothing.

The amount of home sewing has risen considerably in the last ten years. Women 20 to 39 years of age who were surveyed in 1974 made a sizeable portion of their last fabric purchases into garments for children under 13 years of age (Kaits and Stack, 1974).

The home sewing skills can be used advantageously in repairing and altering clothing. Recycling, proper fitting, and prompt repairing can extend the usefulness and increase the wearability of clothing.

Handed-down clothing can be purchased from a variety of outlets including thrift shops, charitable and religious organizations, yard sales, resale shops, and other such places. Often clothing can be purchased at a fraction of the

original price.

Shopping for new clothing can present a challenge to the consumer with limited resources. However, retail outlets, factory outlets, catalog sales, self-servicing stores, surplus stores, and clearance sales offer lower prices that can benefit the discriminating consumer.

Many educators and consumers who used budgeting materials for food costs developed by the United States Department of Agriculture requested that clothing budgets be prepared for various population groups (Britton, 1973). It was thought that these budgets could be useful tools in teaching management of resources in school and adult education programs, in counseling families on budgetary and management problems, and in action programs focusing on improved standard of living of families.

The original data used in developing the budgets was collected in 1960 and 1961 from a sample of 14,000 families nationwide. The data included number and cost of garments purchased for individual family members identified by age and sex. Clothing budgets for children were based on the data for all children in families consisting of a husband and wife with one to five children and no other persons (Britton, 1973). The annual costs were updated to 1972 and again to 1975. The economic levels of the budgets were the same as those of the three USDA food plans--economy, low-cost, and moderate cost.

Costs for garments and shoes are included in the budgets,

but clothing materials and upkeep are excluded. On the basis of family data from the 1960-61 survey, costs of clothing materials and upkeep might add 10-15% (Family Economics Review, 1975). The clothing budgets are given in Table 1.

Table 1

Children's clothing budgets: Annual cost of clothing purchases for elementary school children at 3 cost levels, by urbanization^a and region, 1975 prices

Urbanization region and cost level	Girls		Boys	
	6 to 11 years	12 to 15 years	6 to 11 years	12 to 15 years
	Dollars	Dollars	Dollars	Dollars
FARM				
North Central:				
Economy	90	136	107	128
Low-cost	154	260	145	190
Moderate-cost . .	237	418	208	265
South:				
Economy	110	143	124	137
Low-cost	174	251	158	210
Moderate-cost . .	235	357	214	302
RURAL NON FARM				
North Central:				
Economy	92	--	91	--
Low-cost	124	246	131	174
Moderate-cost . .	181	377	191	243
South:				
Economy	84	126	96	118
Low-cost	144	240	143	193
Moderate-cost . .	236	360	228	294
Northeast:				
Low-cost	158	205	155	215
Moderate-cost . .	259	356	244	302
West:				
Low-cost	179	237	135	194
Moderate-cost . .	250	380	185	276

^aUrban is excluded because Muhlenberg County is rural and rural nonfarm.

Background of Problem and Justification

Low-income families are exposed to the same American dreams and wants as everyone else; they seek to improve themselves (Brown and Richardson, 1973). However, their low educational level and lack of resources often limit their critical attitude in choices of consumer goods. Socioeconomic factors such as family, income, occupational status, and educational level of parents may often dictate apparel preferences of family members (Pahopin, 1958).

Clothing is inadequate in most families with low incomes because the small amount of money available for clothing is generally spent unwisely. Ireelan (1966) has concluded that the standard of living for low-income families can be raised 20% . . . merely by educating them in better buying habits. Consumer education can help people better understand available choices, balance preferences against pride and utility, and match quality against realistic expenditures.

Elementary school age children are still growing at a rate fast enough to limit the wearing time of a garment to an average of two or less seasons. This poses a hardship on the already-limited clothing budget for the family.

Elementary school age children are becoming socialized but have not as yet developed much sympathy or empathy for other individuals. Often the child who has unfamiliar or inadequate clothing is the object of cruel teasing (Ryan, 1966). Children often do not want to go to school because of this ridicule.

Smoake (1967) found in her study of low-income families in Knoxville, Tennessee, that low-income consumers often voice certain criteria for making choices but do not always use these criteria in actual practice. Lack of knowledge and information on textiles, fabrics construction, design, care, sewing skills, and alterations were shown to limit the low-income family in providing adequate clothing of lasting quality.

Hurry (1974) concluded that "the poor frequently waste their resources by buying cheap, shoddy clothing which wears badly, supplies little warmth, and is skimpy in quantity . . . Many clothes are discarded not because they are worn out, but because of their stained and shabby appearance."

The problems of clothing young children in families receiving public assistance were studied by Smoake (1967). The purpose of the study was to gain insight into some of the problems confronting families of limited means in the clothing of their school-age children. Patson (1971) conducted a study in which the clothing problems of the poor were surveyed and described. Isolated pictures of problems of the poor are available; yet, very little attention has been directed toward putting those problems in perspective.

The present study was patterned after the study by Smoake (1967) in which she surveyed the problems of clothing young children in families receiving public assistance. The present study was focused on the problems of low socioeconomic status families in clothing their elementary school-age children. An

effort was made to put these problems in perspective by making a comparison of the problems of the low-socioeconomic status families in clothing their school-age children with the problems of middle-socioeconomic status families.

Statement of Problem

The study was designed to determine what problems that low- and middle-socioeconomic status families have in clothing their elementary school-age children. Data relevant to these problems were analyzed to determine if there were any significant differences between the two groups.

The data were also used as a basis for assessing the clothing and textiles information needed to help consumers in solving their clothing problems. An effort was made to determine if conventional consumer education programs had been successful in reaching the levels under consideration.

Objectives

To accomplish the purposes of the study, the following objectives were established:

1. To classify the respondents into two social classes according to Hollingshead's Two Factor Index of Social Position (1957).
2. To examine the clothing buying practices of the respondents.
3. To determine the clothing-textiles knowledge of the respondents.
4. To determine the clothing-textiles information needed.

Assumptions

The following assumptions were made before the study was begun:

1. Well-informed consumers get good value for their clothing dollar.
2. A relationship exists between the number of children in the household and adequacy of clothing.
3. Consumers are limited in making critical decisions about quality by lack of resources.
4. The socioeconomic status of a family can be determined from the education and occupation of the parents.
5. The buying skills of consumers can be improved by consumer education.
6. Respondents will be cooperative and accurate when giving information.

Definitions

Low- and middle-socioeconomic status families--families who meet the criteria as described in the Two Factor Index of Social Position (Hollingshead, 1957).

Consumer--one who buys and uses goods and services.

Limitations

The sample is limited to mothers of elementary school-age children.

Hypotheses

1. Low-socioeconomic status mothers are less knowledgeable and skillful in the selection, acquisition, and care of clothing for school children than are middle-socioeconomic

status mothers when choosing clothing on the basis of:

- a. fiber content
- b. fabric construction
- c. garment construction
- d. labeling
- e. care procedures
- f. price comparisons
- g. sewing skills and resources
- h. color selection

2. Consumer buying attitudes and practices of low- and middle-socioeconomic status families will differ significantly on the following scales:

- a. planned buying
- b. serviceability
- c. conformity
- d. labeling
- e. faulty merchandise
- f. care
- g. versatility
- h. appropriateness
- i. comfort

3. There will be a difference in the number and kind of problems that low- and middle-socioeconomic families have in clothing their elementary school-age children.

Review of Literature

The review of literature will be presented under the following categories: (a) characteristics and attitudes of low-socioeconomic level families, (b) purchasing behavior of low-socioeconomic level consumers, (c) previous related studies concerning clothing purchase use, (d) consumer education in the area of clothing and textiles.

Characteristics and attitudes of low-socioeconomic level families

Louise G. Richards (1971) defines being poor from three viewpoints: (a) To the economist it means having an income below a figure that represents the minimum amount necessary for a decent life in America today. (b) To the behavioral scientist, being poor means certain characteristics of low-income such as patterns of family life, health care, education, and general outlook on life. (c) To the poor person himself it means different things depending on how his money is spent.

Being poor has also been defined as: (a) having little or no money, goods, or other means of support, (b) dependent upon charity or public support--legal term, (c) characterized by or showing poverty, (d) lacking in skill, ability, or training, (e) unfortunate, hapless (Random House, 1972).

According to the United States Bureau of Census, there

were about 24.3 million people in the United States below the poverty level (\$5038 for a non-farm family of four) in 1974. This comprised 12% of the total population and was 5.6% higher than in 1973. There were increases in the number of low-income families regardless of the sex of the head of the family (Money Income, 1975).

The great majority of the poor fall into one or more of the following categories: (a) They are old--65 or over. (b) They are disabled. (c) They are non-white. (d) They are one-parent families with children at home. (e) They are farmers or businessmen having sharply fluctuating incomes. (f) They are workers in low-wage occupations (Peterson, 1965).

Beavers (1955) concluded that there is no exact way to measure poverty, since each family is different. Available resources, available job opportunity, experience, training, and mobility are all determinants.

Reagan (1967) said that poverty is hard to define because money income is often used as the sole measure of family resources. Another major problem comes because families are not adequately recognized in different family life cycles with varying needs.

The culture of poverty is defined by some general characteristics that present themselves as obstacles to the person struggling to rise above his present condition. These include the following: (a) inadequate education, (b) low income, (c) limited job opportunities, (d) poor physical and

mental health, (e) delapidated and overcrowded housing, (f) unemployment, (g) inclination toward delinquency and crime (Beavers, 1965).

Irelan (1966) recognized the lower social and economic status as that of "alienation." The constant, fruitless struggle with conditions of limited alternatives, helplessness, deprivation, and insecurity is likely to produce estrangement--from society, from other individuals, even from oneself. She stated:

The wholeness of life from which most of us experience--the conjunction of values, knowledge, and behavior which gives life unity and meaning--is less often felt by the poor. They see life rather as unpatterned and unpredictable, a congeries of events in which they have no part and over which they have no control (p. 3).

Of all the strata of society, the poor have the least exposure and slightest opportunity to experience a variety of social and cultural settings; theirs is one of the least flexible. Kin and neighborhood groups often comprise their contacts. Their experiences cover a narrow range of situations, and demands and social rules are limited (Irelan, 1966).

Many of the poor tend to stay close to home as they are not well assimilated into the larger community and feel insecure outside their own environment. Tradition, habit, hopelessness, folk knowledge, and lack of initiative tend to control their thinking and actions (Niederfrank, 1969). While they do have information contacts with the rest of society, these

contacts are often one-way information flow, via the mass media from the greater society (Childers, 1968).

In many areas with a concentration of disadvantaged, a kind of "poverty environment or culture" tends to prevail. This is more than low income; it is a poverty of spirit as well. Income is important for the necessities of life and for helping to preserve self-esteem, but poverty involves much more: (a) It is lack of access to respected positions in society, and lack of power to do anything about it. (b) It is insecurity and unstable homes. (c) It is a wretched existence that tends to perpetuate itself from one generation to the next (Niederfrank, 1969).

Allendorf (1968) analyzed the needs, motivations, and aspirations of the low-income consumer in terms of Maslow's hierarchy of needs. He uses three classifications: (a) hunger and thirst, (b) safety and security, and (c) social needs--belongingness, acceptance, and fulfillment. For each of the classifications he defined some obstacles that block the low-income family from satisfying each level of need.

Hunger and thirst. The low-income family is faced with the monumental task of feeding a family adequate meals on a limited income. They must shop in less efficiently operated and more expensive stores. Also, their low educational level often prevents them from being able to compare price and quality.

Safety and security. There is little security when the income fluctuates near the poverty level.

Social needs. This dilemma pervades all other levels. There is a feeling of being outcast because the poor may feel society is rejecting them because they cannot provide for the rudimentary needs of food and safety and security. Allendorf sees this as the basic root of chronic involuntary poverty. Continual societal attacks on the poor have worn down defense mechanisms that would enable them to uphold their self-esteem.

A general comparison of the characteristics of the disadvantaged and the advantaged stratas of society was made by Zurcher (1972). Characteristics of the disadvantaged are:

personal identity, character and world view are weak, disorganized, and restricted; on the level of the individual, major characteristics are strong feelings of marginality, of helplessness, of dependency, and of inferiority . . . weak ego structure, confusion of sexual identification, lack of impulse control . . . little ability to defer gratification and to plan for the future . . . resignation and fatalism . . . belief in male pathology . . . very little sense of history (p. 19-20).

The observed characteristics possessed by the advantaged are:

Personal identity, character, and world view are strong, organized, and unrestricted. On the level of the individual, major characteristics are strong feelings of belonging, of powerfulness, of independence, and of

superiority. The advantaged manifest strong ego structures, clarity of sexual identification, and possess impulse control. They have considerable ability to defer gratification and to plan for the future, and a sense of activism and control over their environment. The advantaged indicate a belief in equality of the sexes, and to have an intolerance for psychological pathology. They are cosmopolitan in orientation, and possess a keen sense of history (9. 19-20).

Essentially, poor people seek and value the same things as other Americans. They are exposed to the same American dreams and wants. They seek to improve themselves through better jobs, more education, better housing, more material comforts. All too often, they fail in achieving their goals (Brown and Richardson, 1973).

Materially, the lower class is not satisfied with poor housing or living conditions. Sometimes materialistic values win out over real human needs. Parents may stint on children's clothing to save money for a car (Ireland, 1966). They try to fulfill their desires by purchasing costly durable goods to symbolize progress toward the "American dream" (Brown, 1973, p. 10).

Many of our poor neighbors tend to be "invisible" (Paulsen, 1970, p. 5). Their clothes, their cars, their faces do not always betray their economic plight. Yet the poor are everywhere among us, in every school, every church, and every neighborhood. They may be known only to the

teacher, the pastor, the grocer, the welfare worker, and the small loan clerk.

At what income level is a person considered to be poor? In 1974 the Bureau of Census set \$5083 for a non-farm family of four. A Gallup Poll taken in 1976 indicated that the public estimates a family of four who live in a community of 2500-49,999 population needs \$152 each week to get along. This is an average of \$608 per month or \$7904 per year (Courier-Journal, February 29, 1976).

The 1976 Community Services Administration Poverty Guidelines for all states except Alaska and Hawaii are shown in Table 2.

Table 2
Community Services Administration Poverty Guidelines

Family Size	Income	
	Non-farm family	Farm family
1	\$2590	\$2200
2	\$3410	\$2900
3	\$4230	\$3600
4	\$5050	\$4300
5	\$5870	\$5000
6	\$6690	\$5700

Purchasing behavior of the lower socioeconomic level consumer

As income becomes available, a standard of living is gradually developed. Felt needs are satisfied on the basis of income. The consumer desires, first of all, a satisfactory

quantity of goods and services. Then, as income rises, an increasing variety is desired followed by quality progressively higher than was previously accepted (Patson, 1971).

Brown and Richardson (1973) gave the following consumption patterns of low-income consumers: (a) Atypical activities attributed to generally limited shopping scope and lack of education. (b) Preference for independent neighborhood stores and peddlers because of the availability of credit and the personalized environment--feels "at home". (c) Paying more for products because of being poor. (d) Critical attitude in the choice of consumer goods limited due to low education level.

Childers (1968) gave a composite view in describing the disadvantaged adult as a consumer: (a) He gives less attention to product quality than does the average adult. (b) He has great gaps in what he knows when compared to the general population; thus, he appears to be gullible. (c) The disadvantaged adult does not typically rank consumer information high on a list of priorities. (d) He lacks understanding of some basic consumer concepts; he does not understand the game of comparison shopping and unit pricing. (e) He cannot interpret the information on product labels.

Why do the poor pay more for goods and services than do other consumers? Brown and Richardson (1973) noted several reasons: (a) They cannot afford to be thrifty and take advantage of large, economy sizes, (b) They must buy when they have the money, (c) They have limited mobility, (d) They must

buy the cheapest brand, (e) They have little flexibility in the method of payment.

It is not documented that merchants deliberately charge more for the same or inferior merchandise. However, because of the lack of education, skill, and bargain stores in low-income neighborhoods, the poor are apt to pay more for comparable merchandise than people in middle-income areas (Peterson, 1965).

President Lyndon B. Johnson's Committee on Consumer Interests found that the poor pay more because: (a) There is a lack of supermarkets, chain outlets, bargain stores in low-income neighborhoods. (b) Many people in these areas have little cash during the week and, therefore, trade at credit stores which charge for the service. (c) They often buy in small uneconomical quantities. (d) They lack shopping skill to compare quality. (e) They often lack cash for better quality merchandise; thus, items wear out before they are paid for. (f) They do not understand credit and are not eligible for bank loans or installment contracts with lower interest rates. (g) They are more susceptible to fraud and deceptive practices. (h) They do not feel at ease in large, middle-income stores and prefer to shop in familiar surroundings.

Consumer practices of the poor have been labeled as irrational on the basis of traditional rules for good consumership (Richards, 1971). The traditional rules and the degree to which the poor follow the rules are given in the

following paragraphs.

Rule 1. Spend first for necessities and last for luxuries. For the most part, low-income consumers do buy necessities first. The poor spend a greater percentage of their income on basic needs than do others. One weak spot is over-spending on durable goods.

Rule 2. Buy the best quality of goods for the lowest price. Available evidence indicates that the poor are not deliberate in their shopping. They are less apt to carry out these practices.

Rule 3. Budget small incomes carefully and plan purchases in advance. The poor do not score very well, with their debts often exceeding their assets.

Rule 4. Try to get what is needed without spending money or by spending only for raw materials. Due to lack of resources, poor families do not use this means.

Rule 5. Take advantage of certain benefits available to persons with limited incomes. The poor do not fully use these resources for easing their income (Richards, 1971).

The quality of family life is partly determined by the mother's skill in creating a home which provides nurture for all family members. If the mother lacks skills in managing the family's human and non-human resources along with a limited income, she and her whole family are handicapped (Barton and Gilchrist, 1970).

When low-income people buy clothing, they reflect many of the characteristics already mentioned. Hurry (1974) states

that the poor frequently waste their resources by buying cheap, shoddy clothing which wears badly, supplies little warmth, and is skimped on quantity.

Income influences selection of the types of stores where children's clothing is purchased. Brand names are used as a basis for purchasing more often by consumers with higher incomes. Higher income consumers tend to examine the construction more often and to have a daughter try on each dress for becomingness. Mothers in lower income brackets more often select daughter's clothes without the help of the daughter. Although these habits vary with income, some of the differences may be due to the mother's education which, in turn, is likely to be related to income (Ryan, 1966).

Review of related studies concerning clothing purchase and use

During the last fifteen years, considerable emphasis has been placed on low-socioeconomic level families in all areas of family life. In 1964 President Lyndon B. Johnson declared War on Poverty, thereby increasing the nation's awareness of the poor. Several studies have been conducted concerning clothing for low-socioeconomic level families.

Certain criteria are used by consumers when they are selecting clothing for purchase. Patson (1971) found that families living in a low-income housing project in a mid-western city mentioned durability, wash-and wear properties, and specific textile fibers. Less often mentioned were bonded fabrics, permanent press, size, length, roominess,

style, construction, color, brand, warmth, bargain sales, general appearance, and colorfastness.

Jenkins (1973) studied the evaluative criteria used by lower and middle class women. In her study lower class women considered "pleasing to others" a salient criterion in choosing a "best" dress and a girl's school outfit significantly more often than did the middle class. It was suggested that this difference may reflect greater feelings of insecurity on the part of lower class women--the desire to win approval by choosing clothing that pleases others. Jenkins (1973) also found a significant difference in the saliency of "fiber content" as a criterion in choosing boys' and girls' school outfits. In both instances the lower class considered "fiber content" salient almost twice as often as the middle class.

Source of clothing acquisitions has been studied by several researchers. Low income families in Knoxville, Tennessee (Smoake, 1967) indicated that few utilize sales of used clothing as a source of clothing for their children. They generally purchased at discount stores low-quality, low-priced garments which had to be replaced often. Much clothing was obtained through garments handed down. Purchasing was done when money was available for an urgently needed item rather than from a purchasing plan.

Low-income homemakers in Columbus, Ohio (Windeler and Jenkins, 1972) indicated they preferred to shop in big department stores as opposed to neighborhood stores. About 50%

of the group sometimes bought second-hand clothing; about 20% had purchased clothing on credit from a door-to-door salesman.

Department stores were the main source of clothing acquisition for two groups of low-income mothers of children six to eleven years old in a midwestern city (Fatson, 1971). Those in the higher income group purchased substantial amounts of clothing at specialty stores and mail-order houses and used a greater variety of methods for purchases than did the lower income group. More mothers in the low income group reported shopping at chain and discount houses and sought washability in the garments they purchased.

Low-income families in Eastern Kentucky were studied by Johnson, et al. (1964) to determine the characteristics of the families and to provide a basis for planning and developing programs. Less than 50% of the respondents (43.8%) reported that their families purchased any clothing new from stores. Relatives provided some clothing to 35.2% and 33.0% made some of their clothing. However, when asked where they obtained most of their clothing, the following responses were given: (a) from store--used, 34.0%, (b) from store--new, 27.4%, (c) gifts from relatives, 13.3%, (d) gifts from other than relatives, 10.8%, (e) made by self or relatives, 0.9%, (f) no information, 13.6%.

In the same study data was obtained on adequacy of clothing. In the families of the respondents, 12.1% of the school children did not own two changes of school clothes.

Of all individuals over age two, 39.4% did not have a good pair of shoes; 46.8%, a warmer winter coat or jacket. Most persons sixteen years old and older had two changes of work or everyday clothes, yet 12.3% of the men did not have such clothing. Having no good "Sunday clothes" were 83.1% of the men and 49.5% of the women. Of the children under age two, 26.5% did not have a dozen diapers.

A relationship was found between the number of children in the household and the adequacy of clothing. Those families with fewer children were less deprived than those with a large number of children (Johnson, et al., 1964).

Fatson (1971) found that 63% of the mothers who responded reported they did not have adequate or appropriate clothing for their children. Not attending school, church, or participating in school or community activities because of a lack of appropriate clothing was also noted. Additional school clothes, socks, hose, underwear, and shoes were needed by 25% or more of the children in the lower income group. To a lesser extent, they needed sleepwear, dress clothes, protective apparel, warm clothing, and better clothing.

Low-income consumers in Columbus, Ohio (Windeler and Jenkins, 1972) expressed their shopping habits. The majority indicated they: (a) liked to shop around to get a good buy, (b) thought it was smart to choose things that have several uses, (c) liked to have things that last a long time, (d) liked to learn about anything that would help them to be better shoppers, and (e) liked to shop for bargains.

A fewer number indicated they: (a) liked to know why some things are better for some uses and others are better for other uses, (b) liked to find out why one item costs more than another, (c) liked to have all the facts before making a decision. The women in the study said they would like to go on a "learning" shopping trip.

Johnson, et al. (1964) asked 324 families, "What would you get if you had a little more money?". Clothing was mentioned by 82.1% of the men and by 69.1% of the women. When offered a hypothetical \$2000, clothing was mentioned second to buying a house and land.

Lack of knowledge of clothing and textiles often limits the consumer when selecting clothing for children. Smoake (1967) found that respondents lacked knowledge in fabric types, labeling information, quality characteristics, and care.

The respondents indicated a desire to have more information in order that they could make effective use of clothing resources. They indicated a need for information on re-fitting and remaking handed down garments.

Windeler and Jenkins (1972) asked respondents to give their specific needs and interests in the area of clothing and textiles. The responses to questions indicated the homemakers were "very interested" in the topics of clothing selection for figure types, clothing construction, clothing repairs, consumer rights and responsibilities, and clothing fit--ranked in the order listed.

At the "Interested" level, laundering was most frequently selected. Laundering was selected less frequently at the "very interested" level. Most frequently selected subjects at the "not interested" level were clothing construction followed by laundering and consumer rights and responsibilities.

Consumer education in the area of clothing and textiles

Irelan (1966) has stated that:

the standard of living for low-income families can be raised 20% . . . merely by educating them in better buying habits. Consumer education can help people better understand available choices, balance preferences against pride and utility, match quality against realistic expenditures (p. 76).

Because of their lack of formal and information education, low-income consumers are less deliberate in shopping, more narrow in their shopping scope, and often uninformed about the products they use. Those with little education depend on relatives (not all other people, however) as a source of information (Irelan, 1966).

Formal education may be the key characteristic of the informed consumer. The educated consumer has a more critical attitude and relies less on reference groups in the choice of consumer goods than does the less educated consumer.

Childers (1968) in his book The Information Poor in America, stated characteristics shared by disadvantaged people that affect their information universe.

These characteristics constitute barriers to their felt need for information, their search for it, their acceptance of it, or their use of it. Disadvantaged groups are typically disadvantaged by the level of processing skills at their command. Reading ability is very low . . . Communication skills, such as those involved in . . . budgeting are not conventional knowledge for them as they are for the mainstream of society (p. 32).

Locked in their own subculture, the disadvantaged often do not have access to the flow of the popular information that exists in society at large. Much of their information universe is misinformation such as myth, rumor, and folklore. The information contacts they have with the rest of society are often one-way information flows from the mass media.

President Lyndon B. Johnson gave this assignment to his Committee on Consumer Interests:

To develop as promptly as possible effective ways and means of reaching more homes and more families-- particularly low-income families--with information to help them get the most for their money (Peterson, 1965) p. 141).

According to Esther Peterson (1965) the poor cannot afford to make mistakes as consumers. An unwise or shoddy purchase that only inconveniences other consumers may mean real physical suffering, denial, or financial disaster to the poor.

In order to be able to help disadvantaged consumers, educators must understand not only the characteristics and

attitudes described earlier, but also some of the characteristics that affect the way this population obtains and uses available information.

Ireland (1966) stated that low-income families do want better material lives for their children. They are also concerned for their children's psychological health and development. However, they lack both the knowledge and the opportunity to implement their concern.

Thus, any attempt to help these parents must be planned to allow for:

the possible lack of understanding or consensus between husbands and wives. From what we know, women appear to have a greater interest in family life than do their husbands. They are probably better targets for education programs and for any attempt to bring the lower class in from society's perimeter. Their own present needs would be served by efforts to help them help their children. Intervention programs must be planned so as to allow for the emotional and communicative isolation within it (Ireland, 1966, p. 25-26).

According to Childers (1968) unless a person feels a need he will probably not be motivated to act in his own behalf. Objective reality and various predisposing factors and perceptions interact to determine an individual's perceived need. When assessing a person's need, one has to assume that what the individual says or what he does are expressions of his need and not the expressions of other forces,

such as desire to conform or to please an interviewer. Need can be traced in three major ways--what people say, what people do, and what people are.

According to Niederfrank (1969) many of the poor people do not want to be helped, especially by outsiders, as help means change and change breeds insecurity, especially outside their own environment. To the middle class, education is a road to better things, but to many poverty-stricken families, it is an obstacle course to be surmounted.

Both psychology and pilot project experiences have led to the conclusion that people disadvantaged by poverty and alienation will respond best to concrete problems of interest. They are not accustomed to abstract family goals or agency program concepts.

According to Sailor and Crumley (1975), professionals who work with low-income families sometimes react as if all poor families share the same outlook and the same characteristics. The professionals may need to reassess their communications approach to see if they are using "poverty stereotypes." Many may not appreciate the sharp differences among the poor in attitudes, opinions, and values. Home economists should prepare consumer education materials with a variety of approaches because the poor will respond in different ways.

Beavers (1965) pointed out that family goals and values are important factors in the adjustments families need to make. This often is a challenge to educators because low-income families may be quite different from middle- and upper-

income families.

The same principles of learning can probably be applied in developing effective educational programs for lower socioeconomic groups as those used for middle-class society. However, the programs for the lower class may be quite different from those developed for the middle class clientele.

In Guide for Teaching Low-Income Consumers, Snarr (1969) had listed three basic influences on consumer behavior: (a) Economic--the availability of money or credit, (b) Psychological--the subjective preferences, attitudes, and motivations that are involved, (c) Sociological--the patterns of behavior which are a reflection of environment, family, customs, and morals. The three influences may be blended differently for each individual. The consumer educator should be aware that the individual's consumer role and his motivations stem from a variety of concerns and interests. If a consumer becomes better informed, he will be better able to determine his personal priorities and to recognize the rationale for that priority.

According to the American Home Economics Association (1965), "Home economics, because of its self-imposed responsibility to create more effective family living, has a unique obligation to lend its particular talents and approaches to assist in the War on Poverty" (p. 7). Home economists have an active role to play in consumer affairs (Harries, 1971). The home economists must take the leadership in establishing consumer education programs to analyze and coordinate consumer

affairs. These programs would provide classes in consumer education and also provide for researching consumer wants and needs, evaluating consumer complaints, and protecting consumer rights.

The Cooperative Extension Service (Coleman, 1965) in Alabama conducted a five-year pilot project involving young homemakers in low-income rural areas in Alabama. Based on the findings of the study implications for developing and testing methods for reaching young homemakers in low-income rural areas were developed. Results were as follows:

1. There are many gradations of deprivation. Some families or individuals are handicapped because of the lack of vocational training; some by little or no formal education; some because of few economic resources; some by lack of motivation; some because of poor health. Some families are hard-to-reach because of one or a combination of these reasons, and methods of reaching and teaching have to be adapted accordingly. In many instances the very "personalized" method of one-to-one teaching of very elementary subject matter is essential.

2. There is evidence that the informal group method--"get together"--is an effective method of reaching young homemakers, some from the beginning.

3. The poorly educated, low-income white homemakers are the most isolated and the most difficult to involve in an educational program.

4. Idea boxes and easy-to-read publications are helpful.

5. Low-income homemakers should be involved.

6. Agencies, groups, and selected individuals should be involved.

7. Extension home economics programs can help solve the problems of young families with limited income and education; however, this cannot be accomplished with traditional literature and teaching methods.

8. Personalized and informal learning experiences that are not highly structured, that utilize the resources of the family, and that are based on the homemaker's interests are essential if young homemakers, who are geographically isolated and who are socially, economically, and educationally deprived, are to raise their levels of living.

9. Even though community services are available, the process of getting a homemaker interested and concerned and getting her to utilize services is long and slow. Much personalized encouragement is needed.

In Hartford, Connecticut (Gassette, 1965) homemaker-teachers were used to assist low-income families. The goals established were:

1. To inspire confidence, a feeling of trust and hope, well-being, and personal worth.

2. To help mothers encourage improved family relationships by considering that everyone has needs, some like and some unlike her own.

3. To help mothers enjoy their children and to learn to keep them under reasonable control.

4. To encourage planning and setting goals that can be reached with satisfaction in a short time.
5. To instill a joy in evaluating, taking stock of what has been attained, and projecting what will be the next step.
6. To find opportunities to give praise for even small accomplishments.
7. To help separate the "musts" and the "wants" and to plan so that both are realized.

In keeping with the goals of the study, clothing is scrutinized and evaluated for possible renovation and repair. If new items are indicated, consumer education is taught by actual shopping trips with the mother and older children. They are taught to select items of quality, suitability, and appearance according to the amount of available money.

According to Paulsen, Saupe, Daft, and Nelson (1970) the abilities of people to function in society--to work, to be social leaders, to raise families, etc.--affect their level of living. Understanding can be given, skills can be taught, and attitudes can change, but investment of time and money and activity of the right kind is required. Many poor people do not have the skills and resources to provide for themselves. Therefore, they cannot take the time and expense to improve themselves.

Paulsen et al. (1970) in Our Poor Neighbors stated: Human development is a continuous, complex process seldom limited by genetic potential. Public programs to upgrade vocational or work skills have expanded and

poor people's access to them have improved. But the poor need other knowledge and skills. They need to know how to sew, make home repairs, care for their children, and serve nutritious meals (p. 8-9).

Method and ProceduresSample

The sample was drawn from residents of Muhlenberg County, Kentucky. A description of the county and its population is given in Appendix A. The poverty level given by the United States Bureau of Statistics for 1974 was \$5038 for a non-farm family of four and 12% of the total population were in this situation (Money Income, 1975). In Muhlenberg County 28% of the households had \$5000 or less after taxes (The Leader News, 1976). Thus, the likelihood of living in poverty in Muhlenberg County is more than twice as great as for the total United States.

Since the focus of the study was upon the problems of low- and middle-socioeconomic status families in clothing their elementary school-age children, the sample was limited to mothers of children in that age bracket. Mothers of Head Start children and residents of public housing projects and low-income neighborhoods were interviewed as part of the sample.

Since the respondents from these sources were primarily lower-socioeconomic status families, a portion of the sample was drawn from Extension Homemaker Club membership roles and other residential areas of the county. The latter group represented the middle-socioeconomic status.

All respondents were asked to complete an information sheet and questionnaire. From the total sample a sub-sample

was drawn and these 20 respondents were interviewed individually.

Measurement devices used

To obtain demographic information, a questionnaire was developed by the researcher (see Appendix B). It was developed to provide the information necessary to determine if the respondent met the criteria for the study and to compute the socioeconomic status of the family.

A second instrument was developed to determine attitudes toward and selection and use practices of consumers in the area of clothing and textiles (see Appendix C). This questionnaire, employing a 5-point Likert scale with nine sub-scales, was adapted from an instrument used by Carpenter (1963). With her permission, the statements were changed from third person to first person. Many were changed to read as activity statements rather than opinion statements. In some instances the wording was simplified to allow for low reading levels. Five of the original 14 scales were eliminated since they were not relevant to the study.

Since the original instrument was altered and the sample had different characteristics from that used by Carpenter (1963), a pretest was conducted using a sample of 29 women from Christian County, Kentucky. Reliability coefficients for the scales ranged from .29 to .76. The coefficients, as well as the means and standard deviations, were used to assess the reliability and discriminatory power of the instrument. Statements that did not have a mean near 3.0 and a standard deviation

tion of at least 1.0 were eliminated or revised before they were used in the study. Although the low coefficients may have been partially a function of the sample size, revisions were aimed at improving the reliability of the scales with low coefficients.

An interview schedule was developed to determine consumer knowledge and skills in the area of textiles and clothing. Problems associated with clothing and textiles and consumer information needs were also measured by this instrument (see Appendix D). The interview schedule was adapted from the one used by Smoake (1967). The schedule was developed to permit the researcher to observe and record the responses of the respondent in a hypothetical buying situation where she must make decisions based on her knowledge and skills as a consumer.

The interviewer presented actual garments--two pairs of boys' jeans and two girls' smocks. One good and one poor quality garment of each type, determined by three professional home economists, were selected for use in the interview. The respondent was asked to examine the garments and to choose one pair of jeans and one smock as the one she would buy. She was asked to give specific reasons for her choices.

With the exception of open-end questions concerning the respondent's need for consumer education and her choice of garments, the questions in the interview schedule were written in a form that responses could be recorded on a computer sheet by the interviewer.

The responses to statements measured on 5-point Likert

scales were recorded on computer sheets by the respondents. The responses to the questions on the demographic information sheet were recorded by the researcher.

Data collection

The research design consisted of a questionnaire survey and personal interview and permitted the researcher to collect data for testing each of the hypotheses. The three different parts of the research instrument served to give a comprehensive evaluation of the respondents' knowledge and skills in the area of clothing and textiles.

Group sessions and individual home visits were the settings for data collection. The researcher contacted the sources listed earlier to schedule times to meet with the group or individuals. When the actual meeting took place the researcher or trained assistant briefly explained the directions for completing the different parts of the instrument. An introductory letter was read and given to the potential respondent explaining the purpose of the research, asking for her cooperation, and insuring confidentiality (see Appendix E).

The respondent's name, address, telephone number, and directions to her home were recorded in case she was selected to be interviewed for the garment evaluation.

Data for determining socioeconomic status of the respondent was obtained from the demographic information sheets. Group and marital status of the respondent was obtained using questions 5 and 6. Information concerning the education and occupation of both husband wife was obtained using questions

7 through 12. The socioeconomic status was determined using Hollinshead's Two Factor Index of Social Position (1957).

According to Hollinshead (1957), occupation and education are the two most important factors utilized to determine social position. The author further states:

Occupation is presumed to reflect the skill and power individuals possess as they perform the many maintenance functions in the society. Education is believed to reflect not only knowledge, but also cultural tastes. The proper combination of these factors by the use of statistical techniques enable a researcher to determine within approximate limits the social position an individual occupies in the status structure of our society (p. 2).

To determine the social position the researcher must know: (a) the precise occupational role, and (b) the amount of formal education. The two factors are scaled according to a system of scores. Occupation and education are then weighted by factors determined by multiple correlation techniques. The score ranges from a low of 11 to a high of 77. Hollinshead gave the researcher the freedom to break the continuum into a hierarchy of score groups. The groups were divided as shown in Table 3.

Table 3

Socioeconomic Status Determination

<u>Social class</u>	<u>Range of computed scores</u>
1-Middle	11-40
2-Lower	44-77

The researcher desired to know the socioeconomic status of the family, which is usually determined by the status of the parents. Rather than computing the socioeconomic status for the head of the household only, a computation using the higher status of the one parent was used. The social position was computed using the husband's occupation if his scale score was less than the wife's scale score or by using the wife's occupation if it was less than the husband's occupation. The lesser scale score for education was used in the computation.

The approximate total income of the family was obtained from question 13. At the time the instrument was developed, the researcher thought it might be necessary to use the income when determining the socioeconomic status of the family. It was not used for this purpose but was kept in the questionnaire for possible future study. The question on the total number of persons living in the household (question 17) was retained since it could be used along with income in future study to ascertain poverty levels. Question 14-16 were included to determine whether the respondent met the criterion of having children in elementary school.

Consumer attitudes and buying practices in the area of textiles and clothing were used to test the hypothesis:

Consumer buying attitudes and practices of low- and middle-socioeconomic status families will differ significantly on the following scales: (1) planned buying, (2) serviceability, (3) conformity, (4) labeling,

- (5) faulty merchandise, (6) care, (7) versatility,
(8) appropriateness, (9) comfort.

Data collected during the interview session were used to test hypothesis one:

1. Low-socioeconomic status mothers are less knowledgeable and skillful in selection, acquisition, and care of clothing on the basis of: (a) fiber content, (b) fabric construction, (c) garment construction, (d) labeling, (e) care procedures, (f) price comparisons, (g) sewing skills and resources, (h) color selection.

The respondents were presented a hypothetical buying situation where they were asked to examine four garments--two pairs of boys' jeans and two girls' smocks. Each set of garments had one item of good quality and one item of poor quality based on the criteria listed in hypothesis one.

The items used were selected on the basis of items used by other researchers (Smooke, 1967; Jenkins, 1973), observation of children's daily school clothing, consultation with elementary school teachers, and local availability of items. Merchandise from ten stores in Muhlenberg County were examined before the final decision was made concerning the specific items to be used. The jeans and smock tops were selected because both have widespread acceptance as items suitable for school wear. The garments were examined and evaluated by the respondents for (1) overall acceptance and (2) acceptance in terms of specific criteria. See Appendix F for photographs.

Jeans. Two pairs of jeans were chosen from the local market to represent distinctly different quality but similar appearance. One pair was labeled "P-N-H" Boy's Western Jeans, made in USA, 50% polyester/50% cotton. The dark blue jeans were obtained from a local department store for \$3.00 plus tax. A brushed surface gave them a soft pre-washed look and feel. Construction features such as narrow overcast seams rather than flat-felled seams were of poor quality. The pockets were reinforced with bar tacks rather than rivets. There were no double knees; back pockets were stitched only around the outside edges. Long, uneven stitches were used and loose threads were present. The permanent care label was sewn inside the jeans near the front fly opening.

The other pair of jeans was labeled "P-N-H" Super Tri-Blend Jeans. These flare leg jeans were made in the United States of 50% polyester, 35% cotton, and 15% nylon. Construction features included pocket rivets, flat-felled seams on inseam and outer leg seams, and double knees in sizes 8, 10, and 12. The back pockets were double-stitched and the fly and back pockets were bar-tacked. This pair of jeans was navy blue with topstitching in contrasting thread. The jeans sold for \$4.00 plus tax. Although fabric weight was not given on the label, the fabric in the jeans appeared to be heavy and stiff. Because the soft, pre-washed look and feel was fashionable, the reviewing committee was of the opinion that fabric hand could be a confounding variable. This pair of jeans was, therefore, eliminated from the study.

A second search of the local market resulted in the substitution of "Big Yank" Pre-washed Denim Western Bell jeans of 100% sanforized cotton, Union made, and guaranteed by the manufacturer. The jeans sold for \$9.00 plus tax in a local department store. Construction features included flat-felled seams on both the inseams and outer leg seams, pocket rivets, double-stitched back pockets, and double-stitched bar tacks on fly and back pockets. The pre-washing gave the jeans a soft look and feel.

Smocks. One of the smocks was labeled "Stoneswear" Easy Care Permanent Press. The body was made of off-white loosely woven gauze-like fabric of 50% polyester/50% cotton. The contrasting yoke, collar, sleeve bands, tie, and belt loops were made of multicolored 100% cotton. The sleeve and side seams were narrow and beginning to ravel due to the loose weave and the hem was narrow. The permanent care label and fiber content label were attached at the neckline. The smock sold for \$6.29 plus tax at a local discount store.

The smock of better quality was made of a very closely woven 50% polyester/50% cotton blend. Special features included an attached belt and a mock multicolored patchwork design. Growth features included a wide hem, elastic at the sleeve cuffs and across the bodice, and puffed, set-in sleeves. The label included fiber content, care instructions, and the International Ladies Garment Workers Union seal. The smock sold for \$5.29 plus tax at a local department store.

Data analysis:

The data were analyzed to determine if there were significant differences between the low- and middle-socioeconomic status families in the knowledge and skills needed to make intelligent decisions in the market place. One-way analysis of variance provided this information.

The reliability of each scale was determined by reliability coefficients. Frequences and percentages provided the researcher with a breakdown of the respondents' demographic characteristics.

Presentation and Discussion of Results

The data for the study were obtained from 103 mothers of elementary school-age children. Additional information was obtained from a sub-sample of the respondents during personal interviews. Findings from the analysis of data are presented under the following headings: (1) description of respondents, (2) differences and similarities between the social classes in buying attitudes and practices, (3) differences and similarities between the social classes when given a hypothetical buying situation.

Description of respondents

The sample was made up of 103 residents of Muhlenberg County, Kentucky who had children in elementary school. Demographic characteristics of the respondents are given in Appendix H. The social class of the respondent's family was computed using the social position of the single parent or the higher social position of the two-parent families. The respondents were classified into social classes on the basis of occupational and educational rankings according to Hollingshead's Two Factor Index of Social Position (1957). For analysis the respondents were divided into two classes--middle (social position score 11-40) and lower (social position score 44-73) socioeconomic status.

Differences and similarities between the social classes in buying attitudes and practices

Nine scales including a total of 92 items were used in the questionnaire. Scale scores rather than individual item scores were used in the analysis as the researcher was interested in the response to the total scale score rather than each item. The nine scales used to measure buying attitudes and practices were: (a) planned buying, (b) serviceability, (c) conformity, (d) labeling, (e) faulty merchandise, (f) care, (g) versatility, (h) appropriateness, (i) comfort. Reliability coefficients were computed for each scale. Coefficients for each scale are given in Table 4.

Table 4

Reliability Coefficients for Nine Scales
Measuring Buying Attitudes and Practices

Scale Name	Number of Items	Reliability Coefficients
		Alpha
Planned Buying	11	0.80935
Serviceability	9	0.63236
Conformity	8	0.45432
Labeling	11	0.80838
Faulty Merchandise	13	0.80068
Care	13	0.76669
Versatility	9	0.74691
Appropriateness	7	0.54101
Comfort	11	0.63884

Downie and Heath (1965) stated that no test has a single, characteristic reliability coefficient. Well-made standard-

ized tests generally have a reliability coefficient of .90 or above. However, techniques such as rating scales often fall below .90 and are found to be very useful. Reliability is looked upon as a relative thing. The coefficients were improved by the changes in items made after pretesting. Only the coefficient for conformity fell below .50 and the majority were above .70. Coefficients within this range are generally considered acceptable for the type scale used (Downie and Heath, 1965).

One-way analysis of variance was run to determine if there was a significant difference between groups in terms of clothing buying attitudes and practices as measured by scores on the nine scales. The F ratio was computed to assess significant differences between Group 1--middle class--and Group 2--lower class--when responding to the items on the questionnaire. The F ratio for each of the scales is given in Table 5.

Table 5
Differences between Social Classes on Scale Scores^a

Scale	F ratios
Planned buying	17.077**
Serviceability	0.807
Conformity	0.368
Labeling	5.395*
Faulty Merchandise	1.280
Care	1.948
Versatility	3.686
Appropriateness	5.873*
Comfort	2.843

^aSample size =103 (Group 1=50; Group 2=53)

To determine how each group responded in terms of each scale, the means were computed. For each scale the mean of Group 1 was lower than the mean of Group 2 indicating a more knowledgeable and discriminating attitude of the middle class. The means for each scale are given in Table 6.

Table 6

Means of Scores on Clothing Buying Attitudes and Practices
for Middle and Lower Social Classes^a

Scale	Means of Scale Scores ^b	
	Group 1	Group 2
Planned buying (11 items)	28.080	33.3773
Serviceability (9 items)	21.7600	22.6038
Conformity (8 items)	23.4800	23.9245
Labeling (11 items)	26.4600	29.6226
Faulty Merchandise (13 items)	28.7000	30.2641
Care (13 items)	27.6200	29.3773
Versatility (9 items)	17.5600	19.2830
Appropriateness (7 items)	15.5800	17.3396
Comfort (11 items)	22.2000	23.7358

^aSample size=103 (Group 1=50; Group 2=53)

^bBased on totals of responses to items on each scale with 1=strongly agree and 5=strongly disagree. Negative items were reverse scored.

Planned buying. Traditional rules for good consumership dictate that small incomes should be budgeted carefully and purchases should be planned in advance. The poor do not score very well in relation to budgeting carefully and planning pur-

chases in advance (Richards, 1971). The results of the present study reinforce Richards' observation. The difference between groups on the planned buying scale was highly significant ($P < .01$) with the middle class exhibiting more planned buying than the lower class. The low educational level and lack of skills in managing resources contribute to the inability or motivation to plan clothing purchases.

The majority of both groups agreed that their clothing goes together better when they plan purchases, that they can be more creative when planning clothing purchase, and that they waste less money when planning before buying. Sixty-five percent of the total sample agreed that they do need to plan before buying. Less than half of the respondents indicated that they make a shopping list, ask for information on how to buy clothing, and keep a list of the clothing they have.

Labeling. Childers (1968) stated that the disadvantaged adult cannot interpret information on product labels. The low education level prohibits the use of labels as a tool for making discriminating choices. The difference between the two groups on the labeling scale was significant ($P < .05$). The middle class indicated a greater knowledge and use of labels as a tool for choosing and caring for garments as shown by the means in Table 6.

The majority of the two groups indicated they follow care instructions on the label, they read clothing labels before buying garments, and they hesitate to buy garments that do not have a permanent care label. However, only about one third

said that they complain to the store if labels are missing. About one-half thought that little can be done about incorrect labels.

Appropriateness. Differences between the two groups were significant on the appropriateness scale ($P > .05$). Limited financial resources and limited shopping scope often prevent disadvantaged families from being appropriately dressed. Patson (1971) found that low-income families did not have appropriate clothing for children. Public activities such as church, school, and other community activities were often avoided because of a lack of appropriate clothing (Patson, 1971).

Versatility. The versatility scale approached significance. The mean of Group 1 indicated a difference in the way the two groups responded. Perhaps the difference was no greater because the lower income families are forced, due to limited financial resources, to buy clothing they can wear many places and for many occasions. The difference may have been due to the fact that shopping scope is limited for the low-income consumer and she may have little choice about the clothing she buys. Lack of resources may also prevent her from buying accessories to coordinate with clothing already owned. Whether the lower class consumer has the knowledge and skill to use accessories to dress a garment "up" or "down" in order to achieve wardrobe versatility is questionable.

From the total sample, the majority--80% or more--agreed: (a) They consider versatility when buying clothing, (b) They

save money by buying versatile clothing, (c) They consider colors already in the wardrobe before buying, (d) They feel well-dressed when wearing versatile clothing. Only about one-third agreed that they study their wardrobe to make their clothing more versatile.

Comfort. The differences between the two groups on the comfort scale was not significant ($P < .05$). Brown and Richardson (1973) observed that the lower income families want the same comforts as do the rest of the Americans. They seek to improve themselves through many means, one of which is clothing. Comfort in clothing refers to not only physical comfort but also emotional security.

More than two-thirds of the total sample responded positively to the items on the comfort scale. They agreed that: (a) They do not wear some styles because they feel uncomfortable. (b) They feel comfortable in a dress if it is becoming. (c) Conspicuous clothing makes them feel uncomfortable. (d) They do not choose some colors because they feel uncomfortable wearing them, (e) They do not feel comfortable in a dress unless it fits perfectly, and (f) They feel miserable if not in a suitable dress.

Care. The difference between the two groups on the care scale was not significant ($P < .05$), possibly because the permanent care label gives complete instructions. Although the middle class had a lower mean, the fact that there was no significant difference may be accounted for by the fact that the low-income consumers must use their limited financial resources

for so many purposes. They consider costs of caring for the garments when selecting children's clothing.

Ninety-two percent of the total sample agreed that they find out about care before buying a garment and 76% indicated they consider the cost of care for the garment. More than 80% said that they look for a permanent care label and they follow the manufacturer's directions. Less than one-half agreed, however, that most of their clothing problems could be traced to improper care.

Faulty merchandise. The difference between the two groups on the faulty merchandise scale was not significant ($P < .05$). In the interview sessions the lower class consumers indicated that they shop most often in discount stores. Because the clothing in discount stores is sometimes of lower quality than in a department store, the poor may have more occasion to return faulty merchandise. Their low educational level may also contribute to unwise choices in the marketplace.

The majority of the sample stated that they return items to the store and explain why the garment was not acceptable. The majority did not think that it was their fault if they purchased faulty merchandise. This observation is consistent with the response to item 18 on the serviceability scale where only 37% agreed that manufacturers want to produce clothing that will wear well.

Serviceability. There was no significant difference ($P < .05$) between the groups on the serviceability scale. This data is not consistent with the data from the interview session

In which the responses of the middle class indicated they are more concerned about serviceability than are the lower class. Hurry (1974) has made the observation that the consumers in the lower class often buy cheap and shoddy merchandise that quickly develops a shabby appearance. It is possible that the lower class is concerned about serviceability but does not have the financial means or buying skills necessary to make serviceable clothing purchases.

The majority of the respondents agreed on two of the items in the serviceability scale: (a) They look for several features that make an item serviceable before buying; (b) They rely on printed label information to help them buy clothing that will wear well. The responses to the other seven items indicated that around 50% agreed. The mean score was lower for the middle class group indicating they are more skillful in selecting clothing for serviceability.

Conformity. The conformity scale had the lowest F ratio ($F .05$) and the lowest reliability coefficient. Neither group indicated a strong feeling that they must conform to the dress behavior of others. Perhaps this is due to the fact that in 1977 fashion is a personal thing and people are free to dress as they wish, without societal criticism.

In order that the reader may know the responses to each of the 92 items, percentages of the sample agreeing or disagreeing is given in Appendix G.

Differences and Similarities Between the Groups When Given a Hypothetical Buying Situation

In order to determine if the availability of resources and the educational level would make a difference in the responses of the lower and middle classes, questions were asked in the interview session to determine the respondents' method of paying for clothing, their sources of clothing acquisition, and their sewing skills and resources. This information was used in testing hypothesis 1.

Sources of acquisition. There was a slight difference in the response to the type of store the respondents shopped most often for their children's clothing. Fifty percent of the lower class indicated that they most often shopped in discount stores while none of the middle class shopped most often at these stores. Department stores were shopped most often by 40% of the lower class and 50% of the middle class. Catalog sales comprised 30% of the middle class sources of clothing acquisition but accounted for only 10% of the lower class purchases. Children's specialty shops were indicated by the remaining 20% of the middle class. Second hand stores and yard sales were not mentioned by either group. While yard sales are quite popular in Muhlenberg County, consumers do not have access to second-hand stores to buy clothing.

Snoake (1967) found that lower class women generally purchased at discount stores. Respondents in her study indicated much clothing was obtained through handed down gar-

ments. Schickel (1970) found that lower class women chose used clothing stores as the type of store for purchasing clothing. Other sources were home sewing, gifts, and new purchases. The women generally were the purchasers; they shopped and bought their own clothes as well as those of most of the family. Johnson, et al. (1967) found that mountain families living in poverty bought clothes from a store but they were used.

Method of payment. Both social classes indicated they pay for most of their children's clothing with cash or personal check at the time of purchase--92% of the middle class, 75% of the lower class. The remaining 8% of the middle class purchases were made using credit cards. Charge accounts at the store and lay-away were each indicated by 12½% of the lower class. Schickel (1970) found that low-income rural families in the Appalachia tended not to use credit and only as their income increased did their use of credit increase.

Sewing skills and resources. All of the lower class respondents indicated they make none of their children's clothes, although 50% had a sewing machine in their home. Forty-two percent of the middle class said they make none of their children's clothing even though 92% indicated they had a sewing machine in their home. Approximately 1/3 of the middle class indicated they make about half of their children's clothing and 25% make less than half.

Of those who indicated they do sew for their children, the most frequently sewn garments were pants (58%), blouses

(50%), and dresses (42%). Shirts and skirts were made by 25% and night clothes by 16%. None of the respondents indicated they make coats or jeans. Schickel (1970) found that over half of the lower-income families made some clothing for the family.

Economy was the reason given by 75% of the middle class for sewing children's clothing. Only 13% said they enjoy sewing and better quality and better fit were mentioned by 8% and 4%, respectively.

When asked if they do their own mending, all of the middle class gave a positive answer compared to 84% of the lower class. When asked about specific repairs--torn places, hems, seams tearing out, buttons, pockets--a higher percentage of the middle class than lower class made those repairs on their children's garments. Both lower and middle class consumers did not know how to make repairs on torn knees, broken zippers, and sleeve lengths. The middle class also mentioned replacing the waistband, adjusting crotch length, adjusting shoulder length, adjusting waist size, repairing torn pockets, and replacing trim. The data indicated the lower class consumers are less discriminating and less aware of criteria which made for good fit and appearance.

Before the respondent examined the garments carefully, she was asked what she looks for first when buying jeans and smocks. Criteria pertaining to style and appearance were given more often by the lower class while criteria pertaining to quality construction, fabric and care were given by the middle

class. A complete list of the criteria given by both groups is given in Appendix I.

Garment evaluation. After carefully examining each of the garments the respondent was asked to choose the pair of jeans and the smock she thought was the better quality. A greater percentage of both groups chose jeans A and smock D-- the garments which had been designated as the best quality by a panel of professionals in the field of clothing and textiles.

Jeans. The middle class chose jeans A more often than the lower class, 92% compared to 72%. The reason mentioned most by middle class consumers who preferred jeans A was flat-felled seams. Less frequently mentioned features were brads and bartacks, heavier fabric, and durable zipper. Reasons mentioned most often by lower class consumers who preferred jeans A were flare legs, pocket details, fabric feel, and flat-felled seams. A complete table of reasons for choosing and rejecting each pair of jeans is given in Appendix J.

Jeans B was preferred by 38% of the lower class, but only 8% of the middle class. Reasons given for choosing jeans B included softer feel, fabric blend, low price, quality stitching, and durable zipper. Many of the same features were mentioned as reasons for preferring jeans A or B as had been listed for criteria used in selecting jeans.

As stated earlier, the middle class respondents gave reasons for their choice on the basis of quality and fit, while the lower class used style and appearance more as cri-

teria for making choices. Brown and Richardson (1973) gave the reason as being that the low education level of the low income consumer limits the critical attitude in the choice of consumer goods. Childers (1975) also stated that the low income consumer gives less attention to product quality than does the average adult.

Fahopin (1958) found evidence to support the idea that socioeconomic factors such as family income, occupational status, and educational level of the parents determine preferences for various stylized items of apparel for different family members. However, her findings also showed that socioeconomic characteristics do not influence preferences for standardized items of apparel, such as boys' denim jeans. Jenkins (1973) also found a lack of significant difference between lower and middle socioeconomic consumers in regard to acceptance levels of jeans.

Smocks. Smocks C and D were shown in the same manner as were jeans A and B. Smock D was preferred by 100% of the middle class and by 76% of the lower class. Reasons given by middle class consumers for choosing smock D were better fabric, fiber blend, style, and better construction. Reasons mentioned by lower class consumers for preferring smock D were color, "liking fabric", better material and construction, and fiber blend. A complete table of reasons for choosing and rejecting each smock is given in Appendix K.

Smock C was selected by 24% of the lower class. Among the reasons given for this choice was style, attractiveness,

and liking fabric. These reasons are consistent with their criteria for choosing smocks--style and color. The responses are consistent with Ryan (1966) who stated that mothers in higher class brackets tend to examine construction more often than the lower class.

Respondents were also asked what they look for when buying jeans and smocks. When asked specifically if a given factor was considered, both socioeconomic groups indicated it was. Appearance and style were indicated more often by the lower class than by the middle class. Construction and serviceability ranked higher by middle class than did appearance and style.

Labels. All of the respondents with the exception of one in the lower class indicated they look for labels when shopping for children's clothing. Table 7 lists the information they expected to find on the label. All of both groups expected to find care instructions while the name of the manufacturer seemed to be the least important consideration.

Table 7

Number of Responses to Information
Expected to Find on Clothing Label

Information	Lower Class		Middle class	
	Yes	No	Yes	No
Brand Name	4	3	9	3
Fiber Content	5	2	12	0
Amount of Shrinkage	4	3	9	3
Care Instructions	7	0	12	0
Name of Manufacturer	3	4	0	12
Flame Retardance	3	4	10	2
Special Finishes	6	1	10	2

When asked for other information they look for on a label, the lower class indicated size, cut--slim, regular, husky--price, and permanent press label. The middle class also mentioned size and cut plus a guarantee and a weight and height chart.

Information needed. Since one purpose of this research was to determine the consumer knowledge needed by all respondents, the interviewer asked each mother if she would like to have more information or help with specific problems. The responses are given in Table 8.

Table 8
Number of Responses to
Information Needed in Clothing and Textiles

Information Needed	Lower Class		Middle Class	
	Yes	No	Yes	No
Care	5	3	9	3
Buying clothing and fabric	7	1	9	3
Making clothing	6	2	9	3
Altering clothing	6	2	8	4
Repairing clothing	7	1	9	3
Labels	4	4	6	6

An open-end question asked for other information needed in order that they could make wiser decisions in the marketplace. Although Childers (1975) stated that the disadvantaged adult does not typically rank consumer information high on a list of priorities, the lower class respondents did indicate they need

to develop shopping skills. Specifically mentioned by the lower class was a need for more information concerning the characteristics and care of synthetic fibers. Stain removal and characteristics and performance of synthetic fabrics were mentioned most often by the middle class.

Summary, Conclusions, and RecommendationsSummary

The purposes of this study were to determine some of the problems that families of low- and middle-socioeconomic status have in selecting and purchasing garments for their school-age children and to make comparisons between the two socioeconomic level groups in order to make some recommendations for consumer education programs. The study was based on three hypotheses:

1. Low-socioeconomic status mothers are less knowledgeable and skillful in the selection, acquisition, and care of clothing for school children than are middle-socioeconomic status mothers when choosing clothing on the basis of:
 - a. fiber content
 - b. fabric construction
 - c. garment construction
 - d. labeling
 - e. care procedures
 - f. price comparisons
 - g. sewing skills and resources
 - h. color selection
2. Consumer buying attitudes and practices of low- and middle socioeconomic status families will differ significantly on the following scales:
 - a. planned buying
 - b. serviceability
 - c. conformity
 - d. labeling

- e. faulty merchandise
- f. care
- g. versatility
- h. appropriateness
- i. comfort

3. There will be a difference in the number and kind of problems that low- and middle-socioeconomic families have in clothing their elementary school-age children.

Conclusions

The participants in the study were 103 mothers of children in grades 1-8 in Muhlenberg County, Kentucky. Social class was computed according to Hollingshead's Two Factor Index of Social Position (1957). The mothers were selected from Head Start parent rolls, public housing project tenant lists, elementary school room mother groups, and door-to-door surveying in selected neighborhoods. Characteristics of the families are listed in Appendix H.

The findings were supportive for Hypothesis 1 and only partially supportive for Hypothesis 2. There was no significant difference between the middle and lower classes in consumer buying attitudes and practices as measured by six of the nine scales--serviceability, conformity, faulty merchandise, care, versatility, and comfort. There was a significant difference between the groups on the scales planned buying, labeling, and appropriateness.

Observation of the respondents during the interviews and data collected from the questionnaire revealed that the lower

class mothers were lacking in the basic consumer skills. As stated in previous chapters, using resources wisely and judging quality seemed to be problems which limited their ability to make wise decisions. The lower class often judged quality by the look and feel of garments rather than the garment construction or fabric characteristics. When asked by the interviewer, most of the respondents indicated that they look for labels, quality construction features, and good fabric. However, less than half actually looked for these features when examining the garments.

Data obtained from the questionnaire and interviews were analyzed and discussed in the previous chapter. Both socioeconomic groups indicated a need for information in order to get the most value for their clothing dollar.

Recommendations

Peterson (1965) stated that consumer education requirements differ according to background and specific needs. The author gave some general needs of the poor. They need to: (a) increase ability to budget resources, (b) understand credit and be able to use it advantageously, (c) improve ability to get fair value for each dollar spent, (d) understand public services available to consumers in the community, and (e) increase their skill at comparing values--taking advantage of the wide choices available in the marketplace.

Both socioeconomic level groups could benefit from the general guidelines given by Peterson. However, more specific recommendation should be made in order that professional persons such as social workers, clothing manufacturers, retail store

personnel, Extension agents, home economics teachers, adult education teachers, and other educators would know how to construct their programs. Recommendations for consumer education programs might benefit trained professionals.

New fibers and fabrics. Because of the rapid changes in the textile industry, the consumer must be constantly informed. The interview data indicated a need to be more knowledgeable of characteristics and care of garments made from synthetic fibers. Retail store managers have a responsibility to keep their sales staff up-to-date on new fibers and their characteristics. Clothing manufacturers should keep the retail store personnel informed about their products. Textiles books, journals, magazines, and government publications are available for reference by both the consumer and the salesperson.

Quality of ready-to-wear. Knowledge of quality construction was shown to be lacking by both groups. However, the lower socioeconomic status mothers seemed less aware of the criteria for quality construction. Home economics teachers should incorporate this into the unit of study. Since ready-to-wear garment manufacturers use sewing techniques different from the home sewer, the consumer needs to be aware of good quality versus poor quality in ready-to-wear. All of the low socioeconomic status mothers indicated they do not sew for their children; therefore, they must depend on the manufacturer to provide them with quality garments.

Extension agents, para-professionals, and home service aides should gear their illustrative materials and presentations

to a low reading level. Extension professionals and para-professionals should conduct more small, neighborhood learning sessions. Since many low-income families tend to shop in neighborhoods, "learning" shopping trips could be incorporated into the plans. If distance makes a trip impossible, garment examination such as was done in the interview session could provide a learning climate.

Planning. Findings of the present study were in agreement with those of Schickel (1970)--the poor generally make no plan for buying clothing. Because there are so many demands on the family budget, clothing is often bought only in emergencies, such as the need for school outfits. Social workers and educators can encourage families to inventory and analyze the present wardrobes of their children and help them make decisions as to what additional items are needed.

Neighborhood money management workshops might be a successful means of teaching low socioeconomic status consumers. These consumers usually will not travel much distance for any type of educational program because of insecurity and lack of proper clothing.

Alterations and repairs. Smoake (1967) and Schickel (1970) found that many low-income families need skills in clothing alteration and repair. This need was further substantiated by data from the interview sessions. The families often buy or receive used clothing which they need to alter or repair for family use. Children grow rapidly and their play activities often damage clothing requiring alterations or repairs to be made.

Public and neighborhood workshops and individual consultations could provide the help needed. Workshops on clothing make-overs--making children's garments from other garments--could help the consumers make the most use of the clothing already on hand. Illustrative materials set up in fabric shops and neighborhood stores could give information on clothing alteration and repair.

Construction. Since home sewing is less costly than buying garments ready made, consumers, regardless of socioeconomic level could save money by making clothing for their children. Adult education classes taught by Extension agents, home economics teachers and fabric store personnel provide an inexpensive means for the consumer to learn to sew. Information presented could include pattern and fabric selection, fitting, use of sewing machine, and construction techniques.

Care. Stain removal, especially on synthetic garments, was indicated as a problem in the care of clothing. Knowing which water temperature and cleaning agent to use on synthetic and natural fibers could assist the consumer in having clean, stain-free clothing. The newer laundry aids, such as enzyme presoaks, are unfamiliar to many consumers. Laundry charts posted on public laundry bulletin boards and the laundry aids section in supermarkets could aid the consumer in choosing the right product. Newspaper articles and radio programs prepared by Extension agents could provide information on home laundry and care of clothing. Government publications could be circulated in public laundries and supermarkets.

Recommendations for further study

An expansion of this study would be beneficial to educators. A sample taken from another area might produce different results since the economy in Muhlenberg County is somewhat unique due to the coal mining industry. The classification of most coal miners as unskilled worker placed them in a relatively low social position even though their educational level may have been high. A comparison should be made between the social classes in Muhlenberg County to determine whether differences in clothing buying attitudes and practices are more directly related to income than to social class.

Other items of apparel should be evaluated by a larger sample. Shoes, socks, shirts, dresses, dress pants, and underwear are other items purchased by most families. Little is known about what information the lower class consumer needs in order to select these items.

Perhaps the greatest area of need is in terms of educational programs to determine consumer needs, to plan innovative programs to meet these needs, and to effectively implement the programs. Intensive study is needed to sufficiently understand the lower social class in order to motivate them to take advantage of opportunities presented.

Appendix A

Description of Muhlenberg County and Its Population

Muhlenberg County, Kentucky is located in the heart of the Western Kentucky coal fields and is bordered by McLean, Ohio, Butler, Logan, Todd, Christian, and Hopkins counties. The county seat is located in Greenville. US highways 62 and 431 intersect in the county. The Western Kentucky Parkway runs east and west with an exchange at Central City.

According to the Kentucky Deskbook of Economic Statistics, (Kentucky Department of Commerce, 1975) the total county population in April, 1970 was 27,537--13,267 male and 14,270 female. Approximately 96% of the total population is white. More recent population estimates reveals a population of 30,300 as of July 1, 1975--an increase of 9.9% (Population growing, 1976).

The median age for the population is 32.0 years. Approximately 50% of the population is between the ages of 18-64; 10% is over age 65.

Census household data indicate an average of 3.07 persons per household. Of the 7,474 total families, 6,814 family heads are male; 622 female (University of Kentucky, 1971).

Of the adult population 25 years and over, 2.14 has no education. Completing the eighth grade were 23.4% while 22.7% completed high school. Another 3.25% completed four years or more of college. The median schooling of adults age 25 and over is 8.9 years (Kentucky Department of Commerce, 1975).

In 1974 there were 7,678 males age 16 and over in the

Appendix A--Continued

labor force--75.6% of the total male population age 16 and over. Of the 11,300 females age 16 and over, 3,045 were in the labor force--26.9% of the total female population age 16 and over (Kentucky Department of Commerce, 1975).

In 1974 the unemployment rate in Muhlenberg County was 4.0%. Mining and quarrying accounted for 24.3% of the total employment in the county followed by trade and services with 19.5%. Government employed 15.4%; manufacturing 10.2%. Only 4.5% was accounted for in agricultural fields.

The median income given in census figures for 1970 was \$6,720; mean income, \$7,370. The per capita income \$2,161 (University of Kentucky, 1971).

According to an article appearing in the December 15, 1976 issue of The Leader-News, a Muhlenberg County weekly newspaper, a report released by the Standard Rate and Data Service showed that 56.9% of the households in Muhlenberg County had \$8,000 or more left to them as spendable income in the past year after payment of personal taxes. According to the same source, some 15.1% of the households had net earnings of \$5,000 to \$8,000; 10.2% were in the \$8,000-\$10,000 category. In the \$10,000-\$15,000 bracket were 22.0%; and above \$15,000 were 24.7%. The remaining 28.0% had \$5,000 or less after taxes.

Appendix B

Information Sheet

NAME _____

ADDRESS _____

PHONE _____

DIRECTIONS TO YOUR HOUSE IF IT IS NOT A NUMBERED HOUSE _____

DATE INTERVIEWED _____

INTERVIEWED BY _____

DIRECTIONS: Please read carefully

Please answer the following questions about you and your family. Check the appropriate answer or fill in the blank.

5. In which of these age groups are you ?

<input type="checkbox"/> (1) Under 18	<input type="checkbox"/> (5) 45-54
<input type="checkbox"/> (2) 18-24	<input type="checkbox"/> (6) 55-64
<input type="checkbox"/> (3) 25-34	<input type="checkbox"/> (7) 64 and over
<input type="checkbox"/> (4) 35-44	

6. Are you:

<input type="checkbox"/> (1) Married	<input type="checkbox"/> (3) Divorced/Separated
<input type="checkbox"/> (2) Single	<input type="checkbox"/> (4) Widow

7. How far did you go in school?

(1) Graduate school
 (2) College degree
 (3) Some college (or business or vocational school)
 (4) Graduated high school
 (5) 10-11 years
 (6) 7-9 years
 (7) Less than 7 years

8. If married, how far did your husband go in school?

(1) Graduate school
 (2) College degree
 (3) Some college (or business or vocational school)
 (4) Graduated high school
 (5) 10-11 years
 (6) 7-9 years
 (7) Less than 7 years
 (8) Not married

9. If you bring income into the home, what is your job? _____

10. How do you receive your income?

(1) Inherited savings and investments
 (2) Earns money from investments
 (3) Profits, fees, royalties
 (4) Salary, commissions, monthly
 (5) Wages on hourly basis, piece-work, weekly check
 (6) Odd jobs, sharecropping
 (7) Public relief or charity
 (8) No income

11. If your husband brings income into the home, what is his job?

12. If married, how does your husband receive his income?

- ___ (1) Inherited savings and investments
- ___ (2) Earned money from investments
- ___ (3) Profits, fees, royalties
- ___ (4) Salary, commissions, monthly
- ___ (5) Wages on hourly basis, piece-work, weekly check
- ___ (6) Odd jobs, sharecropping
- ___ (7) Public relief or charity
- ___ (8) Not married

13. What is your total family income?

- | | |
|---------------------------|---------------------------|
| ___ (1) 0 - \$2,500 | ___ (6) \$12,600 - 15,000 |
| ___ (2) \$2,600 - 5,000 | ___ (7) \$15,100 - 17,500 |
| ___ (3) \$5,100 - 7,500 | ___ (8) \$17,600 - 20,000 |
| ___ (4) \$7,600 - 10,000 | ___ (9) \$20,100 and up |
| ___ (5) \$10,100 - 12,500 | |

14. How many children do you have in school grades 1 - 8?

- | | | |
|-----------|-----------|-------------------|
| ___ (1) 0 | ___ (4) 3 | ___ (7) 6 |
| ___ (2) 1 | ___ (5) 4 | ___ (8) 7 |
| ___ (3) 2 | ___ (6) 5 | ___ (9) 8 or more |

15. How many of your children in grades 1 - 8 are girls?

- | | | |
|-----------|-----------|-------------------|
| ___ (1) 0 | ___ (4) 3 | ___ (7) 6 |
| ___ (2) 1 | ___ (5) 4 | ___ (8) 7 |
| ___ (3) 2 | ___ (6) 5 | ___ (9) 8 or more |

16. How many of your children in grades 1 - 8 are boys?

- | | | |
|-----------|-----------|-------------------|
| ___ (1) 0 | ___ (4) 3 | ___ (7) 6 |
| ___ (2) 1 | ___ (5) 4 | ___ (8) 7 |
| ___ (3) 2 | ___ (6) 5 | ___ (9) 8 or more |

17. How many people (including yourself) live in your home?

- | | | |
|-------------------|-----------|--------------------|
| ___ (1) 2 or less | ___ (4) 5 | ___ (7) 8 |
| ___ (2) 3 | ___ (5) 6 | ___ (8) 9 |
| ___ (3) 4 | ___ (6) 7 | ___ (9) 10 or more |

Appendix C

DIRECTIONS

People differ in their beliefs about clothing selection, use, and care and often express definite feelings. A number of statements about clothing have been listed on the following pages.

Please read each statement carefully and indicate how you act. Answer on the answer sheet by blackening the space under the appropriate letter. Here is an explanation.

- a Strongly Agree - (If you are very much in agreement with the idea)
- b Agree - (If you are in agreement with the idea but do not have strong feelings about it)
- c Uncertain - (If you are not sure how you feel about the idea)
- d Disagree - (If you are not in agreement with the idea but do not have strong feelings about it)
- e Strongly Disagree - (If you are much opposed to the idea)

Be sure to give your opinion regarding each statement. Do not leave any blanks. Do not sign your name.

HERE IS AN EXAMPLE FOR YOU TO FOLLOW

1. When I shop for clothing, planning takes the joy out of shopping.

If you strongly agree with statement number 1, mark your answer sheet as shown below.

a	b	c	d	e
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Turn to question number 1 and begin.

Appendix C

a b c d e
 Strongly Agree Agree Uncertain Disagree Strongly Disagree

Planned Buying

Planned buying is careful thought given to the buying of clothing before actually buying the item.

1. When I shop for clothing, planning takes the joy out of shopping.
2. My clothing goes together better when I plan my clothing purchases.
3. I can be more creative when I plan my clothing purchases.
4. My dollars go further when I plan my clothing buying.
5. I can usually shop carefully without planning.
6. If money is available, I may purchase clothing that I had not planned.
7. I waste less money when I plan the clothing I buy.
8. I do not need to plan the clothing I buy.
9. I make a shopping list before going to the store to buy clothing.
10. I usually ask someone for information on how to plan the clothing I will buy.
11. I keep a list of all the clothing I have.

Serviceability

Serviceability refers to how well a garment wears.

12. I look for clothes that will wear rather than those that are the latest fashion.
13. I sometimes make hasty decisions and forget to look at how well a garment is made.
14. I look for several different features that indicate the garment will wear well before I buy it.
15. If I am disappointed in the way a garment wears, I tell the person I bought it from.
16. I save money by purchasing a few long-wearing clothing items rather than many that will not wear well.
17. Each time I buy an item of clothing, I am letting the manufacturer know that is the kind of quality I expect.
18. Most makers of clothing want to produce clothing that will wear well.
19. Construction of a garment does not determine how well it will wear.
20. I rely on information printed on the label or package to help me buy clothing that will wear well.

a b c d e

Strongly Agree Agree Uncertain Disagree Strongly Disagree

Conformity

Conformity in clothing is dressing in the same fashion as others.

21. I dress like other people in the group.
22. If I dress like others in my group, this means I belong in the group.
23. Dressing like others in the group does not make me feel at ease.
24. I choose clothing to please others rather than to please myself.
25. Society demands that I dress as others dress.
26. When I dress similar to others in the group, I feel unsure of myself.
27. When I dress like my friends, I feel like I belong.
28. If I were on a school campus, I would feel it would be necessary to dress like others.

Labeling

Labeling refers to any information attached to the garment in the form of a hang tag or a sewn-in label.

29. I carefully read labels on clothing before I buy.
30. There is little I can do about labels that are incorrect on clothing found in stores.
31. I help my friends to understand clothing labels.
32. I hesitate to buy a garment if care instructions are not given on the label.
33. I am wasting my time if I complain to a store manager about missing clothing labels.
34. I follow the care instructions that are on the label.
35. If I find a store that has few or no labels on clothing, I continue to shop there.
36. I will not buy a clothing item if I cannot find the fiber content.
37. If I find clothing with missing labels, I do not tell the store clerk or complain to the manufacturer.
38. When I take clothing to the dry cleaner or commercial laundry, I give them helpful label information such as fiber content, special finishes, special care instructions, etc.
39. I complain to someone in the store if a label is missing.

Faulty Merchandise

Faulty merchandise refers to a defective garment caused by

a b c d e

Strongly Agree Agree Uncertain Disagree Strongly Disagree

the manufacturer.

40. I insist that others return faulty merchandise.
41. If I return a garment, I explain exactly why the item was not acceptable.
42. If a salesperson refuses to accept returned faulty merchandise, I will not stop until I see someone who will accept my complaint.
43. I return unsatisfactory merchandise to a store in order that the manufacturer will avoid making the same mistake again.
44. I do not hesitate to complain to the manufacturer about faulty merchandise.
45. I keep faulty clothing items and do not complain about them to the store where I purchased them.
46. I am wasting my time when I complain to the store about faulty merchandise.
47. Before I return clothing items to the store, I always make sure I have not done something to ruin the garment.
48. I actively search for more information about clothing to avoid buying faulty merchandise.
49. I always return faulty items to the same store where I bought them.
50. I always tell my friends about faulty clothing items so they will learn from this knowledge.
51. I take the loss from faulty clothing items rather than return them to the store.
52. It is my fault if I buy faulty clothing items.

Care

Care refers to the laundry, repairing, etc., of a fabric or garment to keep it in satisfactory condition.

53. Before I buy an article of clothing, I find out what care will be needed.
54. When selecting washable clothing, I look for a permanent care label.
55. When I take clothing to the dry cleaner or a commercial laundry, I always show them any stains.
56. I always take care of perspiration stains immediately.
57. When buying clothing I will wash at home, I consider the amount of time that will be involved.
58. If I know of any special care the garment needs, I always tell the laundry or dry cleaners.
59. Before I buy a garment, I always consider how much it will cost to care for it.

a b c d e

Strongly Agree Agree Uncertain Disagree Strongly Disagree

60. I will not buy a garment unless it has a permanent press or no-iron finish.
61. I do not buy anything that has to be dry cleaned.
62. I ask the dry cleaner about stain removal rather than experimenting with removing stains from clothing myself.
63. I do not need to follow care directions from the manufacturer to keep a garment in satisfactory condition.
64. Frequent inspection of my clothing does not help keep it in good condition.
65. Most of my problems with clothing can be traced to improper care.

Versatility

Versatility refers to being able to wear garments or accessories many places or many ways.

66. When my budget is limited, I give special consideration to versatility when buying clothing items.
67. I always consider the different accessories (shoes, purses, jewelry, etc.) I have before buying clothing.
68. I choose fabric textures (the look and feel of fabric) that will make my clothing more versatile.
69. I save money by buying clothing that is versatile.
70. When planning for my clothes to be versatile, I always consider the colors I already have in my wardrobe.
71. I do not feel well-dressed when wearing garments that I can mix and match.
72. I spend a lot of time studying my wardrobe to find ways to make it more versatile.
73. I feel well-dressed if I have a few versatile outfits.
74. I get versatility by choosing garments I can dress "up" or "down".

Appropriateness

Appropriateness refers to suitability of clothing for an occasion.

75. My clothing is appropriate for the occasion wherever I go.
76. I always dress appropriately for the weather conditions.
77. I always dress appropriately for my age.
78. The accessories I wear are always appropriate to the clothing I am wearing.
79. Whether I am wearing appropriate clothing has nothing to do with the first impression others have of me.

^a ^b ^c ^d ^e
 Strongly Agree Agree Uncertain Disagree Strongly Disagree

80. I do not feel well-dressed unless what I have on is appropriate for the occasion.
81. Appropriateness of dress is more important to me than clothing that will wear well.

Comfort

Comfort is "feeling at ease" in clothing worn.

82. I choose clothing that is comfortable for me even if it is not in fashion.
83. Texture does not affect my comfort in dress.
84. There are some colors I do not choose because I feel uncomfortable in them.
85. I usually choose knits rather than wovens because I feel more comfortable in them.
86. I cannot feel comfortable in a dress if it does not fit perfectly.
87. I do not wear some styles of clothing because I do not feel comfortable in them.
88. If my dress is not suitable for the occasion, I feel miserable.
89. What others think about my clothing has little to do with comfort.
90. If I think a dress is becoming to me, I feel comfortable wearing it.
91. A dress must be suited to my personality for me to feel comfortable in it.
92. Clothing which makes me feel conspicuous can cause me to be uncomfortable.

Appendix D

INTERVIEW SCHEDULE
(interviewer fills out)

18. Where do you shop most often for clothing for your elementary school-age children?
- (1) department store (5) children's specialty shop
 (2) discount store (6) yard or garage sales
 (3) catalog (7) other _____
 (4) second-hand store
19. How do you pay for most of the clothing for your children?
- (1) cash or personal check at time of purchase (4) credit card
 (2) charge account at store (5) borrow money to buy clothing
 (3) lay-away
20. How many of your children's clothes do you make?
- (1) all (3) about half (5) none
 (2) almost all (4) less than half
21. If you sew, what garments do you make most often?
- (1) do not sew (4) coats (7) skirts
 (2) shirts (5) pants (8) dresses
 (3) blouses (6) jeans (9) night clothes
22. Why do you sew for your children? (check one)
- (1) do not sew (4) better quality for money
 (2) more economical (5) enjoy sewing
 (3) better fit
23. Do you have a sewing machine in your home?
- (1) yes (2) no
24. Do you do your own mending? (1) yes (2) no
- Do you have to make any of the following repairs on your children's clothing?
25. torn places (1) yes (2) no
 26. hems (1) yes (2) no
 27. seams tearing out (1) yes (2) no
 28. buttons (1) yes (2) no
 29. pockets (1) yes (2) no
 30. other (1) yes (2) no - What other repairs do you make?

31. Are there some repairs or alterations that need to be made but that you do not know how to make?

___ (1) yes ___ (2) no

What are they? _____

INTERVIEWING WITH GARMENTS

"I have two pairs of boys jeans and two girls smocks that I would like for you to look at."

"Look first at the two pairs of boys jeans labeled A and B. Examine them carefully and then I want to ask you some questions."

What do you look for first when buying jeans?

32. Which pair do you think is the best quality?

___ A or ___ B

Why did you choose that pair? Give all the reasons you can think of.

Tell me what you think of pair A. List both good and bad points. Show me on the pair of jeans some of the things that make a good quality or poor quality garment.

Tell me what you think of pair B. List both good and bad points. Show me on the pair of jeans some of the things that make a good quality or poor quality garment.

Tell me what factors you look for when buying jeans.

33. fabric ___ (1) yes ___ (2) no
 34. price ___ (1) yes ___ (2) no

- | | | |
|-----------------------------------|---------------|--------------|
| 35. washability | _____ (1) yes | _____ (2) no |
| 36. large seams | _____ (1) yes | _____ (2) no |
| 37. fit | _____ (1) yes | _____ (2) no |
| 38. style | _____ (1) yes | _____ (2) no |
| 39. color | _____ (1) yes | _____ (2) no |
| 40. brand name | _____ (1) yes | _____ (2) no |
| 41. construction | _____ (1) yes | _____ (2) no |
| 42. what the child likes | _____ (1) yes | _____ (2) no |
| 43. special finishes | _____ (1) yes | _____ (2) no |
| 44. comfort | _____ (1) yes | _____ (2) no |
| 45. made in USA | _____ (1) yes | _____ (2) no |
| 46. colorfastness | _____ (1) yes | _____ (2) no |
| 47. what you like | _____ (1) yes | _____ (2) no |
| 48. reinforcement | _____ (1) yes | _____ (2) no |
| 49. strong zippers | _____ (1) yes | _____ (2) no |
| 50. care required such as ironing | _____ (1) yes | _____ (2) no |
| 51. care label | _____ (1) yes | _____ (2) no |
| 52. fiber content label | _____ (1) yes | _____ (2) no |

53. Considering all factors, which pair of jeans would you buy for your child? A or B

Why did you choose that pair?

54. How much would you pay for a pair of jeans for a school child?

- | | |
|-----------------------------|-----------------------------|
| _____ (1) \$5.00 or less | _____ (6) \$15.01 - \$17.50 |
| _____ (2) \$5.01 - \$7.50 | _____ (7) \$17.51 - \$20.00 |
| _____ (3) \$7.51 - \$10.00 | _____ (8) \$20.01 - \$25.00 |
| _____ (4) \$10.01 - \$12.50 | _____ (9) over \$25.00 |
| _____ (5) \$12.51 - \$15.00 | |

"Now look at the two girls smocks labeled C and D. Examine them carefully and then I want to ask you some questions."

What do you look for first when buying a smock?

55. Which one do you think is the best quality? C or D

Why did you choose that smock? Give all the reasons you can think of.

Tell me what you think of smock C. List both good and bad

points. Show me on the smock some of the things you think make it good or poor quality.

Tell me what you think of smock D. List both good and bad points. Show me on the smock some of the things you think make it good or poor quality.

Tell me what factors you look for when buying a smock.

- | | | | | |
|-------------------------|-----|---------|-----|--------|
| 56. fabric | ___ | (1) yes | ___ | (2) no |
| 57. price | ___ | (1) yes | ___ | (2) no |
| 58. washability | ___ | (1) yes | ___ | (2) no |
| 59. large seams | ___ | (1) yes | ___ | (2) no |
| 60. fit | ___ | (1) yes | ___ | (2) no |
| 61. style | ___ | (1) yes | ___ | (2) no |
| 62. color | ___ | (1) yes | ___ | (2) no |
| 63. brand name | ___ | (1) yes | ___ | (2) no |
| 64. what child likes | ___ | (1) yes | ___ | (2) no |
| 65. special finishes | ___ | (1) yes | ___ | (2) no |
| 66. comfort | ___ | (1) yes | ___ | (2) no |
| 67. made in USA | ___ | (1) yes | ___ | (2) no |
| 68. colorfastness | ___ | (1) yes | ___ | (2) no |
| 69. what you like | ___ | (1) yes | ___ | (2) no |
| 70. wide hem | ___ | (1) yes | ___ | (2) no |
| 71. care required | ___ | (1) yes | ___ | (2) no |
| 72. fiber content label | ___ | (1) yes | ___ | (2) no |

73. Considering all factors, which smock would you buy for your child? ___ C or ___ D

74. How much would you pay for a smock for a school child?

- | | |
|---------------------------|---------------------------|
| ___ (1) \$5.00 or less | ___ (6) \$15.01 - \$17.50 |
| ___ (2) \$5.01 - \$7.50 | ___ (7) \$17.51 - \$20.00 |
| ___ (3) \$7.51 - \$10.00 | ___ (8) \$20.01 - \$25.00 |
| ___ (4) \$10.01 - \$12.50 | ___ (9) over \$25.00 |
| ___ (5) \$12.51 - \$15.00 | |

75. Do you look for labels on children's garments?

- ___ (1) yes ___ (2) no

What do you expect to find on a label on a garment?

76. brand name ___ (1) yes ___ (2) no
77. fiber content ___ (1) yes ___ (2) no

- | | | |
|--------------------------|-------------|------------|
| 78. amount of shrinkage | ___ (1) yes | ___ (2) no |
| 79. care instructions | ___ (1) yes | ___ (2) no |
| 80. name of manufacturer | ___ (1) yes | ___ (2) no |
| 81. flame retardancy | ___ (1) yes | ___ (2) no |
| 82. special finishes | ___ (1) yes | ___ (2) no |
| 83. other | ___ (1) yes | ___ (2) no |

What other information do you look for?

84. Do you ever wish you had more information about any kind of problems you may have with clothing and textiles?

___ (1) yes ___ (2) no

What information would you like to have?

- | | | |
|---------------------------------|-------------|------------|
| 85. care | ___ (1) yes | ___ (2) no |
| 86. buying clothing and fabrics | ___ (1) yes | ___ (2) no |
| 87. making clothing | ___ (1) yes | ___ (2) no |
| 88. altering clothing | ___ (1) yes | ___ (2) no |
| 89. repairing clothing | ___ (1) yes | ___ (2) no |
| 90. labels | ___ (1) yes | ___ (2) no |
| 91. other | ___ (1) yes | ___ (2) no |

What other information would you like to have?

Appendix E
Letter of Introduction to Sample

Dear Friends:

My name is Kay Grise and I live in Greenville, Ky. As part of my graduate work at Western Kentucky University, I am trying to discover what problems, if any, that families have when choosing and buying clothing for their school age children.

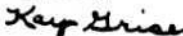
Since you have children in grade school, I feel you would be the best person to help me. I would appreciate your answering some questions and filling out a questionnaire for me.

After I find out what problems families are having, I plan to pass this information along to teachers, Extension agents, social workers, etc. and to make some suggestions so they can help people with the problems they have when buying clothes for children. This information can also be used by the clothing industry to better meet your needs.

Your answers will not be shown to anyone with your name on them. All the answers will be put into a computer. I assure you that no person will know how you answered the questions.

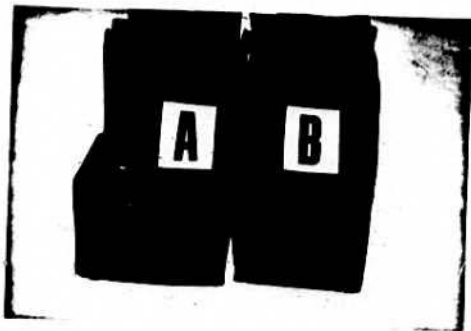
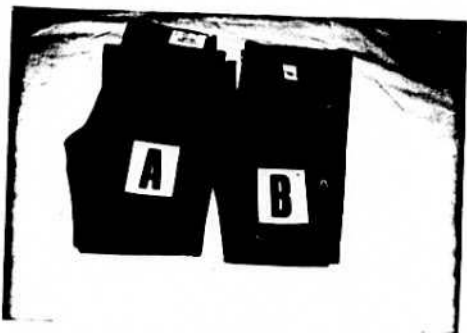
I hope that you will please take a few minutes to answer the questions for me. You are the best person to answer since you are faced with the task of buying clothing for your children many times.

Sincerely,

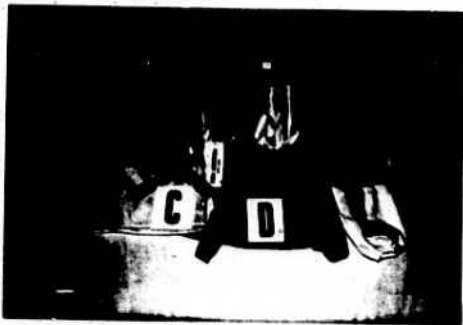


Kay Grise

Appendix F
Pictures of Garments Used in Study



Appendix F



Appendix G

Percentage of Total Sample Agreeing or Disagreeing with Each Item in Scale

Scale	Strongly Agree 1	Agree 2	Uncertain 3	Disagree 4	Strongly Disagree 5
<u>Planned Buying</u>					
Question 1	9.7	48.5	8.7	22.3	10.7
2	38.8	40.8	4.9	12.6	2.9
3	35.9	36.9	7.8	16.5	2.9
4	41.7	39.8	5.8	12.6	0
5	5.0	44.6	9.9	32.7	7.9
6	3.9	17.5	6.8	46.6	25.2
7	35.9	40.8	6.8	13.6	2.9
8	20.6	44.1	13.7	15.7	5.9
9	15.5	25.2	7.8	36.9	14.6
10	2.0	14.7	5.9	52.0	25.5
11	2.9	4.9	4.9	54.9	32.4
<u>Serviceability</u>					
Question 12	25.7	38.6	21.8	11.9	2.0
13	11.8	39.2	6.9	37.3	4.9
14	25.5	54.9	10.8	5.9	2.9
15	9.8	33.3	12.7	37.3	6.9
16	25.5	49.0	16.7	8.8	0
17	11.8	52.0	18.6	15.7	2.0
18	10.7	26.2	30.1	23.3	9.7
19	19.6	35.3	10.8	24.5	9.8
20	33.3	45.1	2.9	16.7	2.0
<u>Conformity</u>					
Question 21	1.9	33.0	21.4	37.9	5.8
22	2.9	4.9	20.4	48.5	23.3

Appendix--Continued

Scale	Strongly Agree 1	Agree 2	Uncertain 3	Disagree 4	Strongly Disagree 5
Question 23	3.9	31.1	32.0	28.2	4.9
24	46.1	42.2	2.0	7.8	2.0
26	2.0	17.8	15.8	41.6	22.8
26	14.6	55.3	17.5	8.7	3.9
27	1.0	31.4	18.6	40.2	8.8
28	12.7	32.4	13.7	34.3	6.9
<u>Labeling</u>					
Question 29	39.6	41.6	1.0	12.9	5.0
30	9.8	42.2	19.6	23.5	4.9
31	7.8	34.3	21.6	34.3	2.0
32	32.0	44.7	7.8	13.6	1.9
33	5.9	36.6	18.8	32.7	5.9
34	43.7	44.7	2.9	5.8	2.9
35	20.4	42.7	21.4	14.6	1.0
36	21.4	22.3	27.2	26.2	2.9
37	4.9	29.4	18.6	42.2	4.9
38	14.6	40.8	19.4	23.3	1.9
39	8.7	24.3	19.4	42.7	4.9
<u>Faulty Merchandise</u>					
Question 40	19.4	37.9	21.4	19.4	1.9
41	35.3	60.8	2.0	2.0	0
42	17.5	45.6	14.6	21.4	1.0
43	24.5	51.0	14.7	9.8	0
44	9.7	50.5	24.3	14.6	0
45	29.4	54.9	2.9	12.7	1.0
46	15.7	52.9	9.8	12.7	8.8
47	41.2	49.0	2.0	2.9	4.9
48	15.5	49.5	14.6	17.5	2.9

Appendix--Continued

Scale	Strongly Agree 1	Agree 2	Uncertain 3	Disagree 4	Strongly Disagree 5
Question 49	36.3	52.0	0	10.8	1.0
50	21.4	45.6	14.6	18.4	0
51	24.3	53.4	6.8	11.7	3.9
52	6.9	18.6	13.7	45.1	15.7
<u>Care</u>					
Question 53	40.2	52.0	1.0	6.9	0
54	34.0	50.5	1.9	9.7	3.9
55	36.0	53.9	0	8.8	1.0
56	9.8	52.0	15.7	19.6	2.9
57	27.7	25.7	14.9	27.7	4.0
58	24.5	55.9	13.7	5.9	0
59	30.4	45.1	5.9	17.6	1.0
60	22.5	29.4	10.8	33.3	3.9
61	22.5	13.7	14.7	46.1	2.9
62	16.5	34.0	16.5	28.2	4.9
63	25.2	54.4	5.8	10.7	3.9
64	19.4	61.2	6.8	11.7	1.0
65	8.8	25.5	10.8	47.1	7.8
<u>Versatility</u>					
Question 66	53.4	44.7	1.0	0	1.0
67	33.0	43.0	6.0	16.0	2.0
68	35.3	48.0	3.9	12.7	0
69	45.1	45.1	5.9	3.9	0
70	34.0	50.5	5.8	7.8	1.9
71	21.6	63.7	3.9	9.8	1.0
72	7.8	29.4	21.6	33.3	7.8
73	14.7	62.7	13.7	8.8	0
74	16.5	54.4	23.3	5.8	0

Appendix--Continued

Scale	Strongly 1	Agree 2	Uncertain 3	Disagree 4	Strongly 5	Disagree
<u>Appropriateness</u>						
Question 75	7.8	57.8	15.7	13.7	4.9	
76	23.3	59.2	7.8	6.8	2.9	
77	7.9	61.4	15.8	11.9	3.0	
78	6.8	56.9	14.7	16.7	2.9	
79	15.5	48.5	12.6	18.4	4.9	
80	24.5	54.9	5.9	11.8	2.9	
81	7.8	52.0	19.6	18.6	2.0	
<u>Comfort</u>						
Question 82	11.8	56.9	14.7	15.7	1.0	
83	9.8	61.8	8.8	19.6	0	
84	18.4	67.0	3.9	8.7	1.9	
85	26.5	51.0	8.8	10.8	2.9	
86	23.3	58.3	3.9	13.6	1.0	
87	39.2	55.9	1.0	3.9	0	
88	35.0	38.8	8.7	17.5	0	
89	13.6	37.9	16.5	28.2	3.9	
90	46.6	50.5	0	2.9	0	
91	37.3	37.3	9.8	15.7	0	
92	32.0	55.3	4.9	6.8	1.0	

Appendix H
 Demographic Characteristics of Lower and Middle
 Socioeconomic Status Consumers
 Represented by the Sample

Demographic Characteristics	Number	Percent
<u>Age Group</u>		
18-24	7	6.2
24-34	61	59.2
35-44	28	27.2
45-54	7	6.8
<u>Marital Status</u>		
Married	89	86.4
Single	2	1.9
Divorced/Separated	10	9.7
Widowed	2	1.9
<u>Education of Respondent</u>		
Less than 7 years	4	3.9
7-9 years	12	11.7
10-11 years	14	13.6
Graduated high school	25	24.3
Some college (or business or vocational school)	31	30.1
Graduated college	8	7.8
Graduate school	9	8.7
<u>Education of Husband</u>		
Less than 7 years	13	12.6
7-9 years	8	7.8
10-11 years	11	10.7
Graduated high school	21	20.4
Some college (or business or vocational school)	24	23.3
Graduated college	11	10.7
Graduate school	9	8.7
Not married	13	12.6
<u>Occupation of Respondent</u>		
Major professions and executives	0	0
Lesser professions and business managers	15	14.6
Minor professions and administrative personnel	6	5.8

Appendix H--Continued

Demographic Characteristics	Number	Percent
Technicians, clerical, and sales workers	16	15.5
Skilled manual employees	3	2.9
Semi-skilled employees	2	1.9
Unskilled employees and unemployed	61	59.2
<u>Occupation of Husband</u>		
Major professions and executives	4	3.9
Lesser professions and business managers	22	21.4
Minor professions and administrative personnel	8	7.8
Technicians, clerical, and sales workers	10	9.7
Skilled manual employees	7	6.8
Semi-skilled employees	9	8.7
Unskilled employees and unemployed	29	28.2
Not married	14	13.6
<u>Total Family Income</u>		
0-\$2,500	3	2.9
\$2,600-5,000	17	16.5
\$5,100-7,500	6	5.8
\$7,600-10,000	5	4.9
\$10,100-12,500	12	11.7
\$12,600-15,000	8	7.8
\$15,100-17,500	8	7.8
\$17,600-20,000	10	9.7
\$20,100 and up	32	31.7
<u>Children in Grades 1-8</u>		
0	2	1.9
1	55	53.4
2	34	33.0
3	10	9.7
4	1	1.0
5	1	1.0
<u>Girls in Grades 1-8</u>		
0	40	38.8
1	47	45.6
2	18	14.6
3	1	1.0

Appendix H--Continued

Demographic Characteristics	Number	Percent
<u>Boys in Grades 1-8</u>		
0	40	38.8
1	46	44.7
2	15	14.6
3	2	1.9
<u>Number of People in Household</u>		
2 or less	0	0
3	26	25.2
4	34	33.0
5	24	23.3
6	3	2.9
7	3	2.9
8 or more	3	2.9
<u>Social Class</u>		
Middle class	50	48.5
Lower class	50	51.5

Appendix I
Criteria for Choosing Jeans

Criteria	Number of responses	
	Lower class	Middle class
Fit	3	2
Fiber content	0	4
Style	3	2
Construction	2	4
Price	0	2
Care label	0	2
Brand name	0	1
Permanent press	0	1
Flaws	1	0
Reinforced knees	1	2
Material--if thick	1	0

Criteria for Choosing Smock

Criteria	Number of responses	
	Lower class	Middle class
Style	5	4
Size	2	0
Construction	1	1
Fiber content	1	1
Large seams	0	1
Large hem	0	2
Label	0	2
Color	2	0

Appendix J
Responses Concerning Jeans Preferred

Reasons given for choosing jeans	Number of responses	
	Lower class	Middle class
Jeans A		
Color	1	0
Design	1	0
Flat-felled seams	3	10
Heavier fabric	1	4
Closer weave	0	2
Softer feel	4	1
Zipper durable	1	3
Brads and bartacks	1	4
Fiber content	0	1
Name brand	0	2
Flare legs	4	0
Pocket details	4	2
Pre-washed	1	2
Wash and wear	1	1
Jeans B		
Softer feel	4	1
Fiber content	1	1
Low price	2	0
Stitched well	2	1
Zipper durable	1	0

Appendix J

Responses Concerning Jeans Rejected

Reasons given for not choosing jeans	Number of responses	
	Lower class	Middle class
Jeans A		
Not like 100% cotton	1	2
Not like brads	1	0
Flat-felled seams may rub	1	0
Price too high	2	0
Low waist	1	0
Jeans B		
Not like fabric bland	0	1
Zipper may catch	1	1
Too light weight	0	1
Seams don't match	1	1
No flat-felled seams	2	10
Loose threads	0	1
Straight legs	3	4
Knees not reinforced	0	1
Crotch bulky	0	2
Stitching not straight	0	2
Long stitches	0	2
Stress points not reinforced	2	6

Appendix K

Responses Concerning Smock Preferred

Reasons given for choosing smock	Number of responses	
	Lower class	Middle class
Smock C		
Stylish	3	0
Likes fabric	4	0
Bar tacks	1	1
Permanent press label	1	0
Facing stitched and tacked	1	0
Attractive	3	1
Overcast seams	0	1
Smock D		
Better material	3	8
Sewn better	3	3
Fiber blend	3	5
Stylish	1	4
Easy care	0	2
Color	5	1
Likes fabric	4	0
Elastic	2	0
Attached belt	0	2
Seams reinforced	0	2
Hem neater	0	1

Appendix K
Responses Concerning Smock Rejected

Reasons given for not selecting smock	Number of responses	
	Lower class	Middle class
Smock C		
Thin fabric	5	9
Belt not attached	1	3
Will shrink	0	1
Short	1	0
Small hem	0	2
Color may fade	0	1
May wrinkle	0	1
Small seam allowance	0	1
Smock D		
Elastic may come loose	4	1
Belt may pull loose	1	1
May require ironing	0	2

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