Negotiating Wardrobe: Preadolescent Girls and their Mothers

A thesis presented to
the faculty of
The Gladys W. and David H. Patton College of Education and Human Services
of Ohio University

In partial fulfillment
of the requirements for the degree
Master of Science

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June 2011

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Abstract

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Negotiating Wardrobe: Preadolescent Girls and their Mothers

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The purpose of this study was to explore how preadolescent females and their mothers navigate and negotiate the wardrobes of the girls. The preadolescent consumer is an important market; in the United States there are 10.3 million female girls between the ages of 10 and 14 (US Census Bureau, 2005), often referred to as “tweens” (Linn, 2004). This tween market is one of the most desired markets to penetrate for a number of reasons: its spending power, its ability to set trends, its receptivity to new products, and its potential to produce lifetime customers (Bush, Martin & Bush, 2004).

The following research questions were explored in this study:

• What is the perceived closeness of the relationship between mothers and their preadolescent daughters?
• What role does a mother play in influencing fashion choices of her daughter?
• What are the relative levels of fashion activity between mothers and daughters?
• What do preadolescents think is important about their wardrobe and fashion choices?
• What influences preadolescent girls when making fashion choices?
• How do mothers and daughters negotiate decisions about what fashions the preadolescent wears?
Negotiation of clothing and wardrobe between mothers and daughters occurs both at home and while shopping. Two general areas of conflict between mothers and daughters while negotiating fashion choices emerged: (a) a specific trendy style and (b) issues surrounding modesty. Both mothers and daughters reported close relationships with one another. Mothers and daughters agreed that daughters recognize the mothers’ influence when it comes to fashion choices. However, the mothers’ role of influence was identified as fashion gatekeeper, such as approving clothing that is age-appropriate. Other influences on preadolescent fashion choices are friends, fashion media, and sisters.

Additionally, opportunities for future research were identified through paradoxical data generated in this study. When presenting information about their fashion decision making, daughters reported that they make their fashion choices based on what they like, but also reported through explanation of their preferred styles that they look for styles similar to that of their friends. This was substantiated by both daughter and mother reports with respect to seeking the approval of the mothers.

Approved: _____________________________________________________________

V. Ann Paulins
Professor of Human and Consumer Sciences Education
Acknowledgments

I would like to thank the Target Corporation for their generosity to the Retail Merchandising program at Ohio University. Target funds helped to support the cost of developing and distributing the surveys. I would like to extend my appreciation to my committee head; Dr. V. Ann Paulins who contributed her time and energy so enthusiastically to help develop my thesis and encourage an education beyond the classroom. I would also like to extend my appreciation to my committee members, Dr. Jenny Chabot and Dr. Annette Graham, who have guided me through this process with their knowledge and endless support. Furthermore, I would like to extend my appreciation to Betty Sexton, the Dean of Students, and to all of the teachers at Athens Middle School who allowed me to come into their homeroom classes to introduce this study.
Table of Contents

Abstract ............................................................................................................................................ 3
Acknowledgments .......................................................................................................................... 5
List of Tables ................................................................................................................................... 8
List of Figures ............................................................................................................................... 9
Chapter 1: Introduction .................................................................................................................. 10
  Definition of Terms .................................................................................................................... 12
Chapter 2: Literature Review ....................................................................................................... 14
  Preadolescent Life Stage Development .................................................................................... 14
  Development of Self-concept ................................................................................................. 15
  Formation of Identity .............................................................................................................. 16
  Clothing and Mother and Daughter Relationships ............................................................... 16
  Preadolescent Shopping Behavior .......................................................................................... 18
  Roles of Fashion and Dress for Preadolescent Girls ............................................................ 21
  The Importance of the Preadolescence Consumer Market ................................................... 23
  Summary of Specific Research Questions ............................................................................. 24
Chapter 3: Methodology .............................................................................................................. 25
  Sample Population and Recruitment .................................................................................... 25
  Survey Development .............................................................................................................. 26
  Data Analysis ........................................................................................................................... 32
  Sample ....................................................................................................................................... 34
  Demographic Profile .............................................................................................................. 34
  General Research Questions ................................................................................................... 37
CHAPTER 5: Conclusions and Discussion ................................................................................... 49
  Discussion of Findings ............................................................................................................. 49
  Influencing Factors on Daughters’ Fashion Choices ............................................................. 49
  Clothing Controversy ............................................................................................................ 53
  Implications .............................................................................................................................. 54
  Limitations ............................................................................................................................... 55
Suggestions for Future Research ................................................................. 56
References ..................................................................................................... 57
Appendix A: IRB Approval Letter ................................................................. 64
Appendix B: Athens City Schools Application for Research ...................... 65
Appendix C: Ohio University Consent Form ............................................... 72
Appendix D: Survey for Mother ................................................................. 77
Appendix E: Survey for Daughter .............................................................. 90
List of Tables

Table 1: Demographic Information of Mother and Daughter Surveys by Frequency .................................................................35

Table 2: Demographic Information for Mothers without Responding Daughters by Frequency .................................................................37

Table 3: Mother/Daughter Mean Scores (and Percentages Converted for Base) for Selected Survey Criteria and Scale Measures .................................................................42

Table 4: Mother/Daughter Mean Scores (and Standard Deviations) T-test Scores (and P Values) for Selected Survey Criteria .................................................................48
List of Figures

Figure 1: The Reported Closeness of Mothers and Daughter Participants..................38

Figure 2: The Reported Level of Mother Influence on Daughter’s Fashion Choices ....40
Chapter 1: Introduction

The female preadolescent age group is a fashion conscious market with potential for growth in apparel sales volume (Grant & Stephen, 2005). Preadolescent or tween girls are influenced by their parents, their peer groups, and the media (Rysst, 2010) and are considered an important market segment because of their spending power, receptivity to new products and potential to become lifetime customers (Bush, Martin, & Bush, 2004). According to the US Census Bureau, Americans spent 82 million dollars in 2005 in family clothing stores, with a significant percentage of purchases made as a result of interactions between parents and children (Ebster, Wagner & Neumueller, 2009). When both parent and child actively engage in the shopping process likelihood of sales increase (Darian, 1998). In the United States, there are more than 100 million young consumers between the ages of 10 and 34 (Lewis, 2002) and more than ten million female girls between the ages of 10 and 14 in the United States (US Census Bureau, 2005).

Although clothing importance and fashion interest varies among individuals, clothing plays a considerable role in the socialization process, which leads to the development of self-concept (Takahaski & Newton, 1967). Clothing is recognized as a form of communication during social interaction and as an aid in the creation of self-identity and self-esteem (Daters, 1990). Previously, scholars have established that children are primarily influenced by their mothers during preadolescence before they begin to form their own identities (Erikson, 1968, Saunders, Samli, & Tozier, 1973). In fact, Caruana and Vassallo (2003) found that parental influence is the most considerable and important factor of all environmental socialization agents. While young female
consumers look up to their parents, specifically their mothers, when constructing opinions on fashion choices, parental influence in clothing selection declines as children’s ages increase (Koester & May, 1985, Kestler, 2009). As children reach preadolescence, the importance of family members as reference groups begins to shift. At this life stage, the importance of peers as a reference group begins to emerge and this influence competes with that of the family (Coleman, 1961; Hurlock, 1959). Researchers have found that shopping with friends reduces the perceptions of risk and uncertainty that is sometimes associated with purchase decisions (Kiecker & Hartman, 1993) and increases the buyer’s confidence in the purchase (Kiecker & Hartman, 1994). Teenagers’ influences on each other serve as a significant contributor toward fashion decisions (Smucker & Creekmore, 1972), which could emerge in conflict with the maternal influence established in earlier years.

Preadolescence is a time period associated with immense change; it is during this lifespan period that girls begin to transition physically and cognitively from children to young adults (Hughes & Noppe, 1985). As girls find their place in society, their behaviors, including the way they dress, often reflect their transitional life phase (Smucker & Creekmore, 1972). Understanding the role of mothers in relationships with their preadolescent daughters, and their influences on the girls’ wardrobe acquisition, provides insight into the emergent consumer role of preadolescent girls. Exploring the manner in which preadolescent girls and their mothers navigate and negotiate the girls’ wardrobes has the potential to provide information about clothing choice behavior and fashion influence. Identification of the catalysts and barriers that contribute to
preadolescent clothing adoption is valuable to fashion retailers, manufactures and brand development specialists seeking to capitalize on this growing market. The purpose of this study was to explore how preadolescent females and their mothers navigate and negotiate the wardrobes of the girls.

**Definition of Terms**

*Preadolescence:* The stage of human development after childhood but before the onset of puberty; generally between the ages of 9 and 12; a period in which much physical, psychological and social growth occurs (Hopkins, 1983).

*Negotiation:* To discuss a matter with a view to reaching an agreement (*Webster’s New World*, 2003).

*Wardrobe:* For purposes of this study, the definition of wardrobe will include a complete set of items of dress including but not limited to; clothing, shoes, jewelry, hair accessories and handbags.

*Mother-daughter relationship:* For purposes of this study, Kestler’s (2009) definition of mother-daughter relationship is adopted. This is defined to include biological relationships as well as step mothers and adopted daughters. It is expected that each of the mother-daughter pairs in this study have an established connection (bonding and mutually recognized parent-child relationship) shared between the mother and her daughter.

*Fashion interest:* A continuum ranging from the highly interested to the totally non-interested in fashion (Tigert, Ring, & King, 1976).
Fashion involvement: The level of interest and activity in which a person engages with respect to fashion (Goldsmith, Freiden, & Kilsheimer, 1993).

Self-esteem: The value, respect, or favorable opinion placed on oneself (Karmos & Karmos, 1979).

Self-concept: A multifaceted structure of thoughts, attitudes, images, schemas, or theories regarding the self as an object (Rosenberg, 1979).

Self-image: An individual’s idea of the self at the moment; the current working copy of the self (Burke, 1980).
Chapter 2: Literature Review

To address the overarching research question, “How do preadolescent females and their mothers navigate and negotiate the wardrobes of the girls?” this review of literature contains five sections. First, the preadolescent life stage is introduced. Second, mother and daughter relationships are explored, particularly with respect to clothing selection. Third, the shopping behavior of preadolescents is explored. Fourth, the roles of dress and fashion clothing, specifically in preadolescent and adolescent girls’ lives, are investigated. Finally, research indicating the importance of the preadolescent female population to the fashion retailing market is presented.

The review reflects research with respect to the manner in which mother and daughter relationships exist, young girls' identities and self-concepts are formed, fashion influences from others are received, and the manner in which existing research informs this topic. Ultimately, a set of specific exploratory research questions were derived for this study.

Preadolescent Life Stage Development

Preadolescence is the stage of human development after childhood but before the onset of puberty; generally between the ages of nine and 12; a period in which much physical, psychological and social growth occurs (Hopkins, 1983). One of the emergent phenomena of the preadolescence life stage is the development of self-concept. Physiological changes and changes in social circumstances contribute to the increase in self-awareness and concern about how one is viewed by others (Harter, 1983).
Development of Self-concept

Throughout the duration of an individual’s life there are stages of growth and development that help to define certain periods of time. The self-concept, defined as a multifaceted structure of thoughts, attitudes, images, schemas or theories regarding the self as an object (Rosenberg, 1979), continually evolves throughout the lifespan. It has been suggested that a portion of the way individuals calculate their self-concept is through identities that are full of meaning (Burke, 1980). This implies that people assess themselves with meanings, and through interactions with others, they are seen as performers of particular roles. An example of this is present in relationships between mothers and daughters. Traditionally, when the relationship is first established, the mother is seen as the caregiver or nurturer and the daughter is the receiver of the care and knowledge from the mother. Later in the evolution of the mother and daughter relationship, the aging mother may take on the role of the receiver of the care and the daughter may assume the role of the caregiver. Over time, the self-concepts of both women transform to meet the meanings they themselves and others have agreed upon (Brody, Johnson, & Fulcomer, 1984).

During preadolescence, there are two cognitive advances that help individuals to assess self-concepts. These are (a) more advanced perception of the appraisals of others and (b) the ability to shape higher order concepts concerning self-evaluations (Harter 1999, 2006). Throughout preadolescence, people update their thinking processes to compare themselves and their performances to their peers, whether in school or in extracurricular activities such as athletics (Demo, 1992). Due to these constant
comparisons, self-esteem and self-concept of preadolescents are unstable and fluctuate with awareness of new outside evaluations (Harter, 1999, 2006).

**Formation of Identity**

Before adolescence, children are highly dependent on their parents. In addition to development of self-concept, one of the central developmental tasks experienced in preadolescences is finding a sense of identity (Erikson, 1968, Gecas, 1981; Gecas & Seff, 1990). It is in this developmental stage of life that the significant relationships start to shift away from the family unit towards a group of their own peers (Erikson, 1968). Peer groups may provide the earliest opportunity for young people to try out different aspects of the social self (Gecas & Seff, 1990). During preadolescence, children begin to reach outside their familiar relationships, typically with family members, and begin establishing new relationships with peers. According to Erikson (1968), preadolescents sometimes develop feelings of inferiority as they navigate the process of separation from parents and begin to establish self autonomy. It is during this time that adolescents become increasingly focused on extracurricular activities and friends centered around school (Erikson, 1968).

**Clothing and Mother and Daughter Relationships**

The ways that mother and daughter relationships affect preadolescent girls’ apparel choices and shopping processes were explored by Brock, Ulrich and Connell (2010) with a focus on body size categories and clothing. The complexity of tweens’ apparel relationships emerged as an overall theme in their study. Through focus group sessions, 41 girls and their mothers, separated into groups by the girls’ body mass index
(BMI), responded to questions about the tweens’ shopping attitudes and influences as well as apparel sizing and fit. The girls’ focus groups yielded eight preference themes: fit, store specific, style, brand, quality, sales/price, labeled size, and comfort. The authors observed that mothers guide their preadolescent daughters’ apparel choices by setting parameters for the approval of clothing that is purchased and worn. Mothers typically seek to ensure age appropriateness in dress style and conformity to school dress codes when applicable. Mothers expressed a need for the garment to fit the adolescent properly, without cutting too low around the neckline or too low along the waistline. Additionally, they found that both mothers and daughters spoke about the need for modesty in apparel. Although there were similarities in the mothers’ and daughters’ descriptions of preferences, the mothers voiced price as important while the daughters typically discussed the color of the garment. The preadolescent girls were often unable to find clothing that was stylish, age appropriate and fit their bodies, thus identifying an important market niche. Bigger sized girls offered less conversation about their clothing preferences but were the primary focus group segment to identify a need for better fashion styles in large sizes. Furthermore, both mothers and daughters indicated the importance of compromising in the apparel purchase process (Brock et al., 2010).

Communication occurs between the mother and the daughter throughout this process. Mothers and preadolescent girls have conflicting conversational styles that add to the complexity of this process. Mothers tend to have a high-considerateness style of conversation where preadolescents tend to have a high-involvement style of conversation (Beaumont, 1995, 2000). This suggests that mothers use a slower speech pattern with
their children, specifically preadolescent children; they take longer pauses throughout the conversation and stop speaking when the child starts. On the other hand, preadolescents speak with a rapid pace and tend to interrupt their mothers during conversations. Although the speech patterns of the preadolescents seems to be disrespectful, Beaumont (1995) found that in this developmental stage of life speech stems from an enthusiasm for the relationship between mother and child, unlike similar patterns of speech used to initiate a shift in power from parent to child during adolescence. These conflicting speech patterns, however innocent during this stage of life, add to the struggle of communicating about finding clothing items that fit the needs of both parties involved. Without a consistent conversational style, messages are likely to get lost in translation.

The following specific research questions were generated that relate to mother/daughter relationship with respect to clothing:

- What is the perceived closeness of the relationship between mothers and their preadolescent daughters?
- What role does a mother play in influencing fashion choices of her daughter?
- What are the relative levels of fashion activity between mothers and daughters?
- How do mothers and daughters negotiate decisions about what fashions the preadolescent wears?

**Preadolescent Shopping Behavior**

Shopping is a social behavior with social influence, either informational or normative, that occurs when shopping with others (Bearden & Etzel, 1982; Bearden,
Netemeyer & Teel, 1989, 1990; Burnkrant & Cousineau, 1975). Informational social influence is “an influence to accept information obtained from another as evidence about reality” (Deutsch & Gerard, 1955, p. 629). Normative social influence is “an influence to comply with the positive expectations of another” (Deutsch & Gerard, 1955, p. 629). Shopping companions contribute to the experience by encouraging opportunities for support and decision making as well as enhancing the social experience (Borges, Chebat, & Babin, 2010). Hartman and Kiecker (1991) identified two key categories for shopping motivation when shopping with companions: hedonic and assistance. Hedonic shopping companions contribute to the fun and enjoyment and friends and or peers are more often than not the selected shopping companion. Assistance shopping companions provide support and are generally family members (Hartman & Kiecker, 1991). Consumers who lack confidence in their abilities to evaluate products and brands and/or lack experience shopping are more likely to bring along shopping companions (Bell, 1967; Furse, Punj, & Stewart, 1984). Shopping with companions who are considered friends reduces the uncertainty surrounding products through information provided by the shopping companion (Kiecker & Hartman, 1993) which increases the buyer’s confidence (Kiecker & Hartman, 1994). Shopping with friends and the susceptibility to be influenced by peers was explored by Mangleburg, Doney, and Bristol (2004). The perception that friends have greater knowledge of marking phenomena with respect to the teen shopper emerged as an important source of susceptibility to friends’ influence. Using surveys distributed to 315 adolescents attending an urban public high school, Mangleburg (2004) found that adolescent girls shop more often and enjoy doing so when exposed to the informational
influence of their friends. However, teens were likely to seek out others whose opinions were similar to their own and were less likely to make comparisons with people whose opinions were unlike their own. Mangleburg found that teens shopping in groups may be beneficial to retailers because they were generally more positive toward retailing, suggesting that shopping with friends may help to reduce unfavorable attitudes teens may have towards retailers. They also found that the presences of peers can increase the desire to purchase and those who participate in co-shopping are more likely to spend more money than they do alone (Mangleburg, Doney, & Bristol, 2004).

Preadolescent conformity to parents and peers with respect to apparel purchasing was investigated by Meyer and Anderson (2000). The emergent theme found by this research indicated that preadolescents are influenced by behaviors and opinions of others and use clothing to conform to peer groups as early as age eight. Using mall intercept methods, 200 preadolescents, both male and female, as well as their parents, participated in a survey to determine whether the preadolescent shopper purchased apparel items alone or with others. Quality ranked most important and brand least important in the shopping criteria. Preadolescent consumers demonstrated consumer socialization, that is, they began to use clothing to conform to peer groups. Preadolescences also revealed that, as they became older, they were more likely to frequent malls with friends as a recreational activity, with the outcome of them purchasing inexpensive items (Meyer & Anderson, 2000).

The current generation of adolescent consumers is considered to be the richest in history (Lindstrom, 2003). Female consumers ranging from ages 10 to 14 are a highly
fashion conscious market that has money to spend (Grant & Stephen, 2005). Although the majority of preadolescent purchases occur when they are with their mothers, they use their influence to purchase clothing that their friends and peer groups think is fashionable and are wearing (Meyer & Anderson, 2000). When a parent and child enter the process of shopping together, they work together collaboratively, staying together most of the time (Rust, 1993). There tends to be little influence of the children in respect to price (Szybillo & Sosanie, 1977) while they had more influence on the color, style, and brand decisions (Belch, Belch & Ceresino, 1985; Jenkins, 1979). In 2005 Americans spent 82 million dollars in family clothing stores (US Census Bureau, 2005), with a significant percentage of purchases are made as a result of interactions between parents and children (Ebster, Wagner & Neumueller, 2009). Although the child influence on the purchase was strong, children attribute more influence to themselves than do their parents (Blech et al., 1985; Foxman, Tansuhaj, & Ekstrom, 1989).

**Roles of Fashion and Dress for Preadolescent Girls**

The preadolescent consumer is targeted by marketing campaigns that promote clothing and textile products that are more suited for older, more mature consumers (Linn, 2004). This can be a dangerous endeavor because preadolescent children, however physically developed, are not developed enough intellectually and emotionally to manage the responsibilities that come with the more provocative dress (Linn, 2004). Rysst (2010) highlighted the emphasis on “looking cool” and also explored the idea of sexuality with young female consumers. As it turns out, the issue of sexuality was almost unthinkable to the girls and invoked embarrassment. When asked what it means to be sexy, one
preadolescent participant stated, “they [girls] might want the boys to think they are kul so that they fall in love with them” (Kul or sexy? section, para. 4). Rysst (2010) concluded that although provocative clothing attracts attention from the opposite sex, it is not always with the intention to fall in love.

The challenge for the retail industry is modifying the teenage and adult fashion trends while keeping the styles fashionable enough to meet the needs of both the preadolescent consumer and her mother. Clothing acts as a communicator during social interactions and it can assist in creating a sense of self identity (Daters, 1990). For all consumers, clothing has the power to offer comfort far beyond what is considered physical comfort; it can also induce a sense of comfort in social and psychological context (Daters, 1990). Wearing certain clothing classifies an individual in a certain status, whether that is social or economical. Psychological comfort is offered by clothing in the sense that when you look good, you feel good about yourself. For an individual who relies heavily on peer evaluations for self-concept, as preadolescents tend to (Harter, 1999, 2006), these are important factors to consider when making decisions on fashion choices.

The following specific research questions were generated that relate to roles of fashion and dress for preadolescent girls:

- What do preadolescents think is important about their wardrobe and fashion choices?
- What influences preadolescent girls when making fashion choices?
The Importance of the Preadolescence Consumer Market

In the United States, there are 10.3 million female girls between the ages of 10 and 14 (US Census Bureau, 2005). This population is consistent with what the advertising industry has dubbed tweens (Linn, 2004). This tween market is one of the most desired markets to penetrate for a number of reasons; its spending power, its ability to be trendsetters, its receptivity to new products and its potential to become a lifetime customer (Bush et al., 2004). A consumer market segment that is as sizable as the preadolescent market commands attention from retailers. It has been noted that this consumer market is the richest generation in history with a spending power that has doubled every decade over the last 30 years (Lindstrom, 2003). The preadolescent market members report most wanting to spend their money on apparel items do most often spend their discretionary income on apparel (Lewis, Dyer & Moran, 1995; Setlow, 2001).

It is important to understand tween consumers and their consumer interests in order to successfully penetrate this market. The female preadolescent age group is a very fashion sensitive consumer (Grant & Stephen, 2005). The level of fashion interest illustrated by this group indicates that they pay close attention to what they wear and are eager to learn more about clothing trends (Drake-Bridges & Burgess, 2010). Rysst (2010) spoke with 10 year old female consumers about their fashion choices. When asked what was important to them about clothing, they responded with the idea of “looking cool” as a major factor in their decision making process (Rysst, 2010). The concept of looking cool has come up in several other studies concerning fashion choices of the preadolescent or
between consumer. Brand name clothing is also desired and considered cool, hence preferable to this consumer market (Grant & Stephen, 2005).

**Summary of Specific Research Questions**

In summary, six specific research questions were identified as a result of the review of literature. Each of the questions informs the overarching research theme addressing how preadolescent females and their mothers navigate and negotiate the wardrobes of the girls.

- What is the perceived closeness of the relationship between mothers and their preadolescent daughters?
- What role does a mother play in influencing fashion choices of her daughter?
- What are the relative levels of fashion activity between mothers and daughters?
- What do preadolescents think is important about their wardrobe and fashion choices?
- What influences preadolescent girls when making fashion choices?
- How do mothers and daughters negotiate decisions about what fashions the preadolescent wears?
Chapter 3: Methodology

The purpose of this study was to examine how female preadolescent consumers and their mothers navigate and negotiate the wardrobes of the girls. Because only limited research exists that explores the relationship between preadolescent girls and their mothers with respect to clothing choice and fashion influence, this topic was selected. Data to explore this topic was collected through survey distribution to a purposeful convenience sample. The specific methodology is described in the following section.

Sample Population and Recruitment

To appropriately address the research questions, a sample population of preadolescent females and their mothers was identified. Given the location of the researcher, a purposefully convenient sample in a predominately rural Southeastern Ohio university city was sought. The local school district (Athens City Schools) has a middle school, grades seven and eight, with ages of middle school students ranging from nine to fourteen. Thus this middle school was targeted for recruitment for subjects.

In compliance with Ohio University policy, Institutional Review Board (IRB) approval was granted (10X200; see Appendix A). Additionally, use of Athens Middle School students as subjects required approval by the Athens City Schools’ Office of Special Services. A copy of the application for research, which was approved, is presented in Appendix B.

Once approval was acquired, the researcher, with cooperation from the Dean of Students and teachers at Athens Middle School, attended homeroom classes to recruit potential participants. The recruiting process included a short explanation of the study
and the first portion of the survey packet containing an introduction to the study, the consent form, the mother’s portion of the survey and a postage paid envelope addressed to the researcher. Per IRB protocol, the potential participants were informed that participation in this study was voluntary. All female students were encouraged to take a packet home to discuss with her mother. If, after reviewing the material with her mother, the pair decided to participate, the mother signed the consent form, completed her survey, and returned the packet to the researcher. The informed consent process was accomplished by a form included in the initial packet that was sent home with potential participants (see Appendix C). Both the mother and the daughter were asked to sign and date the consent form. Upon receipt of a mother’s survey, the researcher provided the corresponding daughter with a survey, to be completed then returned to the main office of Athens Middle School. The surveys were coded with a number system that allowed the corresponding mother and daughter surveys to be linked without the use of any identifying information.

**Survey Development**

The surveys were created to generate information both quantitative and qualitative in nature that addressed the research questions previously identified. The surveys used in this study were fashioned after surveys constructed by Kestler (2009) who investigated the relationship between mother and college-aged daughter pairs with respect to fashion influence. The survey instruments were altered slightly from the previous study to better fit the population sample of preadolescent girls and the aim of this study.
Two surveys were created for this study; one distributed to the mothers and the other distributed to their preadolescent daughters. Both of the surveys were formatted similarly, asking similar questions so that the data could be analyzed and compared. Demographic information was asked selectively on each survey version. Only the mothers were asked to identify the household income. Each subject was asked to identify her ethnicity and age; mothers selected from an age range category while daughters listed exact age. In anticipation of potential sibling and birth order influence on preadolescents fashion choices, daughters were asked to provide age, grade and number of siblings. However, these data were not used in the analysis of this study.

To explore levels of fashion activity of the mothers and daughters in this study, survey questions were constructed by selecting items from three previously developed survey scales: Fashion Involvement Factor and Index (Tigert et al., 1976), Fashion Leadership (Goldsmith et al., 1993), and Opinion Leadership and Information Seeking (Reynolds & Darden, 1971). During construction of the surveys, attention was given to the length and expected time for completion, particularly for the daughters due to their young age. The resulting surveys contained key survey items that addressed the research questions, but were abbreviated substantially from the original survey scale formats. Because the number of survey items for Fashion Involvement Index, Fashion Involvement Factor and Opinion Leadership and Information Seeking differed on the mother and daughter surveys, for comparison purposes the average scores of each were divided by the possible high score for each item. Results showed percentages that could be used for general comparison. The Opinion Leadership and Information Seeking scales
(Reynolds & Darden, 1971) specifically address clothing as the item upon why opinions are shared and information is sought. The original Fashion Involvement and Fashion Leadership scales were created with the terms “friends” and “friends and neighbors,” which were replaced with the terms “mothers” or “daughters” in the same manner as Kestler (2009). The remaining questions on the surveys were designed to gather insight on how the pair shopped and what factors influenced purchases and ultimately what the daughters wore. These questions were developed so short answers could be provided. The surveys are presented in Appendices D and E.

To answer the research question, “What is the perceived closeness of the relationship between mothers and their preadolescent daughters?” daughters and mothers were asked respectively:

- On a scale of 1-10, how close a relationship do you have with your mother?
- On a scale of 1-10, how close a relationship do you have with your daughter?

To answer the research question, “What role does a mother play in influencing fashion choices of her daughter?” the following survey questions were presented to the daughters:

- Do you feel your mother influences your style? If so, how?
- Do you like to shop at the same stores as your mother? If so, what are they? How often? If not, what stores do you like to shop at? Your mother?
- How often do you shop with your mom? Explain.

while mothers were presented with the questions:

- Do you feel you influence your daughter’s style? If so, how?
• Do you like to shop at the same stores as your daughter? If so, what are they?
  How often? If not, what stores do you like to shop at? Your daughter?
• How often do you and your daughter shop together?

To answer the research question, “What are the relative levels of fashion activity between mothers and daughters?” the following survey questions were presented to the mothers:

• Would you say you give very little information, an average amount of information, or a great deal of information about new clothing fashion to your friends? (Tigert et al., 1976)

• In general, would you say you are less interested, about as interested, or more interested in clothing fashions than most other girls your age? (Tigert et al., 1976)

• Which of the statements below best describes your reaction to changing fashions in clothing? (Tigert et al., 1976) I am aware of fashion trends and want to be one of the first to try them. (Goldsmith et al., 1993)

• I am the first to try new fashions; therefore, many people regard me as being a fashion leader. (Goldsmith et al., 1993)

• Clothes are one of the most important ways I have of expressing my individuality. (Goldsmith et al., 1993)

• I spend a lot of time on fashion-related activities. (Goldsmith et al., 1993)

• I like to shop for clothes. (Tigert et al., 1976)

• When I must choose between the two, I usually dress for fashion, not comfort. (Tigert et al., 1976)
• My daughter often asks for my advice about clothing fashions. (Reynolds & Darden, 1971)

• I spend a lot of time talking with my daughter about clothing fashions. (Reynolds & Darden, 1971)

• I feel that I am generally regarded by daughter as a good source of advice about clothing fashions. (Reynolds & Darden, 1971)

For the same research question, daughters were asked:

• Would you say you give very little information, an average amount of information, or a great deal of information about new clothing fashion to your friends? (Tigert et al., 1976)

• In general, would you say you are less interested, about as interested, or more interested in clothing fashions than most other girls your age? (Tigert et al., 1976)

• Which of the statements below best describes your reaction to changing fashions in clothing? (Tigert et al., 1976) I am aware of fashion trends and want to be one of the first to try them. (Goldsmith et al., 1993)

• I am the first to try new fashions; therefore, many people regard me as being a fashion leader. (Goldsmith et al., 1993)

• Clothes are one of the most important ways I have of expressing my individuality. (Goldsmith et al., 1993)

• I spend a lot of time on fashion-related activities. (Goldsmith et al., 1993)

• I like to shop for clothes. (Tigert et al., 1976)
• When I must choose between the two, I usually dress for fashion, not comfort. (Tigert et al., 1976)

• I often ask for the advice of my mother regarding which clothes I wear. (Reynolds & Darden, 1971)

• I spend a lot of time talking with my mother about clothing fashions. (Reynolds & Darden, 1971)

• I usually think my mother gives me good advice on brands and styles of clothing to wear. (Reynolds & Darden, 1971)

• Please use this space to tell me anything you think is important about the wardrobe and fashion choices you make.

To answer the research question, “What influences preadolescent girls when making fashion choices?” daughters were asked:

• What other factor(s) influence your style? How?

The research question, “How do mothers and daughters negotiate decisions about what fashions the preadolescent wears?” was explored by presenting the following survey questions to the daughters:

• I spend a lot of time talking with my mother about clothing fashions. (Reynolds & Darden, 1971)

• Do you and your mother discuss the clothing choices you make before you leave the house in the morning? Please give an example of some item of clothing that you had to compromise on, if any.

• How do these discussions make you feel?
• How receptive are you to fashion advice from your mother? If you are, please give an example of when you were receptive.

• Do you make decisions about what styles you wear? Is the decision yours or your mothers? Are there any outside influences that help make this decision?

• Describe a typical shopping experience that you and your mother would have.

• When you and your mother shop together do you ever disagree on anything? If so, what do you disagree on?

These survey questions were presented to the mothers:

• How receptive is your daughter to fashion advice you give? If so, can you give an example?

• I spend a lot of time talking with my daughter about clothing fashions. (Reynolds & Darden, 1971)

• Do you and your daughter discuss her fashion choices before she leaves the house in the morning?

• If so, how do you think she feels about these discussions? In general, what are the outcomes?

**Data Analysis**

Due to the exploratory nature of this research process, content analysis was the primary data evaluation technique employed for the qualitative data. A coding strategy, as suggested by Berg (2004), was developed to identify key themes that emerged through response to survey questions. In addition to broad themes coded in the analysis, some data generated were categorical in nature. For example, when analyzing data for the
survey question “What other factor(s) influence your style?,” responses were categorized as (a) friends, (b) media, (c) function and comfort, (d) existing accessories, and (e) siblings. After each survey was analyzed and coded, the data were reviewed for patterns and a strategy was developed for interpretation.

A limited set of quantitative manipulations, such as frequencies, means, and t-tests, were performed to investigate and compare responses of mothers and daughters. The selected Fashion Involvement (Tigert et al., 1976) scale items for mothers included five items for a possible score out of 17 points; the same scale items for the daughters included three items for a possible score out of 11 points. The Fashion Leadership (Goldsmith et al., 1993) scale items for both mothers and daughters included the same four questions resulting in a possible score of 20 points. Four Fashion Involvement Factor (Tigert et al., 1976) scale items, for a possible score of 20, were presented to mothers, while two items for a possible score of 10 were presented to daughters. Finally five Opinion Leadership and Information Seeking (Reynolds & Darden, 1971) scale items, for a possible score of 25 were presented to mothers and three items, with a possible score of 15, to daughters. For each of these scale item question groups, the collective subjects’ total, for each of the categories “mother” and “daughter,” was divided by the number of possible points, respectively, to obtain a percentage score for that particular scale item. This conversion enabled comparison between the mothers and daughters.
Chapter 4: Results

Sample

To solicit a sample of mother and daughter pairs, 115 surveys intended for mothers were distributed to daughters at Athens Middle School. Thirteen mothers returned those surveys (11.3%). The 13 daughters of those mothers were given surveys; of those eight (61.5%) daughters returned surveys. This sampling method resulted in eight mother and daughter pairs.

Demographic Profile

Out of the eight responding mothers, one was between the ages of 31 and 40, six were between the ages of 41 and 50 and one was between the ages of 51 and 60. All participating mothers reported Caucasian ethnicity; the daughters also reported Caucasian ethnicity except one, who did not respond. Out of the eight responding households, one reported an annual income below $40,000, two reported annual incomes between $40,000 and $75,000, four reported incomes between $75,000 and $125,000 and one reported an annual income of $125,000 and above. Although only data from mothers with responding daughters were analyzed with respect to the research questions, the general demographic profiles for mothers whose daughters responded were similar to mothers whose daughters did not respond (see Tables 1 and 2).

Responding daughters’ ages ranged from 11 to 14, with one reporting age 11, two reporting age 12, three reporting age 13 and two reporting age 14. These daughters all lived in households with siblings, reporting the number of children in their households
between two and five. Two were eldest children, three were youngest children, and three were middle children.

Table 1

*Demographic Information of Mother and Daughter Surveys by Frequency*

<table>
<thead>
<tr>
<th>Age</th>
<th>Mothers N</th>
<th>%</th>
<th>Daughters N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 30</td>
<td>0</td>
<td>0.0</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>31-40</td>
<td>1</td>
<td>12.5</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>41-50</td>
<td>6</td>
<td>75.0</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>51-60</td>
<td>1</td>
<td>12.5</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Over 60</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mothers N/A</th>
<th>Daughters N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>7th</td>
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<td>3</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>8</td>
<td>100.0</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Mothers N</th>
<th>%</th>
<th>Daughters N</th>
<th>%</th>
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</thead>
<tbody>
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<td>7</td>
<td>87.5</td>
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<tr>
<td>Not Reported</td>
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<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td>8</td>
<td>100.0</td>
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<table>
<thead>
<tr>
<th>Income</th>
<th>Mothers N</th>
<th>%</th>
<th>Daughters N/A</th>
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<tbody>
<tr>
<td>Under 40K</td>
<td>1</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>40-75K</td>
<td>2</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>75-125K</td>
<td>4</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Above 125K</td>
<td>1</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
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Table 1 (continued).

Demographic Information of Mother and Daughter Surveys by Frequency

<table>
<thead>
<tr>
<th>Mothers</th>
<th>Daughters</th>
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<tbody>
<tr>
<td>Number of Siblings</td>
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<tr>
<td>1</td>
<td>3</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
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<table>
<thead>
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<th>Birth Order</th>
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<th>N</th>
<th>%</th>
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<td>1</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>1 out of 3</td>
<td>1</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>2 out of 2</td>
<td>2</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>2 out of 3</td>
<td>2</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>3 out of 3</td>
<td>1</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>4 out of 5</td>
<td>1</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 2

Demographic Information for Mothers without Responding Daughters by Frequency

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 30</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>31 – 40</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>41 – 50</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>51 -60</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Over 60</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Income</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Under 40K</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>40 – 75K</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>75-125K</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Above 125K</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Not Reported</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

General Research Questions

In an effort to explore how preadolescent females and their mothers navigate and negotiate the wardrobes of the girls, the relationships of the mother and daughter pairs were investigated along with the roles the mothers play in the daughters’ wardrobe building processes. Additionally, the values of preadolescent girls with respect to their
wardrobes and fashion choices and their influences when making fashion choices were explored. Comparative analyses (t-tests) and content analysis were applied to data, the results of which are reported here.

*What is the perceived closeness of the relationship between mothers and their preadolescent daughters?*

When asked to report the closeness of their relationship on a scale of one to 10 (1 = not at all close; 10 = extremely close), mothers’ average reported closeness with daughters was 9.38. The daughters’ average closeness with mothers was 8.63. Even though there was not a statistical difference in the small population of this study (t = 1.528; p = 0.170), a tendency was observed that the mothers rated the perceived closeness of their relationships with daughters higher than the daughters (see Figure 1).

![Reported Closeness of Mothers and Daughters](image)

*Figure 1. The reported closeness of mother and daughter participants.*
What role does a mother play in influencing fashion choices of her daughter?

Mothers and daughters indicated differences in perception with respect to the role of mothers influencing their daughters’ fashion choices, but both agreed that mothers do influence fashions of the preadolescent girls. Mothers reported a higher level of influence in their daughters’ fashion choices than was reported by the daughters on a quantitative scale. Mothers and daughters reported the mother’s influence on her daughter’s fashion choices on a scale of one to 10 (1 = not at all influential; 10 = extremely influential), with the mothers’ average level at 7.25, while daughters’ average level was 4.50. There was a statistically significant difference between the mothers’ perception on their influence on their daughters’ fashion choices and the daughters’ perception on their mothers’ influence (t = 2.813; p = 0.026). Figure 2 presents this comparison. In fact, the level of 4.50 represents a neutral level of influence perceived by the daughters. The qualitative data indicate, however, that girls recognize their mothers’ influence in their wardrobes.
In response to the question, “I sometimes influence the types of clothing my daughter buys,” the average mothers’ response (1 = strongly disagree; 5 = strongly agree) was 3.75, indicating that mothers mostly agree that they influence their daughters’ clothing selections. Likewise, mothers affirmed (6 of 8; 75.0%) that they have influence over their daughters’ fashion choices. Agreement was indicated by daughters in response to the question of whether their mothers influenced their fashion choices, with a majority of daughters (7 of 8; 87.5%) responding that they are influenced by their mothers. With respect to mothers’ roles, some of the daughters reported that mothers influence with regard to the fit of the garment, referring to its tight fit, rather than the style. The mothers reported having influence in the area of age appropriateness of the garment.

Most of the mother and daughter pairs reported shopping together when making clothing purchases. Half (4) of the pairs reported clothing selection for each of them
occurs at some of the same stores. Half (4) of the pairs reported that they do not purchase clothing from the same stores. There was agreement between each mother and daughter pair for this response.

*What are the relative levels of fashion activity between mothers and daughters?*

The daughters’ scores, converted to percentages, indicated greater fashion activity than the mothers while the mothers’ scores were slightly higher in the area of opinion leadership than the daughters. The Fashion Involvement Index selected items, Fashion Leadership selected items, and Opinion Leadership and Information Seeking selected items were fairly comparable between the mothers and daughters (57% & 63%; 54% & 58%; 63% & 60%, respectively). In contrast, the Fashion Involvement Factor items showed more disparity between mothers and daughters (66% and 80%). Table 3 contains the summary of the fashion activity comparisons.
Table 3

*Mother/Daughter Mean Scores (and Percentages Converted for Base) for Selected Survey Criteria and Scale Measures*

<table>
<thead>
<tr>
<th></th>
<th>Mothers</th>
<th>Daughters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Fashion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement Index Items</td>
<td>(5 items out of 17 points)</td>
<td>(3 items out of 11 points)</td>
</tr>
<tr>
<td>(FII)</td>
<td>9.51</td>
<td>6.88</td>
</tr>
<tr>
<td></td>
<td>57.1%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Selected Fashion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Items</td>
<td>(4 items out of 20 points)</td>
<td>(4 items out of 20 points)</td>
</tr>
<tr>
<td>(FL)</td>
<td>10.75</td>
<td>11.5</td>
</tr>
<tr>
<td></td>
<td>53.8%</td>
<td>57.5%</td>
</tr>
<tr>
<td>Selected Fashion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement Factor Items</td>
<td>(4 items out of 20 points)</td>
<td>(2 items out of 10 points)</td>
</tr>
<tr>
<td>(FIF)</td>
<td>13.13</td>
<td>8.0</td>
</tr>
<tr>
<td></td>
<td>65.7%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Selected Opinion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership and Information Seeking Items (OLIS)</td>
<td>(5 items out of 25 points)</td>
<td>(3 items out of 15 points)</td>
</tr>
<tr>
<td></td>
<td>15.75</td>
<td>9.00</td>
</tr>
<tr>
<td></td>
<td>63.0%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

What do preadolescents think is important about their wardrobe and fashion choices?

The preadolescent girls revealed two emergent themes addressing what is important to them about their wardrobe and fashion choices: (a) clothing as an expression of individual personality and (b) clothing choices need to be appropriate for school. Five out of the eight girls reflected about the way they use clothing to communicate who they are as individuals, some noting that they wear what they like regardless of what others think of their choices. One of the girls described in detail that she looks for colors that look good with her natural features, stating “I almost always think about how a shirt looks with my hair and skin tone. I don't wear pale pinks because I believe they wash out
my pale skin and clash with my red hair.” Supporting the theme that clothing choices need to be appropriate for school, two of the eight girls reported making their fashion choices based on what is suitable for school, but added that their clothes need to look good.

What influences preadolescent girls when making fashion choices?

When asked the question, “What influences preadolescent girls when making fashion choices?”, five of the eight preadolescents reported asking their mothers for fashion advice about the outfits they were wearing, and whether they “looked OK.” The daughters were asked to explain what factors, other than their mothers, influenced their fashion choices. Three daughters responded that their friends were “a big” influence in their fashion choices; that they dress similar to what their friends are wearing. One girl responded, “My friends influence my style greatly. They go shopping with me and tell me what looks good and what doesn't. We all like to wear the same styles.” Two reported that media, Seventeen magazine and Ployvore.com (a fashion website), influenced their fashion choices. Two daughters reported that comfort and function were important factors when deciding on fashion choices, and one stated that her sister was an influence. Another girl reflected that she makes her own jewelry, specifically necklaces, and those pieces help her decide on what fashions she wears.

How do mothers and daughters negotiate decisions about what fashions the preadolescent wears?

In response to the question “Do you and your daughter discuss her fashion choices before she leaves the house in the morning?”, four mothers indicated that they
discuss appropriateness with regards to modesty of her daughter’s chosen outfit. Their daughters confirmed that that appropriateness and modesty are frequent discussion topics. A variety of feelings were reported by mothers with regard to their daughters’ receptivity to conversations about their clothing choices. Some mothers indicated that their daughters were annoyed by the conversations; others responded that their daughters respect the mothers’ opinions. Additionally, some mothers reported that the pair generally agreed on the daughters’ choices, therefore, little discussion occurs. There was strong agreement between the mothers and the daughters with respect to the survey question “We spend a lot of time talking with each other about fashion.” Both mothers and daughters average scores were 2.63 (1 = strongly disagree; 5 = strongly agree), with t-test comparisons indicating no statistical difference between the groups (t = 0.00; p = 1.00). The average score of 2.63 suggests that mothers and daughters are in agreement that the time spent on discussion fashion is in the neutral area, implying that they discuss fashion only moderately.

When asked how the discussions with their mothers made them feel, a variety of responses were generated. Two daughters reported that they felt annoyed by the discussions, two responded that the conversations do not have an influence on fashion choices, two reported that the conversations made them feel fine; one of those girls reported that she and her mother usually agree and the other reported she and her mother compromise, and one daughter responded that the conversations make her feel more confident with her fashion choices and one reported that they do not discuss her clothing.
Both mothers and daughters responded to a question about the daughters’ receptivity to fashion advice from their mothers. On a scale of one (strongly disagree) to five (strongly agree), mothers’ average rating was 3.75 while daughters’ average rating was 3.38. Statistically, there was agreement between mothers and daughters with respect to daughters being receptive to fashion advice from their mothers (t = -0.314; p = 0.763). Qualitatively, a theme emerged that identified the daughters as the initiators of conversation regarding the overall appeal of an outfit. Four mothers and five daughters replied that the daughter is usually the person who generates conversation about how an outfit looks. The agreement between mothers and daughters regarding daughters initiating conversations with respect to fashion (1 = daughters never initiate conversation; 5 = daughters often initiate conversation) was echoed statistically (t = 0.475; p = 0.649).

Overall, six out of eight mothers said that their daughters are very receptive to the advice that they give. One mother responded that her daughter is not at all receptive and the other reported that she sometimes has to convince her daughter that clothing she chooses is aesthetically appealing, saying “[She] is not very receptive. But once she tries something on I have picked she likes the way it looks on her. She has difficulty seeing herself in something while it is on the hanger.” Three out of the eight mothers reported that they give advice on the fit of the clothing their daughters choose to wear with respect to tightness of the garment. In response to their receptivity to their mothers’ advice, one daughter reported that she is more receptive to advice on articles of clothing in the store than she is at home. One daughter responded that she is receptive about the size and fit of
clothing but not at all to style advice given by her mother, and one reported that she is not at all receptive to the fashion advice that her mother offers.

All eight daughters responded that they make their own decisions about what styles they wear. However, all eight daughters referred to others that helped them make those decisions. Three stated that their friends’ opinions mattered when deciding what styles they chose to wear, adding that they like to wear clothing that is similar to that of their friends. Three reported that they make their decisions with the guidance and approval of their mothers. Two daughters reported celebrities and fashion media helped guide their decisions on what styles they wear. Finally, one daughter reported that her sister helped her to make decisions about the styles she wears.

In reply to the question that asked how often the mother and daughter pair shopped together, two mothers reported shopping with their daughters about once per month, two reported shopping with their daughters every two months, two reported that they did not shop together often at all, and two did not respond with a frequency. The daughters reported similar behavior. Two reported that they shop with their mother once every month; four responded that they did not shop very often with their mothers, and two did not report a frequency. Half (4) of each of the mother and daughter respondents reported that because of their location, they did most of their shopping out of town, in either Columbus, Ohio, Parkersburg, West Virginia, or in Gettysburg, Pennsylvania. Due to the distance of shopping locations, all reported that it is a full day event. Only two daughters admitted to arguing with their mothers during these shopping adventures.
Several items emerged as sources of conflict during fashion shopping endeavors. In particular, a trendy fashion style was cited. Four out of the eight daughters reported that jeans were an item of clothing that caused conflict while shopping with their mothers. The daughters who mentioned this all stated that they like skinny jeans that are ripped and reconstructed. Their mothers do not care for this style. One mother declared, “I hate the jeans with the torn knee being worn three to five days a week when there are eight other pants to choose from.” One daughter reported that modesty in general was something about which she and her mother disagreed; the clothing that the daughter was interested in purchasing is too tight, too small or too low cut for the mother. In response to a question inquiring about sources of conflict when shopping with her mother, one girl said, “[My mother] prefers more modest clothing and I am less driven to wear turtlenecks than she is.” One girl reported that the function of the article of clothing was something that they disagreed about. One daughter stated that price was a point of conflict when shopping with her mother. Only one of the eight girls reported that she and her mother did not disagree about anything. There was no statistical difference with regard to mothers and daughters responses to a survey question that asked them to rate the pairs’ agreement of fashion choices on a scale of one to five (1 = strongly disagree; 5 = strongly agree). Mothers’ average score was 3.75 and daughters’ average was 3.38 (t = 1.00; p = 0.351). Comparisons of mother and daughter responses to quantitative survey questions are presented in Table 4.
Table 4

Mother/Daughter Mean Scores (and Standard Deviations) and T-test Scores (and p values) for Selected Survey Criteria

<table>
<thead>
<tr>
<th></th>
<th>Mothers</th>
<th>Daughters</th>
<th>t-test (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived closeness of mother/daughter relationship (range 1-5)</td>
<td>9.38 (0.92)</td>
<td>8.63 (1.19)</td>
<td>1.528 (0.170)</td>
</tr>
<tr>
<td>Mothers’ perceived influence on daughters’ fashion (range 1-5)</td>
<td>7.25 (1.49)</td>
<td>5.37 (1.51)</td>
<td>2.813 (0.026)a</td>
</tr>
<tr>
<td>Daughter asks mother for fashion advice (range 1-5)</td>
<td>3.25 (1.49)</td>
<td>3.00 (0.93)</td>
<td>0.475 (0.649)</td>
</tr>
<tr>
<td>Mother and daughter agree on daughters’ fashion choices (range 1-5)</td>
<td>3.75 (0.71)</td>
<td>3.38 (0.92)</td>
<td>1.000 (0.351)</td>
</tr>
<tr>
<td>Spend a lot of time talking with each other about clothing fashions (range 1-5)</td>
<td>2.63 (1.06)</td>
<td>2.63 (0.74)</td>
<td>1.095 (1.000)</td>
</tr>
<tr>
<td>Daughter perceives mother as a good source of fashion advice (range 1-5)</td>
<td>3.25 (1.16)</td>
<td>3.38 (0.92)</td>
<td>-0.314 (0.763)</td>
</tr>
</tbody>
</table>
Discussion of Findings

Based on the results, several meaningful outcomes emerged, some of which are supported by existing literature and others that present new information to the literature. Exploration about preadolescent girls’ fashion influences and decision making were investigated with respect to (a) mothers’ influence on fashion choices and (b) sources of conflict between mothers and daughters while shopping.

**Influencing Factors on Daughters’ Fashion Choices**

The mothers’ role as a fashion influence on their preadolescent daughters is noteworthy, though not uniform. There was a statistical difference between mothers’ and daughters’ perceived maternal influence on daughters’ fashion choices ($t = 2.813; p = 0.026$), indicating that mothers perceived their fashion influence to be greater than the daughters perceived. Evidence of the emergent theme regarding discussion of modesty issues was supported through the daughters’ recognition that necklines, shorts, skirt lengths, and age-appropriateness were topics of fashion discussions with their mothers. The fact that some girls noted that they rarely discuss their clothing options with their mothers indicates that modesty issues may not be a topic of controversy nor concern in all mother and daughter fashion discussions. Mothers responded with similar results, noting that they discuss fashion choices with their daughters, mainly with respect to age-
appropriateness and fit for their body type. This indicates that mothers’ influence may be that of approving the appropriateness of clothing selections for her daughters’ age, and not influence in the traditional sense of producing an effect without any apparent direct exercise of command. The role of the mother may be that of a fashion gatekeeper, allowing her daughter to wear approved items of clothing.

Discussions concerning fashion choices involving mothers and daughters occur both during the shopping process and at home. Mothers offered further support for their role as gatekeepers, explaining that they influence their daughters while shopping by approving clothing choices. One mother revealed, “I go with her to purchase clothes and approve the choice,” while another shared, “I'm paying for her clothes and won't buy clothes that I disapprove of.” Conversations at home generally revolve around similar modesty issues. One mother stated, “She doesn't leave until I check to ensure she is appropriately dressed.”

However, not all mother and daughter pairs reported disapproving conversations regarding daughters’ clothing choices. An emergent theme of this research, acknowledged by both mothers and daughters, was that the daughters initiate conversations about their clothing choices. One daughter shared, ”I ask my mom ‘do you think this shirt and skirt go together?’ Usually what she says makes sense and I go with it.” The same girl added, “They [discussions with her mother] make me feel more confident about what I'm wearing because my mom has good taste and I believe what she says.” Another girl reported, “I am very receptive of my mom's advice for example, on Friday, I wore a blouse and skirt. I asked her if I should wear the blouse tucked in or not
and she said to keep it out. I think if I had gone to school with it tucked in, I would feel self-conscious.” The need for preadolescent girls to seek approval, and their acknowledgement that mothers’ approvals instill confidence, reflects their life-stage and suggests that the parent-child connection is strong (perhaps stronger than will remain in adolescence and young adulthood).

Discussions regarding fashion choices result in various responses, and support the preadolescent child lifestage when mother retains a highly parental role. Mothers indicated that their daughters are respectful of their opinions and are willing to make compromises. Some of the mothers indicated that the discussions result in annoyance when the preadolescent does not get to wear what she wants. One mother shared, “If a discussion does happen, she will be frustrated with the need to change, but does it anyway. Generally, her acting out behavior is leaving the clothes discarded throughout the house.” Daughters report that there are some feelings of annoyance when their fashion choices are discussed. Some preadolescent participants indicate that they listen to what their mother has to say but the discussions do not impact how they dress. Some daughters report that they are comfortable with and receptive to the discussions and make compromises on wardrobe choices as a result. One daughter said that these discussions enhance confidence in her clothing choices. This information is somewhat inconsistent with the data collected regarding the desire to have the mothers’ guidance and approval throughout the process of purchasing fashions. Thus, the preadolescent daughter’s developmental stage, particularly with respect to clothing choice and fashion style, is worthy of further exploration.
The finding that mothers perceived greater closeness to their daughters than the daughters reported is consistent with Fingerman’s (2003) and Kestler’s (2009) observations that mothers typically view their relationships with daughters in more favorable terms than do their daughters. However, unlike Kestler’s (2009) findings, this difference was not supported statistically, and almost all of these daughters reported that their mothers’ guidance and approval are important factors when purchasing clothing items. This suggests that the parent-child relationship plays a substantial role in guiding and approving the preadolescent child’s decisions.

Daughters reported that there are other factors influencing their fashion choices in addition to their mothers. The eight preadolescent participants indicated that their friends influence the style of clothing they wear. They choose styles of clothing that are similar to what their friends wear. Fashion media, function and comfort, as well as existing accessories and siblings also influenced fashion choices of these preadolescent consumers.

This information, however, is conflicting with the responses that daughters gave regarding how they make their fashion decisions. All eight of the participating daughters stated that they themselves make the decisions on what fashions they wear, with more than one girl saying that they choose what fashions they like regardless of what other people think. One respondent stated “I like to choose my own style; sometimes it doesn’t match any fashion trend really, but it’s what I feel comfortable in.” When speaking of her friends’ influence on her fashion choices, the same girl shared, “Generally, I dress close to the same way they do but I try not to dress exactly the same.”
In keeping with fashion behavior, there is a paradox between what these girls say about their fashion decision making and their reported fashion purchasing behavior. It seems that while the girls say that they purchase and wear clothing that they like, regardless of what others think about their choices, the participating girls allow others, specifically their mothers and their friends, to influence their fashion behavior. This behavior may be conformity, or an occurrence of visible patterns of dress which can influence peer groups through social interaction (Smucker & Creekmore, 1972), a way to show individuality from their family but still have the confirmation of their peer groups.

The mothers’ authoritative roles in influencing their daughters’ fashion choices were documented by their decision making about purchases and allowing their daughters to wear specific clothing items. When disconnect occurred between daughters’ fashion choices and mothers’ approval, discussions transpired that resulted in compromised clothing choices. The friends’ influence on the girls appeared to be more inspirational. Girls looked to their peer groups to see what fashion behavior was acceptable, and mimicked those clothing choices. Preadolescent girls demonstrate fashion activity involvement and awareness in fashion that has been developed for them through seeking the approval of their mothers and acceptance of their peers.

**Clothing Controversy**

One current fashion item emerged as a source of conflict between mothers and daughters. The particular item of clothing in reference was ripped skinny jeans. The responding daughters love the look of deconstructed, form fitting jeans and love to wear them while their mothers do not like the overall look. One girl declared, “Skinny jeans
are my best friends.” While one mother said, “All skinny jeans must be rip-free or have
the rips patched.” Other areas of conflict when building a wardrobe are price, function,
and modesty with respect to necklines, tightness, and short/skirt length. Reacting to
modesty issues, one mother shared, “I don't think she has had enough experience to really
understand what is most flattering to her body type.” This information is consistent with
the observations presented previously regarding the discussions between mothers and
daughters with respect to the fashion choices of the daughters. Many of those
conversations surrounded topics of modesty and emphasize the authoritative, parenting
role of the mother.

**Implications**

The information resulting from this study lends insight to product developers,
retailers, and marketers so that they can better understand the processes that
preadolescent consumers follow when identifying fashion preferences. Specifically, the
mother and daughter relationship and influences of mothers on their daughters’ wardrobe
building informs fashion industry professionals. Because the female preadolescent age
group is a tremendously fashion sensitive and growing market (Grant & Stephen, 2005),
it is imperative for the retail industry to be aware of the factors that influence these
consumers to purchase clothing. Furthermore, product developers, retailers, and
marketers benefit from a better understanding of the collective needs of this family dyad,
the preadolescent girl and her mother. Knowing that the mother’s role is fashion
gatekeeper, particularly in respect to appropriate style, is important for fashion marketers.
The findings in this study support the notion that effective marketing to both the
preadolescent girl and her mother could improve adoption of a given brand or store preference.

Additionally, awareness of the sources of conflict during wardrobe negotiation, and the techniques used to reach agreement when purchasing clothing products, can inform retailers about optimal store environments. With this information, the fashion industry will be able to better target this segment of the market.

**Limitations**

There were several limitations in this study. The number of participants was limited to eight mother and daughter pairs. This provided an opportunity for exploration, but the results cannot be generalized. Only one specific region of the United States, the Athens, Ohio area, was sampled. Furthermore, all participants were Caucasian. A larger, more representative survey of this population is needed to yield generalizable outcomes.

With respect to the survey design, the mothers and daughters were presented select items from pre-existing scales that differed from one another. A more direct comparison of each survey item would have resulted had surveys been identical.

This study relied upon self-reporting and therefore the data depended on the honesty of the participants. Although the topics addressed are not generally considered controversial nor threatening, participants may have been reluctant to share details of a relationship potentially occupied with conflict. Similarly, self-reporting sometimes results in personal perspectives that are, in fact, different from behavioral realities.
Suggestions for Future Research

This study provided interesting information regarding preadolescent daughters and the relationship they have with their mothers with respect to negotiating a wardrobe for the daughters. From this research, new research questions have emerged. Future research should explore field research and gather observations related to the paradox of preadolescents dressing in what fashion they like versus the importance of dressing similarly to members of their peer groups. The power of mothers’ influence over daughters’ fashion choices should be further investigated; is the daughter aware of the fashion gatekeeper role that the mother plays? Factors that trigger discussions regarding fashion between mother and daughter as well as the frequency and nature of discussions with respect to fashion choices should also be investigated. Money as a negotiation point should also be examined in future research; does a mother give up the right to act as the fashion gatekeeper when she stops paying for her daughter’s clothing?

Future research should seek a larger pool of subjects with more diverse racial, socioeconomic and ethnic backgrounds than this study to further explore mother and daughter fashion influences. In addition, future research should expand the geographic location of subjects to acquire a better understanding of how regional location influences mother and daughter fashion influences.
References


Kestler, J. (2009). Intergenerational fashion influences: Mother/daughter relationships and fashion involvement, fashion leadership, opinion leadership and information
seeking from one another. Unpublished master’s thesis. Ohio University, Athens, Ohio, USA.


Appendix A: IRB Approval Letter

The following research study has been approved by the Institutional Review Board at Ohio University for the period listed below. This review was conducted through an expedited review procedure as defined in the federal regulations as Category(ies).

Project Title: Pre-adolescent Girls and their Mothers: Negotiating a Wardrobe

Primary Investigator: Abhin Lynn Coppersmith
Co-investigator(s):

Faculty Advisor: V. Ann Paulins

Department: Human and Consumer Sciences Education

Robin Stack, CIP, Human Subjects Research Coordinator
Office of Research Compliance

Approval Date: 11/29/2011
Expiration Date: 11/30/2010

This approval is valid until expiration date listed above. If you wish to continue beyond expiration date, you must submit a periodic review application and obtain approval prior to continuation.

Adverse events must be reported to the IRB promptly, within 5 working days of the occurrence.

The approval remains in effect provided the study is conducted exactly as described in your application for review. Any additions or modifications to the project must be approved by the IRB (as an amendment) prior to implementation.
Appendix B: Athens City Schools Application for Research

ATHENS CITY SCHOOLS

Office of Special Services
25 S. Plains Road
The Plains, OH 45780-1340

To The Researcher:

The Athens City Schools are interested in cooperating in research efforts to further understanding of students and the educational process. However, as numerous requests to use our students/personnel as subjects, all requests cannot be granted. In order to ensure that all requests are fairly evaluated, the enclosed policies and procedures have been developed.

If you wish to make application to use Athens City School students/personnel as subjects in your study, please complete the Application for Research form.
It is the policy of Athens City Schools to cooperate with those involved in research to further understanding of students and educational process. In order to maximize cooperation and protect the rights of those involved, the following procedures will be followed.

1. All research projects will be submitted on the Research Project Application form.

2. All applications will be screened by the Research Evaluation Committee.

3. The Research Evaluation Committee will notify the Principal Researcher of its decision within 14 days of receipt of the Research Project Application Form, by the Research Evaluation Committee Chairperson.

4. A copy of parent permission forms for participation by students should be submitted with the application.

5. Research requests from college/university faculty and/or students should include documentation of approval as required by the college/university.

6. Upon completion of the research project, the Principal Researcher will send a report of the research findings to the Research Chairperson.
**APPLICATION FOR RESEARCH**

**Name/Position:** Abbie Coppersmith, Graduate Student in the Patton College of Education and Human Services  
**Date:** 10-27-10

**Institution/Organization:** Ohio University  
**Department:** Human and Consumer Sciences Education

**Title of Research Proposal:** Negotiating wardrobe: Pre-adolescent Girls and their Mothers

**Desired Starting Date:** January 3, 2011  
**Duration:** three months

**Source of Funding:** not applicable

### Subjects:

**A. Estimated Number of Human Subjects Involved in Project:** N=100; 50 mother/daughter pairs

**B. Ages or Grade Levels of Subjects:** The age range for the student participants from Athens Middle School would be anywhere from 10 to 14 years old, their mother’s age is likely to range between 30 to 60 years old, but is not a factor in this study.

**C. School Building to be Involved in Project:** (List) Athens Middle School

**D. Characteristics of Subjects (Place an X):**

<table>
<thead>
<tr>
<th>Regular Class Students</th>
<th>Teachers</th>
<th>Special Education Students</th>
<th>Administrators</th>
<th>Others (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Mothers of Students</td>
</tr>
</tbody>
</table>

Please describe the risks (physical, psychological, social) to the subjects and the degree of risk involved.

Risks or discomforts that one might experience may include a feeling of exposure when discussing one’s relationship with your daughter or mother regarding specific techniques surrounding the process of deciding on a wardrobe and fashion choices. This is expected to be a very minimal risk because subjects will respond to surveys in private; mothers and daughters will not share their surveys with one another, and the subjects will not be identified by name (only by number) when surveys are returned.
Please describe specifically how this research project will benefit Athens City Schools and/or the subjects involved.

The opportunity for girls from the Athens Middle School to participate in research and to share this opportunity with their mothers may provide a forum for them to communicate about their clothing and their relationship. The experience participating in research may spark an interest among some girls in learning more about what Ohio University students do.

Additionally, the information derived from this study will provide the fashion industry with insightful information regarding the pre-adolescent consumers’ needs when considering clothing and accessories, and how the roles of mothers and daughters influence shopping behaviors. This is important because this consumer group is significant in the marketplace. Furthermore, this study will help to identify various roles of mothers and daughters in the wardrobe building process. Finally, the information resulting from this study will permit the recognition of behavior changes, allowing mothers and pre-adolescent girls the opportunity to build and restructure their relationship surrounding building a relationship.

Amount of Student/Staff time required: (Fill in the number of hours.)

<table>
<thead>
<tr>
<th>Student:</th>
<th>Administration:</th>
<th>Teacher:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes of instruction, proposed for homeroom</td>
<td>10 minutes per day for 10 days, receive surveys from students</td>
<td>15 minutes in homeroom class for researcher to provide introduction and instructions.</td>
<td>Mothers of Students”</td>
</tr>
<tr>
<td>15 minutes to share information about survey with mother and obtain consent (alternately, non-consent ; time ends)</td>
<td></td>
<td></td>
<td>15 minutes for daughters to share information and request participation</td>
</tr>
<tr>
<td>15 minutes to turn in parental consent to AMS Administrator</td>
<td></td>
<td></td>
<td>45 minutes for survey (if decision to participate)</td>
</tr>
<tr>
<td>Estimated Total Time: 1.5 hours</td>
<td>Estimated Total Time: 1.5 hours</td>
<td>Estimated Total Time: 1.5 hours</td>
<td>Estimated Total Time: 1 hour</td>
</tr>
<tr>
<td>Methodology/Procedures: (Please attach a copy of the Research Proposal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This project is an investigation of family relationships, specifically with regard to preadolescent girls and their mothers and how they navigate through the process of wardrobe building for the daughter. I hope to recruit 50 mother daughter pairs to participate in the study. They would each complete a survey that contains both quantitative and qualitative questions. The survey for the daughters contains questions that inquire about information relating to demographics, fashion involvement and their personal experiences surrounding shopping for items in their wardrobe as well as their daily fashion choices. The survey for mothers contains questions related to demographic information, fashion involvement and their involvement with their daughters fashion decisions and shopping experiences.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Methodology:</td>
<td></td>
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<tr>
<td>After receiving approval from the IRB I will sent the study proposal and corresponding paperwork to the Athens City School District for review and approval. After receiving approval from the Athens City School District, I will begin the recruiting process by contacting Athens Middle School and setting up dates and times during the first week of January 2011 to come in to meet the students and introduce the study. At that time, I will leave packets with homeroom teachers for any interested female students to take home and discuss with their mothers. I will also ask for the participating homeroom teacher’s e-mails at this time so I may send an e-mail reminding of the final deadline of January 28\textsuperscript{th} to turn in completed surveys. Reminder emails are anticipated to go out on January 24\textsuperscript{th} and will ask that the homeroom teacher makes an announcement reminding participating students to return completed surveys. The packets left with the homeroom teachers will include a cover letter, consent form and the survey for the mother to compete that will be coded for the purpose of linking mother and daughter together throughout the duration of the study, the packet will also include an addressed envelope and postage to send the completed survey and consent forms back.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To reduce any chance of the daughters opening and reading the mothers’ responses to the survey, I will enclose a pre-addressed envelope and postage with the original package that goes home with to the mothers so they can send their completed surveys and consent forms directly to the researcher (Abbie Coppersmith). Deadlines for turning in completed surveys have been extended due to the mail process. Upon receipt, the consent forms will be used to identify eligible girls, post-it notes with the girl’s name will be attached to her survey, which will have the corresponding number of her mother’s survey on the back. After identifying the survey subjects, the consent forms will be stored in a locked file different from the file containing the completed surveys. The researcher will go to the school and distribute the surveys to the cooperating home room teachers who will distribute the surveys to the girls. This way the distribution will be more discreet than if the primary investigator makes a public distribution. Girls will complete the survey and turn it in to Athens Middle School</td>
<td></td>
<td></td>
<td></td>
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</table>
where Betty Sexton will have a collection box.

This study is an examination of mother and daughter relationships, both the mother and the daughter have to participate in completing their portions of the surveys. If a mother returns a completed survey and the daughter is not interested in participation, the mother’s survey will be discarded. For the daughter to be able to participate in the study, their mother has to sign the consent form and complete her portion of the survey. The consent forms will be kept in a locked cabinet in Patton College of Education and Human Services Department of Human and Consumer Sciences separate from the completed surveys. I will instruct the student participants not to put their names on the survey. The daughters will complete their portion of the survey and return them in sealed envelopes to their homeroom teacher. I will then pick them up and pair up the mother and daughter surveys using the coding system put in place at the start of the data gathering procedure. Once all of the surveys have been collected and paired up, I will begin with the data analysis procedure. Coding and entering quantitative responses into SPSS and running T-tests and correlations to better understand the results. The qualitative data will be coded using an open coding method at first to pull any key or reoccurring themes out. Those themes will be put into broad categories and from there; I will examine the relationship and connection of all the categories. I hope to develop a theoretical storyline explaining the negotiation process surrounding wardrobe that mothers and their preadolescent daughters utilize. After all of the data has been coded and analyzed, I will complete the writing portion of my project and prepare for a thesis defense.

Data Collection:

Who will be collecting on-site date? (Please list names and titles.)

I will be on the Athens Middle School campus to introduce the study to all female students, ideally in a homeroom class. I will then leave handouts with the teachers so that any interested female student may pick one up to take home and discuss with her mother. When and if the packet containing consent form and mother survey is completed, they will be sealed in a pre-addressed envelope and mailed to the researcher. I will then identify participating daughters and give the cooperating homeroom teachers a survey for the daughters to complete and the homeroom teacher will hand out the survey. This way distribution will be more discreet than if the primary investigator makes a public distribution. After completion of that portion, the student will be asked to drop them off in collection box in Mrs. Sexton’s office.
**Agreements: By signing this form the Principal Researcher agrees to the following:**

A. To conform to the policies and procedures established by Athens City Schools for research projects.

B. To perform all necessary clinical work and duplicating of materials required by the project.

C. To provide the Chairperson of the Research Evaluation Committee with documentation of informed consent using Athens City Schools Consent form.

D. To inform the Research Evaluation Committee of any planned changes in research procedures that will have an effect upon risks to subjects or benefits to the Athens City Schools, and give the Research Evaluation Committee sufficient time to review such changes before they are implemented.

E. To provide the Research Evaluation Committee Chairperson and each Building Principal involved with a report of research findings and conclusions.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Signature:</th>
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<tbody>
<tr>
<td><strong>If the Principal Researcher is an undergraduate or graduate student, the student’s faculty advisor for this research proposal must also sign this form.</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Signature:</th>
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<tbody>
<tr>
<td><strong>Return this form to:</strong></td>
<td><strong>Athens City School District Office of Special Services 25 South Plains Road The Plains, OH 45780-1340</strong></td>
</tr>
</tbody>
</table>
Appendix C: Ohio University Consent Form

Title of Research: Exploring the Negotiation of Wardrobe; Pre-Adolescent Girls and Their Mothers

Researcher(s): Abbie Coppersmith

You are being asked to participate in research. For you to be able to decide whether you want to participate in this project, you should understand what the project is about, as well as the possible risks and benefits in order to make an informed decision. This process is known as informed consent. This form describes the purpose, procedures, possible benefits, and risks. It also explains how your personal information will be used and protected. Once you have read this form and your questions about the study are answered, you will be asked to sign it. This will allow your participation in this study. You should receive a copy of this document to take with you.

Explanation of Study

This study is being done because there is a need for information regarding the pre-adolescent girl and her mother and the negotiation process surrounding wardrobe and fashion choices.

If you agree to participate, you will be asked to participate in a short survey.

You should not participate in this study if you are not in an active mother and daughter relationship.

Your participation in the study will last no longer than one hour.
Risks and Discomforts

Risks or discomforts that you might experience may include a feeling of exposure when discussing your relationship with your daughter or mother regarding your specific techniques surrounding the process of deciding on a wardrobe and fashion choices.

Benefits

The information derived from this study will provide designers, retailers and merchants with more accurate information regarding the pre-adolescent consumers’ needs when considering clothing and accessories. This is imperative considering the impact that this consumer group has on the market. Furthermore, this study will help to identify various roles of mothers and daughters in the wardrobe building process. Finally, the information resulting from this study will permit the recognition of behavior changes, allowing mothers and pre-adolescent girls the opportunity to build and restructure their relationship surrounding building a relationship.

Confidentiality and Records

Your study information will be kept confidential by a coding system. Each of the cover letter and consent form will be coded with a number. That number will correspond with the numbers on a survey for mothers and a survey for daughters. Once the consent form is signed by both the mother and the daughter and the mother’s portion of the survey is completed and sealed in an envelope, the two will be returned to the school and the two documents will be separated, leaving no personal identification on the completed survey. The daughter will then receive her corresponding portion of the survey, on which she will not write her name, complete it and place
in an envelope. All of the consent forms will be housed in a locked filing cabinet in the office of Dr. V. Ann Paulins where they will be kept for a year then destroyed. The completed surveys will be kept in a separate location.

Additionally, while every effort will be made to keep your study-related information confidential, there may be circumstances where this information must be shared with:

* Federal agencies, for example the Office of Human Research Protections, whose responsibility is to protect human subjects in research;

* Representatives of Ohio University (OU), including the Institutional Review Board, a committee that oversees the research at OU;

* Graduate Advisor, Dr. V. Ann Paulins.
Contact Information

If you have any questions regarding this study, please contact:

Abbie Coppersmith, graduate student

(630) 846-2426
ac251509@ohio.edu

Or

Dr. V. Ann Paulins, graduate advisor

(740) 593-2880
paulins@ohio.edu

If you have any questions regarding your rights as a research participant, please contact:

Jo Ellen Sherow, Director of Research Compliance, Ohio University

(740)593-0664.

By signing below, you are agreeing that:

• you have read this consent form (or it has been read to you) and have been given the opportunity to ask questions and have them answered

• you have been informed of potential risks and they have been explained to your
satisfaction.

- you understand Ohio University has no funds set aside for any injuries you might receive as a result of participating in this study
- your participation in this research is completely voluntary
- you may leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you and you will not lose any benefits to which you are otherwise entitled.

Signature (Mother)______________________________ Date______________

Printed Name________________________________________

Signature (Daughter)______________________________ Date______________

Printed Name________________________________________

Version Date: 10/09/10
Appendix D: Survey for Mother

My name is Abbie Coppersmith and I am a graduate student at Ohio University studying Textiles, Apparel and Merchandising in the Patton College of Education and Human Services. For my thesis project, I am exploring the process of negotiation of wardrobe and fashion choices between pre-adolescent daughters and their mothers. Your daughter, a student at Athens Middle School, has been asked to bring this survey home and discuss with you the possibility of your participation, as well as hers, in this study.

For this study, I am focusing on relationships between pre-adolescent girls and their mother figure; however mother/daughter pairs are not limited to biological relationships. I have included step-mothers and adopted daughters in my definition of mother/daughter relationships. As the mother figure, you must be the legal parent or guardian to provide consent for your daughter to participate in this study. Because of the nature of the subject, mother/daughter relationships, you must also be willing to participate yourself.

I ask that you read and sign the consent form, along with your daughter. Once both of you have signed the consent form you may start filling out the survey for mothers.

Please put your completed survey in the pre-addressed envelope included and mail it by January 22, 2011. When I receive your survey in a sealed envelope, along with the consent form for your daughter, they will be separated and your name will not be linked with the completed survey. All documents will be coded with a number system.
That coding system’s purpose is to keep the results from the mother’s survey linked to the results from the daughter’s survey without the use of your personal identification.

Once your completed survey has been returned in a sealed envelope along with the consent form for your daughter, I will distribute the survey to your daughter. Your daughter’s name will be on a post-it that is attached to the survey. She will be instructed to remove the post-it when she receives the survey. The consent form with your names will never be used to identify the survey participants and will not have the number code on it. It is important to understand that participation in this study is voluntary and you have the option to stop participation at any time throughout the process.

If you have any questions, please contact:

Project coordinator: Abbie Coppersmith (630) 846-2426
Graduate Advisor: Dr. V. Ann Paulins (740) 593-2880

If you have any questions regarding your rights as a research participant, please contact Jo Ellen Sherow, Director of Research Compliance, Ohio University, (740) 593-0664

Thank you in advance for your participation in my thesis project.

Abbie Coppersmith
Survey Exploring the Negotiation of Wardrobe

Please complete this survey; this should take approximately 45 minutes. Once completed, enclose the survey in the provided pre-addressed envelope and mail it to the researcher by: Saturday, January 22, 2011.

If you have any questions, please contact:

Project coordinator: Abbie Coppersmith, graduate student (630) 846-2426
Graduate Advisor and Project Instructor: Dr. V. Ann Paulins (740) 593-2880

If you have any questions regarding your rights as a research participant, please contact Jo Ellen Sherow, Director of Research Compliance, Ohio University, (740) 593-0664.

Thank you in advance for your participation in my thesis research study.

Abbie Coppersmith
Directions: Please answer ALL questions on the survey by either selecting the most appropriate response or writing your response in the space provided.

First please provide some information about yourself.

1. Please circle the age category that best describes you.

   Under 30  31-40  41-50  51-60  Over 60

2. Please confirm that you are a mother of a daughter also completing this survey.

   Please circle.

   Yes / No

3. What ethnicity are you?

4. Household Income Range

   Under $40K  $40-75K  $75-125K  Above $125K
5. On a scale of 1-10, how close a relationship do you have with your daughter?
   (1 = not at all close, 10 = extremely close)

   1  2  3  4  5  6  7  8  9  10

6. How influential are you in your daughter’s fashion choices?
   (1 = not at all influential, 10 = extremely influential)

   1  2  3  4  5  6  7  8  9  10

For the next section, read the questions and decide which answer correctly reflects you best and circle the correct letter below the question. There are no right or wrong answers. Just be truthful about your personal beliefs.

7. In general, would you say you buy your clothing fashions earlier in the season, about the same time, or later in the season than most women?
   a. Earlier in the season than most other women.
   b. About the same time as most other women.
   c. Later in the season than most other women.
8. Would you say you give very little information, an average amount of 
information, or a great deal of information about new clothing fashions to your 
friends?
   a. I give very little information to my friends.
   b. I give an average amount of information to my friends.
   c. I give a great deal of information to my friends.

9. In general, would you say you are less interested, about as interested, or more 
interested in clothing fashion than most other women?
   a. Less interested than most other women.
   b. About as interested as most other women.
   c. More interested than most other women.

10. Compared with most other people, are you less likely, about as likely, or more 
likely to be asked for advice about new clothing fashions?
   a. Less likely to be asked than most other women.
   b. About more likely to be asked than most other women.
   c. More likely to be asked than most other women.
11. Which of these statements best describe your reaction to changing fashions in clothing?

(Even though there may be no statement listed which exactly describes how you feel, make the best choice you can from the answers listed.)

a. I read fashion news regularly and try to keep my wardrobe up to date with the fashion trends.

b. I keep up to date on all the fashions changes although I don’t always attempt to dress according to those changes.

c. I check to see what is currently fashionable only when I need to buy some new clothes.

d. I don’t pay much attention to fashion trends unless a major change takes place.

e. I am not at all interested in fashion trends.

For the following questions decide to what extent you agree or disagree with each statement and circle the answer below. There are no right or wrong answers. Just be truthful about your personal beliefs.

12. I am aware of fashion trends and want to be one of the first to try them.

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13. I am the first to try new fashions; therefore, many people regard me as being a fashion leader.

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14. Clothes are one of the most important ways I have of expressing my individuality.

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15. I spend a lot of time on fashion-related activities.

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16. I usually have one or more outfits of the very latest styles.

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17. My daughter usually has one or more outfits of the very latest styles.

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18. I like to shop for clothes.

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19. When I must choose between the two, I usually dress for fashion, not comfort.

   Strongly  Mostly  Neither  Mostly  Strongly
   Disagree  Disagree  Agree or  Agree  Agree
                             Disagree

20. My daughter often asks for my advice about clothing fashions.

   Strongly  Mostly  Neither  Mostly  Strongly
   Disagree  Disagree  Agree or  Agree  Agree
                             Disagree

21. I sometimes influence the types of clothing my daughter buys.

   Strongly  Mostly  Neither  Mostly  Strongly
   Disagree  Disagree  Agree or  Agree  Agree
                             Disagree

22. My daughter and I agree on the fashion choices she makes.

   Strongly  Mostly  Neither  Mostly  Strongly
   Disagree  Disagree  Agree or  Agree  Agree
                             Disagree
23. I feel that I am generally regarded by my daughter as a good source of advice about clothing fashions.

Strongly  Mostly  Neither  Mostly  Strongly
Disagree  Disagree  Agree or  Agree  Agree
             Disagree

24. More than once, I have told my daughter about some clothing fashion in the last six months.

Strongly  Mostly  Neither  Mostly  Strongly
Disagree  Disagree  Agree or  Agree  Agree
             Disagree

25. I spend a lot of time talking with my daughter about clothing fashions.

Strongly  Mostly  Neither  Mostly  Strongly
Disagree  Disagree  Agree or  Agree  Agree
             Disagree
Please take a few minutes to respond to the following questions. Please feel free to go into more detail on each question, and offer any explanations you wish. For daughters with multiple mother relationships, respond in terms of the specific mother to whom you are providing the paired survey.

26. Do you feel you influence your daughter’s style? If so, how?

27. Do you like your daughter’s taste in style? Why or why not?

28. How receptive is your daughter to fashion advice you give?

   If so, can you give an example?
29. Do you and your daughter discuss her fashion choices before she leaves the house in the morning?

30. If so, how do you think she feels about these discussions? In general what are the outcomes?

31. Do you like to shop at the same stores as your daughter?
   If so, what are they? How often?
   If not, what stores do you like to shop at? Your daughter?
32. How often do you and your daughter shop together?

Describe a typical shopping experience that you have.

Appendix E: Survey for Daughter

Survey Exploring the Negotiation of Wardrobe
Thank you for your interest in helping me with my research project. As you know, your mother has already signed a consent form, allowing you to participate in this study. I already have her portion of the survey, now, it is your turn!

I am interested in why you choose to wear the clothes you do. Please fill out the survey honestly. There are no right or wrong answers. Remember that your participation is completely voluntary; you may choose to stop your participation at any time during the process even though your mother has already turned in a survey.

This survey should take you approximately 45 minutes. When you have completed the survey, put it in an envelope and seal it. You can return your completed survey to a drop box in Mrs. Sexton’s office. Please return completed survey’s no later than Friday, February 11, 2011.

If you have any questions please contact:

Project coordinator: Abbie Coppersmith, graduate student (630) 846-2426
Graduate Advisor: Dr. V. Ann Paulins (740) 593-2880
If you have any questions regarding your rights as a research participant, please contact Jo Ellen Sherow, Director of Research Compliance, Ohio University, (740) 593-0664.

Thank you in advance for your participation in my thesis research study.

Abbie Coppersmith

Directions: Please answer ALL questions on the survey by either selecting the most appropriate response or writing your response in the space provided.

First please provide some information about yourself.
1. What is your age?  
   11 12 13 14

2. What grade are you in?  
   7th 8th

3. Please verify that you are a daughter of a mother who returned her survey and gave you permission to complete your survey.  
   Yes / No

4. What ethnicity are you?

5. How many siblings do you have?

6. What is your birth order?  
   Born out of

7. On a scale of 1-10 how close of a relationship do you have with your mother?  
   (1= not at all close, 10= extremely close)
   1 2 3 4 5 6 7 8 9 10
8. How influential is your mother in your fashion choices?
   (1 = not at all influential, 10 = extremely influential)

   1  2  3  4  5  6  7  8  9  10

For the next section, read the questions and circle the answer that best reflects you. There are no right or wrong answers. Just be truthful about your personal beliefs.

9. Would you say you give very little information, an average amount of information, or a great deal of information about new clothing fashion to your friends?
   a. I give very little information to my friends.
   b. I give an average amount of information to my friends.
   c. I give a great deal of information to my friends.

10. In general, would you say you are less interested, about as interested, or more interested in clothing fashions than most other girls your age?
    a. Less interested than most other girls.
    b. About as interested as most other girls.
c. More interested than most other girls.

11. Which of the statements below best describes your reaction to changing fashions in clothing?

(Even though there may be no statement listed which exactly describes how you feel, make the best choice you can from the answers listed.)

a. I read fashion related magazines regularly and try to keep my wardrobe up to date with the fashion trends.

b. I keep up to date on all the fashion changes although I don’t always attempt to dress according to those changes.

c. I check to see what is currently fashionable only when I need to buy some new clothes.

d. I don’t pay much attention to fashion trends unless a major change takes place.

e. I am not at all interested in fashion trends.

For the following questions decide to what extent you agree or disagree with each statement and circle the answer below. There are no right or wrong answers. Just be truthful about your personal beliefs.

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18. I often ask for the advice of my mother regarding which clothes I wear.

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19. My mother and I agree on the fashion choices I make.

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21. I usually think my mother gives me good advice on brands and styles of clothing to wear.

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Please take a few minutes to respond to the following questions. Please feel free to go into more detail on each question, and offer any explanations you wish. For daughters with multiple mother relationships, respond in terms of the specific mother to whom you are providing the paired survey.

22. Do you feel your mother influences your style?

If so, how?
23. What other factor(s) influence your style? How?

24. Do you and your mother discuss the clothing choices you make before you leave the house in the morning?
   Please give an example of some item of clothing that you had to compromise on, if any.
25. How do these discussions make you feel?

26. Do you like your mother’s taste in style?

   Why or why not?
27. How receptive are you to advice from your mother?

If you are, please give an example of when you were receptive.

28. Do you like to shop at the same stores as your mother?

If so, what are they? How often do you shop there?

If not, what stores do you like to shop at? What stores does your mother like to shop at?

29. Do you make the decisions about what styles you wear? Is the decision yours or your mothers? Are there any outside influences that help make this decision?
30. How often do you shop with your mom? Explain.

31. Describe a typical shopping experience that you and your mother would have?
32. When you and your mother shop together do you ever disagree on anything? If so, what do you disagree on?

33. Please use this space to tell me anything you think is important about the wardrobe and fashion choices you make.