

A COMPARISON OF MOTHERS' AND DAUGHTERS'  
PREFERENCES AND AREAS OF AGREEMENT AND  
DISAGREEMENT IN THE CHOICE OF A DRESS-UP  
OR PARTY DRESS

A Thesis

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by

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## CHAPTER I

### INTRODUCTION

Psychologists tell us that the inner self is composed of many selves. Each of these selves has special needs which must be met in order to maintain normal behavior patterns. Clothes are one of the many items devised to satisfy human needs.

The type and intensity of needs, for the proper clothing, change with the age of the individual. Acute self-consciousness causes the adolescent to feel his clothes are almost as important as the body itself and to have the wrong clothes is the worst torture to which he can be subjected.<sup>1</sup>

Adolescence is the period of life in which clothes assume greatest importance. At this time the approval or disapproval of others in regard to one's appearance, the efficiency, happiness and self confidence of the person are most affected by his appearance.<sup>2</sup>

During adolescence one's peer group sets the standard by which one must dress and he conforms to satisfy his need for the approval of his peers, sexual attractiveness and self confidence.<sup>3</sup> The need for the

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<sup>1</sup>Leta Hollingsworth, Psychology of the Adolescent (New York: Appelton and Company, 1928), p. 169.

<sup>2</sup>Elizabeth Hurlock, Motivations in Fashion (University Extension, Columbia University, Archives of Psychology, Mlll, 1923-1928), p. 62.

<sup>3</sup>Luella Cole, Psychology of the Adolescent (New York: Rinehardt and Company, 1945), p. 389.

approval of the peer group and subsequent social acceptance are so strong that the adolescent will wear items that seem incongruous and inappropriate to parents rather than risk loss of status in the peer group.

The adolescent, also, has an intense need to establish independence from home and parental control. He seeks his freedom in one area after another as he strives for greater emancipation.

Available evidence shows that boys more rapidly than girls establish a fuller independence in more areas and as a result feel less close to their parents.<sup>4</sup>

We might, therefore, assume that girls would have more difficulty in establishing their independence than boys of the same age would have.

The strong pull to identify herself and her clothing with the peer group and the need to establish independence from home and parents is responsible for many conflicts between parent and daughter. Since girls are generally closer to their mothers,<sup>5</sup> conflicts might manifest themselves between mother and daughter more frequently than with other members of the family.

Readings in the area of clothing, for the teenage girl, seemed to indicate the existence of disagreements between mother and daughter. Magrabi<sup>6</sup> reported the following disagreements: number of clothes, cost, care, style, clothes for certain occasions, combinations and neatness.

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<sup>4</sup>William W. Wattenberg, The Adolescent Years (Harcourt Brace and Company: New York, 1955), p. 4.

<sup>5</sup>Ibid., Wattenberg, p. 91.

<sup>6</sup>Marie Francis Magrabi, "Differences Between Parents' and Daughters' Criteria in Selection of Eighth Grade Girls Clothing" (unpublished Masters thesis, Iowa State College, 1958), p. 32.

Angelino<sup>7</sup> found no significant disagreement generally, however, when separate categories were considered there were differences in attitudes. The special categories noted were: formals, jeans, shorts and accessories.

Hurst's<sup>8</sup> study implied that disagreements, areas of disagreement and attitudes might vary according to the social status of the family. Angelino<sup>9</sup> seemed to indicate that disagreements did not change with the economic level of the family generally but might occur in specific categories.

In regard to the actual acquisition of clothing for the teenage girl, most studies agree that the largest amount of clothing is purchased ready made rather than constructed at home. These reports showed that mothers and daughters tended to shop together and that most daughters believed the final decisions to purchase were their own, with the help and guidance of their mothers. Evidence that this was true was far from conclusive.

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<sup>7</sup>Angelino H. and others, "Attitudes of Mothers and Adolescent Daughters Concerning Clothing and Grooming," Journal of Home Economics, Vol. 48 (December 1956), p. 782.

<sup>8</sup>Ruth Patsy Hurst, "Factors Influencing the Clothing Buying Habits of Teenage Girls" (unpublished Masters thesis, University of Oklahoma, 1958), p. 40.

<sup>9</sup>Op. cit., Angelino, p. 782.



### Statement of the Problem

In view of the importance of clothing to the adolescent and considering the lack of conclusive evidence on areas of disagreement between mothers and daughters relative to clothing, the need for more study in this area was apparent.

The following hypotheses furnished direction for the study:

- (1) The type dress selected by eighth grade girls and their mothers for dress-up occasions or parties will vary according to the socio-economic background of the family.
- (2) The criteria basic to the selection of dress-up dresses or party dresses will vary according to the socio-economic background of the family.
- (3) The selection and use of dress-up or party dresses result in disagreements between mothers and daughters.
- (4) The extent of these disagreements between mothers and daughters over dresses for dress-up occasions or parties will vary according to the socio-economic background of the family.

### Limitations

The present study was limited to a comparison of mothers' and daughters' preferences and areas of agreement and disagreement in the selection of one item of wearing apparel, a dress-up or party dress. A comparison of the effect economic status might have on preferences, agreements and disagreements was included. The group to be studied was

limited to eighth grade girls and their mothers, in five elementary schools, in Norwood, Ohio. The choice of style was limited to a selected group of black and white line drawings. Thus, emphasis was on style or line of garment rather than color or fabric. Choice of style was also limited to the spring and summer seasons.

### Method of Procedure

#### Sample

The survey was limited to five elementary schools in Norwood, Ohio. All elementary schools in this community are composed of students in kindergarten through the eighth grade. The decision to use all five schools was made on the belief that the sample would then include a broad range of socio-economic groups living in this community. Eighth grade girls and their mothers were selected as the group to be tested. The girls' ages ranged from 13 to 15 with few 15 year olds in the group. The Norwood schools divide their classes according to ability and place them in section one, two or three. All three sections were included in this study.

Permission to do the study, in the Norwood School System, was granted by the superintendent.

#### Questionnaire

The questionnaire method of survey was deemed advisable. Two questionnaires (Forms 1 and 2, Appendix) were devised to obtain preferences of mothers and daughters in the selection of a dress-up or party dress and to observe the effect occupational or educational backgrounds might have on these preferences. Mother and daughter questionnaires were

different in only three respects. The wording in the mother's questionnaire was pointed to her daughter and the daughter's questionnaire was pointed to herself. The mother's questionnaire included an area requesting occupational and family background information. Also, a letter (Form 3, Appendix) typed on school letterhead was included with the mothers' questionnaires. The letter explained why the questionnaire was being sent and that the superintendent had approved the study.

### Instrument

An instrument was developed for the purpose of testing design preferences of mothers and daughters. Ten eighth grade girls in the North Norwood School were asked to rate fifteen black and white pictures of dress designs (Form 4, Appendix). Five of these girls were in the upper ability section and five were in the lower ability section. The designs they rated were categorized by them as: too dressy, too youthful, too mature, too tailored and appropriate. Line drawings, in black and white, were made of the two designs rating highest in each category. No indication was given, on the drawing, of the category in which they had been placed by the girls who had categorized them. They were identified for purposes of selection and comparison by a capital letter placed under the design; D and H were appropriate, A and C too youthful, B and F too tailored, C and I too dressy and E and J too mature. A fabric, suitable for the design and the spring and summer season, was suggested below the letter appearing under each design. Reproductions of these drawings were included in each questionnaire.

### Pre-Test

A pre-test was given to thirty eighth grade girls at North Norwood Elementary School to determine errors and weaknesses in the questionnaire. There seemed to be no apparent weaknesses. However, an instruction sheet (Form 5, Appendix) was devised for the instructors giving the questionnaires to standardize the method of giving the questionnaire.

### Check Sheet

A check sheet was made up for the instructor giving the test in each school (Form 6, Appendix). The name of the girl and the code number assigned to both the girl and her mother appeared on the check sheet. There was a space on the check sheet to mark off completed and returned questionnaires. Ages of the girls to be tested were also listed by the instructor administering the questionnaires, so that the writer could determine the age range of the girls.

### Administering Questionnaire

The questionnaires for mothers and daughters were sent to the Home Economics instructors, in each of the five Norwood Elementary Schools, at the end of March, 1961. The questionnaires carried corresponding code numbers. Instructors had the girls fill in their questionnaires in class. Questionnaires for the mothers had been placed in envelopes. Each girl took one of these forms home to her mother. The writer found it necessary to return a number of questionnaires for omissions or corrections. A personal note was written explaining the return. In most cases corrections were made and returned promptly.

### Data Card

As questionnaires were returned the information on the questionnaires was transferred to data cards (Plate 1 and 2, Appendix) for tabulation. Each data card contained all the information on the mothers' and daughters' questionnaires. The upper righthand corner of the data card carried the same code number as both questionnaires.

### Returns

June 16, 1961, all questionnaires had been returned and the information had been transferred to data cards. There were 171 pairs of questionnaires sent out. One hundred and thirty-one completed pairs of questionnaires were returned. The fact that returns were good would indicate excellent cooperation from the group being tested and from instructors administering the questionnaires.

## CHAPTER II

### REVIEW OF LITERATURE

#### Social Psychological Importance of Clothing

Treece (1959) applied social-psychological theory to the interpretation of clothing. She relates the idea of self and its importance in the psychological field to clothing.

If the self structure is as important in determining behavior as it is believed to be, and if individuals naturally strive to defend the self and present it in a complementary fashion it can be anticipated that some individuals would perceive their dress as conveying an impression to others of their self concept.<sup>10</sup>

As previously stated in the introduction, the self has special needs which must be met in order to maintain normal behavior. Miller and Laitene in their book Personal Problems of the High School Girl had this to say:

The kind of person we become--whether we are agreeable, even tempered, self confident and courageous or irritable, discourteous and fearful--will depend upon the way in which we respond to the inner stresses caused by our basic needs.<sup>11</sup>

Miller and Laitene<sup>12</sup> also mentioned the assurance that comes from knowing that we look our best. This assurance enables us to forget our clothes

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<sup>10</sup>Anna Jean Treece, "An Interpretation of Clothing Behavior Based on Social-Psychological Theory" (unpublished Ph.D. dissertation, Ohio State University, 1959), p. 163.

<sup>11</sup>Helen H. Laitene and Francis S. Miller, Personal Problems of the High School Girl (New York: John Wiley and Sons, Inc., 1945), p. 22.

<sup>12</sup>Ibid., p. 163.

and concentrate on our work, conversation, companions or whatever requires our attention.

Importance of Clothing  
to the Adolescent

Hurlock<sup>13</sup> administered a questionnaire to 1,453 people. Of these 367 were men and 306 women. Sixty-five percent of the men and sixty-nine percent of the women designated adolescence as the period in life when clothes seem to be most important.

Psychology of the Adolescent, by Hollingsworth, previously cited, gives some insight into the important need of the adolescent to maintain one's conception of self.

Failure in sustaining any of the various selves which the adolescent has adopted as his own is acutely painful. Since some of these incipient selves are likely to be out of harmony with natural endowments or with external conditions not yet fully realized or met, failures which lead inevitably to forced revision are common, and are the source of many adolescent outbursts.<sup>14</sup>

Some of the adolescent needs which are not readily met are cited by Kuhlen<sup>15</sup> as: the need for status, security and acceptance, the need for independence from home and parents, involving acceptance as a free-thinking responsible adult.

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<sup>13</sup>Op. cit., Hurlock, p. 53.

<sup>14</sup>Op. cit., Hollingsworth, p. 171.

<sup>15</sup>Raymond G. Kuhlen, The Psychology of the Adolescent (New York: Harper and Brothers, 1952), p. 243.

Acquisition of Clothing  
and Disagreements

Magrabi's<sup>16</sup> study in 1958 employed the questionnaire method of collecting data. The group studied was composed of 69 girls in the eighth grade in Hancock County, Iowa. Ninety percent of these girls reported that their mothers went with them to shop. In the areas of disagreement, daughters reported style to be the most important and the mothers reported care.

Thompson<sup>17</sup> studied clothing practices, of 189 thirteen year old girls. Eighty-one percent of the girls in this group selected a school dress in cooperation with their mother. Three-fourths of the girls checked fit, color, style and price as being important criteria in their selection.

Davis<sup>18</sup> studied decision-making in clothing purchases of 18 year old girls. One hundred girls in Morgan County, Indiana were the subjects. Sixty-six percent of the girls said mother was the shopping companion. Girls who were still dependent on their mothers' decisions felt they were perfectly capable of making these decisions for themselves.

In 1956 Levey<sup>19</sup> attempted to discover the scope of responsibilities junior high girls assumed in the purchase of their clothing. Her

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<sup>16</sup>Op. cit., Magrabi, pp. 25-120.

<sup>17</sup>Henrietta H. Thompson and Reba Tucker, "Some Clothing Practices of Thirteen-Year Old Girls," Journal of Home Economics, Vol. 50 (December, 1958), p. 783.

<sup>18</sup>Linda Davis, "Decision-Making in Clothing Purchases of 100 Home Economics Students in Five High Schools of Morgan County, Indiana" (unpublished Masters thesis, Ohio State University, 1958), pp. 24-64.

<sup>19</sup>Julia M. Levey, "Responsibilities Assumed by Some High School Youth in the Purchase and Care of Their Clothes" (unpublished Masters thesis, Prairie View College, Texas, 1956), p. 41.



sample was composed of 132, seventh and eighth grade girls in Beaumont, Texas. Sixty-eight and four-tenths percent of the girls reported mothers as their shopping companions and 62 percent said that the mother actually made the selection. Levey believed the study revealed possible domination of purchasing experience. Also noted was the need for parents to be more aware of opportunities for valuable growth and experience for their children in transactions of business as direct consumer.

Stewart (1955)<sup>20</sup> studied the clothing practices of 300 high school girls in Copiah County, Mississippi. This study reports that clothing practices of the girls participating in the study are toward buying ready to wear clothing.

Hurst (1958)<sup>21</sup> studied factors influencing the clothing buying habits of teenage girls. A questionnaire was given to 180 girls in grades eight through twelve. The girls in this group reported that 85 percent of their mothers had influenced their purchases. This same study reported that the status group to which the girls belonged influenced their choice of store preference. The upper status group preferred the department store and the girls in the middle and lower status groups chose the chain department store. Evidence was also found that the status group to which she belonged influenced clothing purchases of

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<sup>20</sup>Marion Gandy Stewart, "A Study of the Clothing Practices of the White High School Girls in Copiah County, Mississippi: A Comparison of Buyer, Buyer-Maker and Maker Families" (unpublished Master's thesis, Mississippi Southern College, 1955), p. 100.

<sup>21</sup>Op. cit., Hurst, pp. 3-40.

the teenage girl. Quality, construction and fashion influenced the upper status group most of the time. Construction, quality and need influenced the middle status group. The lower status group was more affected by construction.

The purpose of a study by Diaz<sup>22</sup> was to develop instruments for determining characteristics of clothing important to ninth grade girls and their mothers. This study revealed possible disagreement areas between mothers and daughters as: number of garments needed, total cost of the wardrobe, cost of individual items, care needed, personal neatness and cleanliness, style, fit and what the daughter wanted to wear for different occasions.

Silverman<sup>23</sup> discussed the relationship between mother and daughter in regard to clothes. The majority of the girls tended to agree with their mother in the choice of their clothing. Ninety percent felt mother favored clothes suitable to their age and tried to compromise with their mothers' taste. One disturbing factor was mentioned. Mothers seemed to have a tendency to criticize their daughters for devoting too much time to self-enhancement.

Block<sup>24</sup> reports that sources of disagreement between adolescents and their parents disclosed more conflicts due to differences in thinking regarding personal appearance, habits and manners than to any other matter.

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<sup>22</sup>Winnifred Elizabeth Diaz, "Instruments for Determining Characteristics of School Clothing Important to Ninth Grade Girls and Their Mothers" (unpublished Masters thesis, Iowa State College, 1959), p. 95.

<sup>23</sup>Op. cit., Silverman, p. 63.

<sup>24</sup>V. I. Block, "Conflicts of Adolescents with Their Mothers," Journal of Abnormal Social Psychology, 32 (1937), pp. 193-206.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF FINDINGS

#### Socio-Economic Background Factors

One hundred and seventy-one pairs of questionnaires were sent out to mothers and daughters. One hundred and thirty-one completed ones were returned.

Data have been analyzed according to fathers' occupation. The professional managerial and service group comprised 28 percent of the total group. Occupations typical of this group were: Chiropractor, executive for Kroger stores, insurance agent and supervisor of mail crew on a train. Thirty-nine percent of the fathers were in the skilled occupational group which included such occupations as carpenter, machinist and supervisor of tile leading. Twenty-five percent in the unskilled group were engaged in occupations such as truck driver, assembly line worker and machine operator. The last group, eight percent was composed of families where the fathers were separated from their families by death, divorce or were unemployed. Five fathers for whom occupational information was not available were also included in this group.

The educational levels of the fathers is shown in Table 1. The only occupational group reporting education beyond the high school level was the professional, managerial, and service group (Group I) and slightly less than one-fifth of this group reported college education. Slightly less than one-half of the fathers in the skilled occupational group (Group II) and one-fourth of those in the unskilled occupational

TABLE 1  
 PERCENTAGE DISTRIBUTION OF FATHERS BY  
 OCCUPATION AND EDUCATION

Group	No.	Below 8th Grade Percent	8th Grade Percent	Completed High School Percent	High School + Percent	College Percent	College + Percent
I Professional Managerial and Service	37	--	27	13	41	14	5
II Skilled labor	51	8	47	31	14	--	--
III Unskilled labor	33	21	55	21	3	--	--
IV Other <sup>a</sup>	10	--	40	10	--	--	--

<sup>a</sup>Parent divorced, deceased or unemployed.  
 Educational background is not available for five fathers in this group.

grouping (Group III) had completed high school. No father in Group I had less than an eighth grade education while eight percent of Group II and 21 percent of Group III had not completed the eighth grade.

Information concerning family size and employment status of the mother was obtained from all respondents. Families in Group I reported an average of 2.4 children, Group II 5.7, and Group III 2.5 children. The largest percentage (47 percent) of unemployed mothers was reported in Group II. Group III reported 42 percent of the mothers unemployed and Group I, 30 percent.

#### Shopping Practices Followed for Last Dress-up or Party Dress

##### Constructed at Home

Few dress-up or party dresses were reported constructed at home. Sixteen percent of the mothers and 19 percent of the daughters reported the last dress-up or party dresses were made at home. The difference in mother and daughter responses may have been due to the fact that they had different dresses in mind at the time they responded. The number of mothers who sewed (24 percent) was highest in Group I, the group that reported fewest children and fewest working mothers. Group III reported slightly fewer mothers sewing, 21 percent, while only 10 percent of the mothers in Group II sewed.

The selection of pattern and material by mother and daughter was reported most often. Daughters seemed to think that this was true more often than the mothers. Both agreed that mother was the one who generally did the sewing.

### Who Shops for Ready Made Dresses

Table 2 shows that both mother and daughter agreed the shopping for a dress-up dress or party dress was most frequently done together. Mothers and daughters were reported as shopping partners by more than half of all socio-economic groups. Between 13 and 22 percent fewer mothers and daughters in Group III reported this shopping practice than in the other two groups. The percentage of daughters shopping alone was less than mothers shopping alone in all three socio-economic groups. More mothers and daughters reported shopping alone in Group III, the unskilled workers group, than in either of the other two groups.

### Final Decision to Buy

Responses of mothers and daughters regarding the final decision to purchase a dress-up or party dress are shown on Table 3. Mothers and daughters, in all socio-economic groups, agreed that the final decision to buy was most frequently made by the daughter. More than half of all mothers and daughters in all groups, except the mothers in Group II (41 percent) reported that the daughter made the decision to buy party and dress-up dresses. The percentage of daughters reporting the decision to be theirs was higher than for mothers reporting the purchase to be the result of the daughters' decisions. More mothers reported the decision was made jointly. The percentage of daughters in Group I indicating the decision was made by the mother was twice the percentage of mothers in this group indicating this was so. Approximately three-fourths of the total group, of mothers and daughters, reported that the decision to buy was made by the daughter or the mother and daughter together. More mothers in Group III indicated making the decision than in either of the other two groups. Findings in the present study indicate greater

TABLE 2

PERCENTAGE DISTRIBUTION OF MOTHER AND DAUGHTER RESPONSES  
 BY SOCIO-ECONOMIC GROUPS AND PERSONS WHO SHOPPED  
 FOR DRESS-UP OR PARTY DRESSES

Who Shopped	Mother Responses				Daughter Responses			
	Group I	Group II	Group III	Total Group	Group I	Group II	Group III	Total Group
	N = 37	N = 51	N = 33	N = 121	N = 37	N = 51	N = 33	N = 121
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Mother	11	13	19	13	08	13	21	12
Daughter	04	07	12	07	07	09	17	10
Mother and Daughter	71	67	54	67	70	72	50	68
Other	14	13	15	13	15	07	12	10

TABLE 3

PERCENTAGE DISTRIBUTION OF MOTHER AND DAUGHTER RESPONSES  
BY SOCIO-ECONOMIC GROUPS AND PERSONS MAKING THE DECISION  
TO PURCHASE DRESS-UP OR PARTY DRESS

Who Decided	Mother Responses				Daughter Responses			
	Group I	Group II	Group III	Total Group	Group I	Group II	Group III	Total Group
	N = 37	N = 51	N = 33	N = 121	N = 37	N = 51	N = 33	N = 121
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Mother	11	20	23	16	22	20	13	17
Daughter	57	41	54	53	67	61	61	65
Mother and Daughter	21	33	15	24	07	15	13	12
Other	11	07	08	07	04	04	12	06



participation of the daughters in decision making than was found in the studies made by Levey<sup>25</sup> and Hurst<sup>26</sup>.

#### Factors Influencing Choice of Style

Mothers and daughters were asked to rank as (1) most important, (2) next most important and (3) third in importance, a list of nine factors that are generally believed to influence the style dress selected. The ranking of these factors is shown on Graphs 1 and 2. Mothers ranked styles the daughter would like as the most important factor influencing their selection. Sixty percent indicated this as the most important influence, 26 percent second in importance, and six percent ranked this influence as third in importance. The factor ranking second in influence on mothers' choices was "styles that can be worn for many occasions." Twenty-seven percent reported this as having the most influence, 46 percent rated this factor as second in importance and 11 percent rated it as third. Thirty-eight percent of the mothers were influenced by styles they thought their daughter's friend would like, however, 28 percent of the mothers indicated this as third in importance, 10 percent as second and only one percent as first. Magazines and stores were reported to influence some mothers, however, the highest percent rating for these factors was as third in importance.

The factor ranked highest by daughters was a style that could be worn for many occasions. Seventy-five percent ranked this factor as an influencing factor, 40 percent ranking it as "most important." The importance of friends' approval is indicated by the ranking given this item by 67 percent of the group. This factor ranked as third in importance by more of the group than as first. The ranking of "styles

<sup>25</sup>Op. cit., Levey.

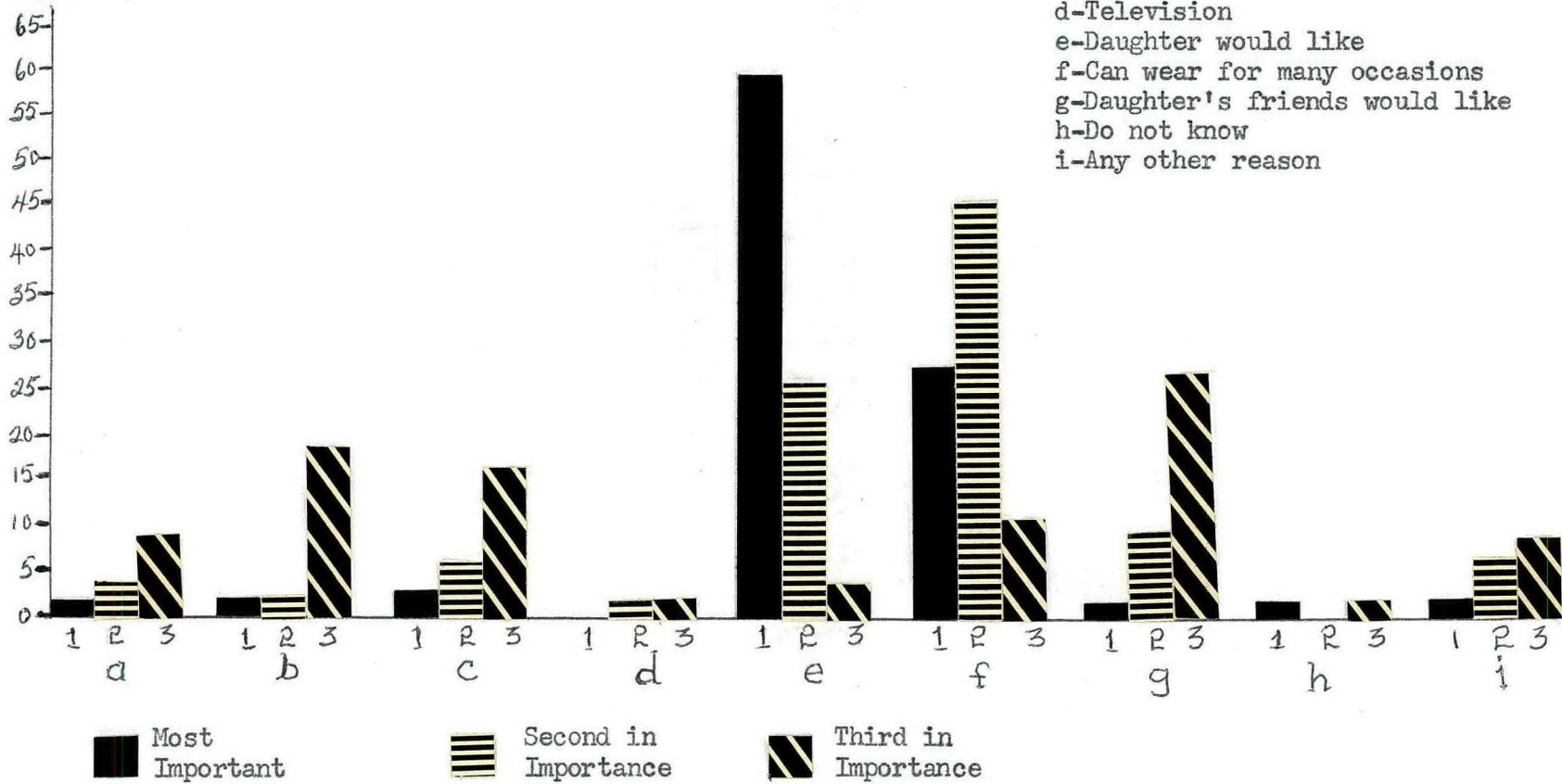
<sup>26</sup>Op. cit., Hurst.

GRAPH 1

MOTHERS' RANKING OF FACTORS INFLUENCING CHOICE OF STYLE  
FOR DRESS-UP OR PARTY DRESSES FOR THEIR DAUGHTERS

Percent of  
Mothers  
Responding

a-Styles other girls are wearing  
b-Magazines  
c-Stores  
d-Television  
e-Daughter would like  
f-Can wear for many occasions  
g-Daughter's friends would like  
h-Do not know  
i-Any other reason

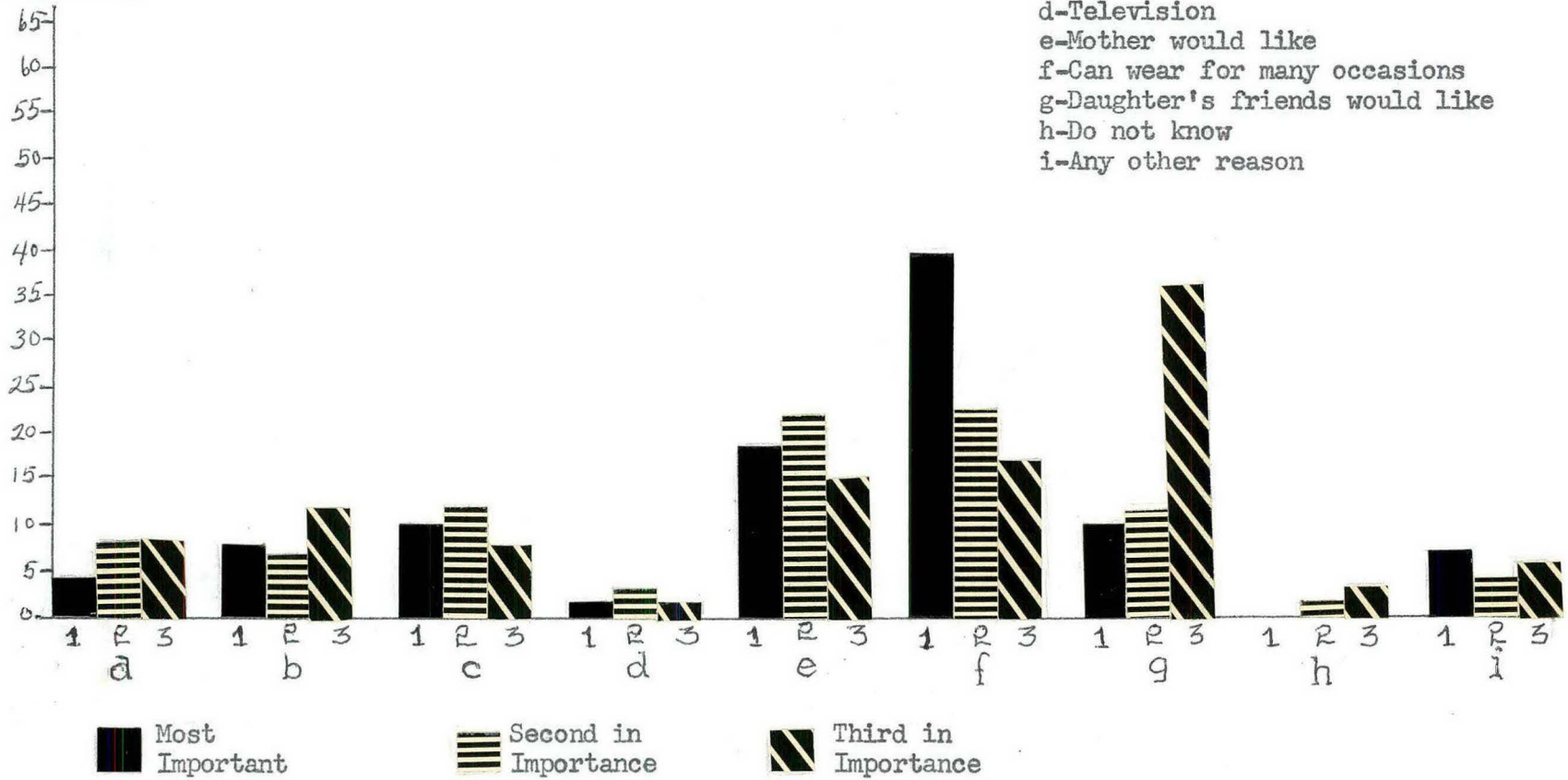


GRAPH 2

DAUGHTERS' RANKING OF FACTORS INFLUENCING CHOICE OF STYLE  
FOR DRESS-UP OR PARTY DRESSES FOR THEMSELVES

Percent of  
Daughters  
Responding

- a-Styles other girls are wearing
- b-Magazines
- c-Stores
- d-Television
- e-Mother would like
- f-Can wear for many occasions
- g-Daughter's friends would like
- h-Do not know
- i-Any other reason



mother likes" as an influencing factor in choice by more than half of the group is in agreement with the data presented earlier relating to mother and daughter decisions on choice.

A generally high agreement between mothers and daughters on the influence of these factors on the choice of style is apparent.

#### Criteria Influencing Purchase

A list of fifteen statements of criteria which might influence the selection of a dress-up or party dress were ranked as most important by both groups of respondents. The results of these ratings are presented in Tables 4 and 5.

"Becomingness to daughter" was ranked most important by 100 percent of the mothers in all three socio-economic groups. "Good construction" and "good fit" were also ranked as most important by the mothers in Group I. "Good fit," "style suits daughter," "style daughter likes" and "becomingness" were ranked most important by all the mothers in Group III. According to the rankings by mothers in all three socio-economic groups the most important criteria influencing selection were "fit," "style suits daughter," "suitable to age" and "becoming." Sixty percent or more of the mothers in all groups rated as not important "her best friend has one like it." One-third or more of all groups indicated "styles all are wearing" and "different from what others are wearing" as not important.

"Good fit" was ranked as a most important criterion by all girls in Groups I and III and by 98 percent in Group II. The only other items ranked as most important by 90 percent or more of the daughters were "style suits the occasion," "mother likes," "suitable to daughter's age," and "becoming." These rankings were made by all girls in Group I. Sixty percent or more of the daughters in Groups I and II ranked as

TABLE 4

PERCENTAGE DISTRIBUTION OF MOTHERS' RANKING OF CRITERIA  
STATEMENTS BY SOCIO-ECONOMIC GROUPS

Criteria Statements	Socio-Economic Groups											
	Group I N = 37			Group II N = 51			Group III N = 33			Total N = 121		
	M	L	N	M	L	N	M	L	N	M	L	N
	Percent			Percent			Percent			Percent		
a. Good Fit	100	-	-	98	-	02	100	-	-	99	-	01
b. Becoming Color	92	08	-	84	14	02	88	09	03	88	11	01
c. Style Suits Daughter	97	-	03	94	04	02	100	-	-	96	02	02
d. Styles All Are Wearing	05	46	49	12	53	35	09	61	30	09	53	38
e. Different Styles	16	41	43	10	55	35	09	48	43	11	49	40
f. Friend Has One	02	22	76	12	25	63	09	30	61	08	26	66
g. Daughter Likes	97	03	-	80	16	04	100	-	-	91	02	02
h. Suits Daughter's Age	95	05	-	96	04	-	97	03	-	96	04	-
i. Reasonable Price	76	24	-	86	14	-	82	18	-	82	18	-
j. Care Dress Requires	76	19	05	67	31	02	67	33	-	96	28	03
k. Good Construction	100	-	-	90	10	-	94	06	-	94	06	-
l. Becoming	100	-	-	100	-	-	100	-	-	100	-	-
m. Many Occasions	73	24	03	76	22	02	82	18	-	77	21	02
n. Fabric Durable	95	05	-	86	14	-	91	09	-	90	10	-
o. Looks Grown Up	08	57	57	14	59	27	09	61	30	10	60	30

M - Most Important

L - Less Important

N - Not Important

TABLE 5

PERCENTAGE DISTRIBUTION OF DAUGHTERS' RANKING OF CRITERIA  
STATEMENTS BY SOCIO-ECONOMIC GROUPS

Criteria Statements	Socio-Economic Groups											
	Group I N = 37			Group II N = 51			Group III N = 33			Total N = 121		
	M	L	N	M	L	N	M	L	N	M	L	N
	Percent			Percent			Percent			Percent		
a. Good Fit	100	-	-	98	02	-	100	-	-	99	01	-
b. Becoming Color	89	11	-	84	16	-	88	12	-	87	13	-
c. Style Suits Daughter	92	08	-	86	12	02	88	12	-	88	11	01
d. Styles All Are Wearing	08	60	32	12	68	20	21	55	24	13	62	25
e. Different Style	13	70	02	20	47	33	24	46	30	20	57	23
f. Friend Has One	11	27	63	08	27	65	18	39	43	12	31	57
g. Mother Likes	95	05	-	88	12	-	85	15	-	89	11	-
h. Suits Daughter's Age	95	05	-	78	20	02	85	15	-	85	15	-
i. Price Reasonable	73	27	-	66	24	10	73	27	-	70	26	04
j. Care Dress Requires	30	57	13	51	45	04	67	38	09	45	47	08
k. Good Construction	84	16	-	86	12	02	88	12	-	86	13	01
l. Becoming	92	08	-	86	14	-	76	24	-	85	15	-
m. Many Occasions	81	16	03	76	24	-	79	18	03	79	20	01
n. Fabric Durable	76	22	02	80	20	-	79	15	06	79	19	02
o. Looks Grown Up	21	57	22	22	56	22	30	48	21	24	55	21

M - Most Important

L - Less Important

N - Not Important

not important, "friend has one like it," while 43 percent of Group III ranked this item as not important.

Mothers and daughters were in comparatively close agreement on the importance of "fit," "becomingness of color," "styles suited to daughter," "daughter likes," and "can be worn for many occasions." Mothers considered as more important than daughters "suitable to daughter's age," "reasonable price," "care the dress requires," "good construction," "becoming to daughter," and "durable fabric." "Style everyone is wearing," "styles different from other girls," "best friend has one like it," and "makes daughter look grown up" were considered important by more daughters than mothers, although these items were rated as most important by only a small percentage of the girls. The disagreement between mothers and daughters on the importance of items was greatest for "care the dress requires." Two-thirds or more of the mothers in each group rated this item as most important while less than one-third of the daughters in Group I and only half of the girls in Group II ranked it so. There was agreement between mothers and daughters in Group III on the importance of this factor; 69 percent of each group checked "care as most important."

These data support Magrabi's<sup>27</sup> findings on the importance to mothers of the care a garment required and Thompson's<sup>28</sup> findings relative to the importance of fit and style to thirteen-year old girls. The findings in relation to the importance on construction and quality of the fabric are in general agreement with those of Hurst<sup>29</sup> on these factors.

#### Disagreements

Item 4 on the questionnaire requested that the respondents

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<sup>27</sup>Op. cit., Magrabi.      <sup>28</sup>Op. cit., Thompson.      <sup>29</sup>Op. cit., Hurst.

check items on which the mother and daughter "almost always," "often," "seldom," or "never disagree." In presenting these data, responses to "almost always" and "often" have been combined to present the picture of disagreements. "Never disagree" has been presented as agreement. Only findings on these two extreme positions are presented here.

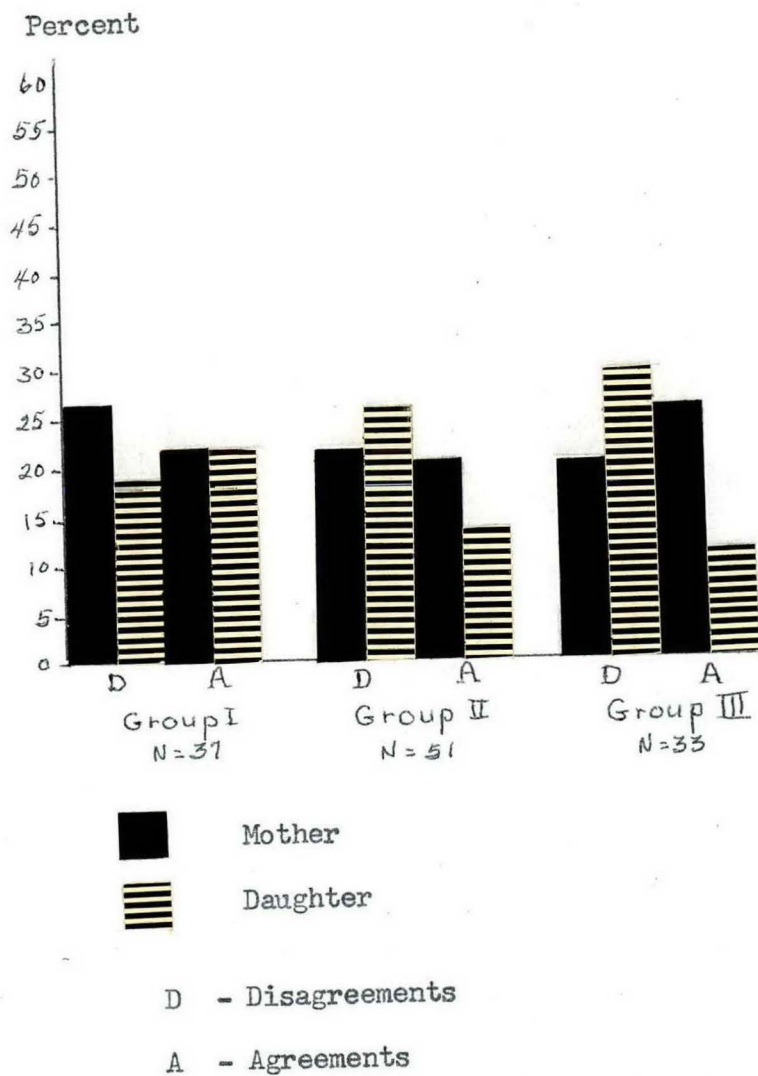
A comparison of responses presented on Graphs 3 to 12 shows that the number of mothers reporting disagreements between mothers and daughters on the items listed did not vary widely by socio-economic group. Some variation by socio-economic group is to be found in disagreements reported by mothers on "color," "style," "fabric," "suitability for the occasion," "care dress requires," "need for a new dress," and "suitability to the girl's age." Disagreement reported by mothers in Group III was considerably less than was reported in Groups I and II for "color," "fabric," "suitability for other occasions," and "suitability to girl's age." The highest percentage of mothers reporting disagreements was for "color," "style," and "need for a new dress" in Group II. A higher percentage of mothers in Group I than in Groups II and III reported disagreements on six of the items. The only item on which the largest percentage of mothers reported disagreement was "fit" in Group III.

Girls in the different socio-economic groups varied more in the percentage reporting disagreements on "price," "style," "suitability for other occasions," "care the dress requires," and suitability to girl's age." The largest percentage of girls reporting disagreement on "price," "fit," "fabric," "suitability for other occasions," and "care the dress requires" was in Group III; "color," "style," and "suitability to girl's age," Group II, and "need for a new dress," Group I.



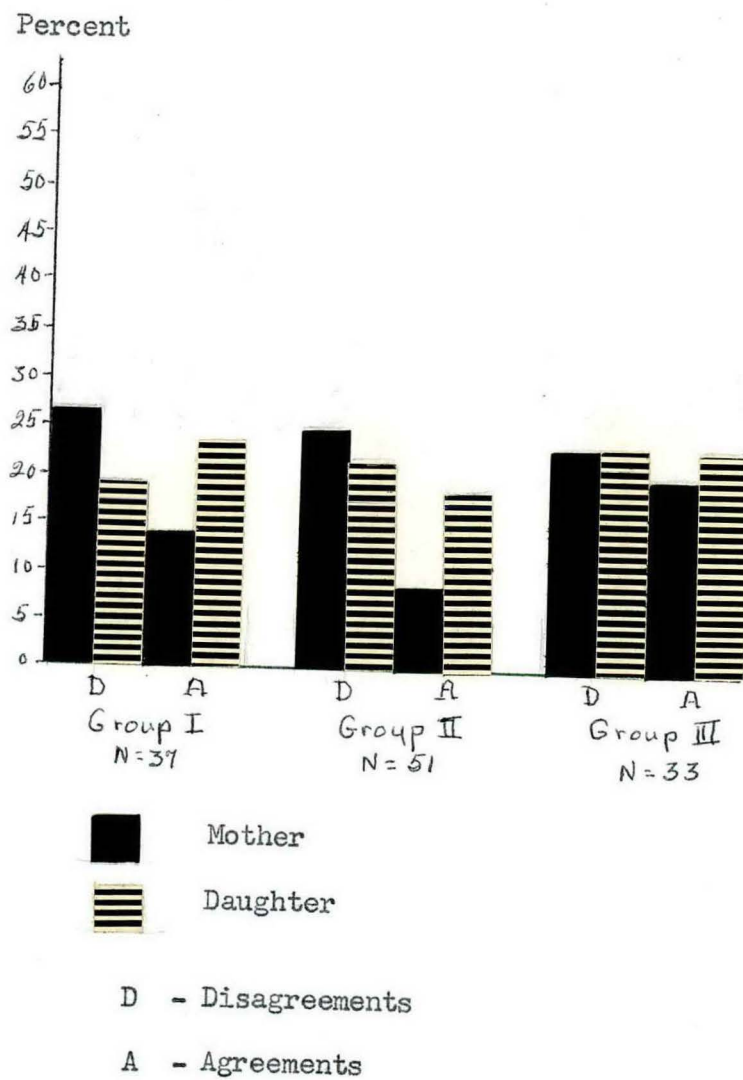
GRAPH 3

MOTHER AND DAUGHTER AGREEMENTS AND DISAGREEMENTS  
ON PRICE OF DRESS-UP OR PARTY DRESS  
BY SOCIO-ECONOMIC GROUP



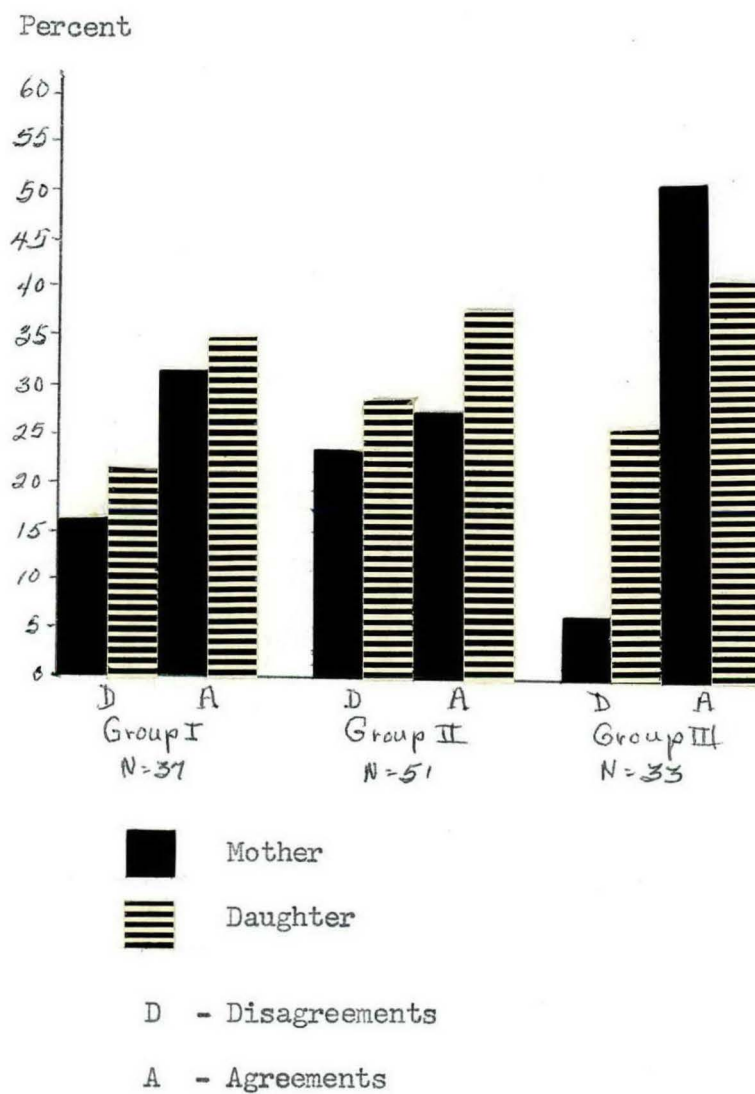
GRAPH 4

MOTHER AND DAUGHTER AGREEMENTS AND DISAGREEMENTS  
ON SUITABILITY OF DRESS-UP OR PARTY DRESS  
FOR OCCASION BY SOCIO-ECONOMIC GROUP



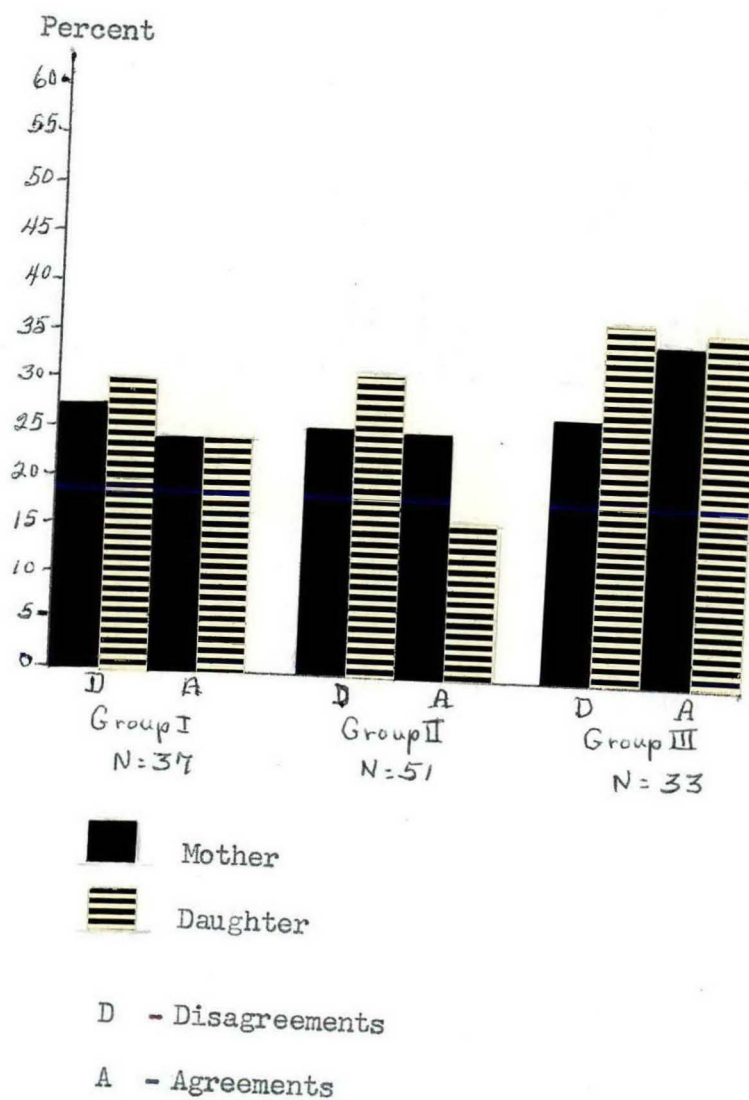
GRAPH 5

MOTHER AND DAUGHTER AGREEMENTS AND DISAGREEMENTS  
ON COLOR OF DRESS-UP OR PARTY DRESS  
BY SOCIO-ECONOMIC GROUP



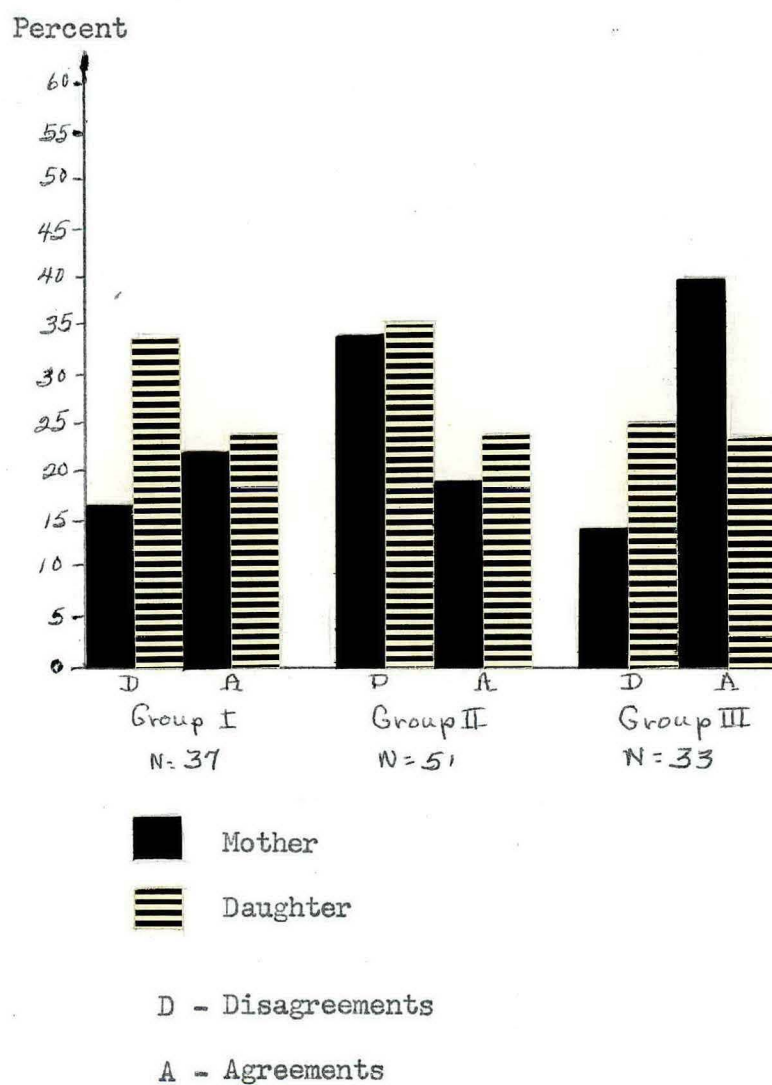
GRAPH 6

MOTHER AND DAUGHTER AGREEMENTS AND DISAGREEMENTS ON FIT OF  
DRESS-UP OR PARTY DRESS BY SOCIO-ECONOMIC GROUP



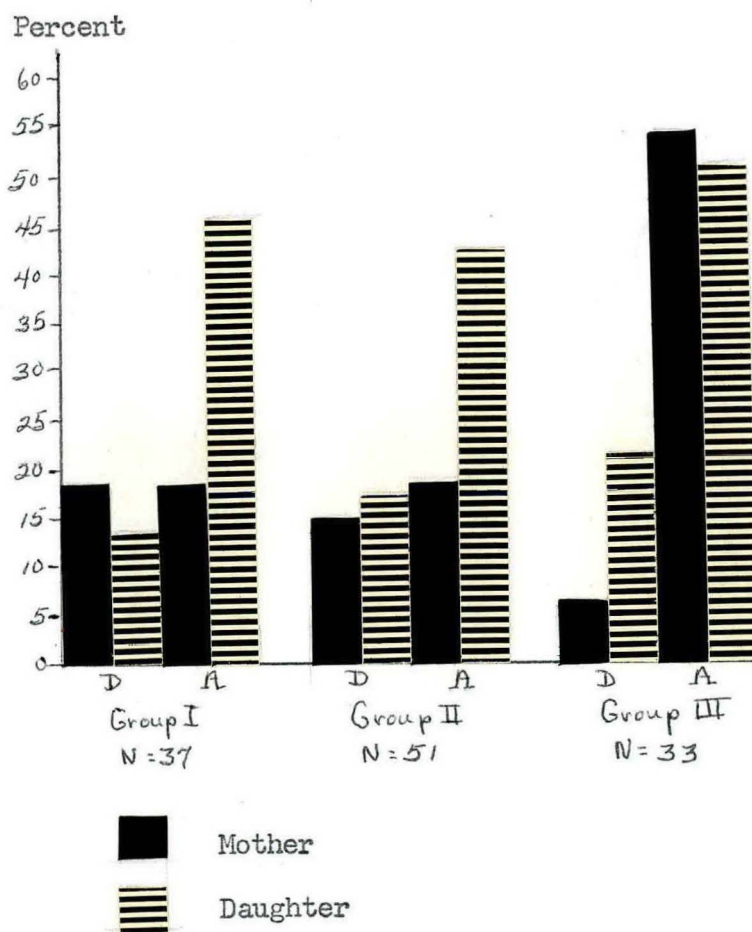
GRAPH 7

MOTHER AND DAUGHTER AGREEMENTS AND DISAGREEMENTS  
ON STYLE OF DRESS-UP OR PARTY DRESS  
BY SOCIO-ECONOMIC GROUP



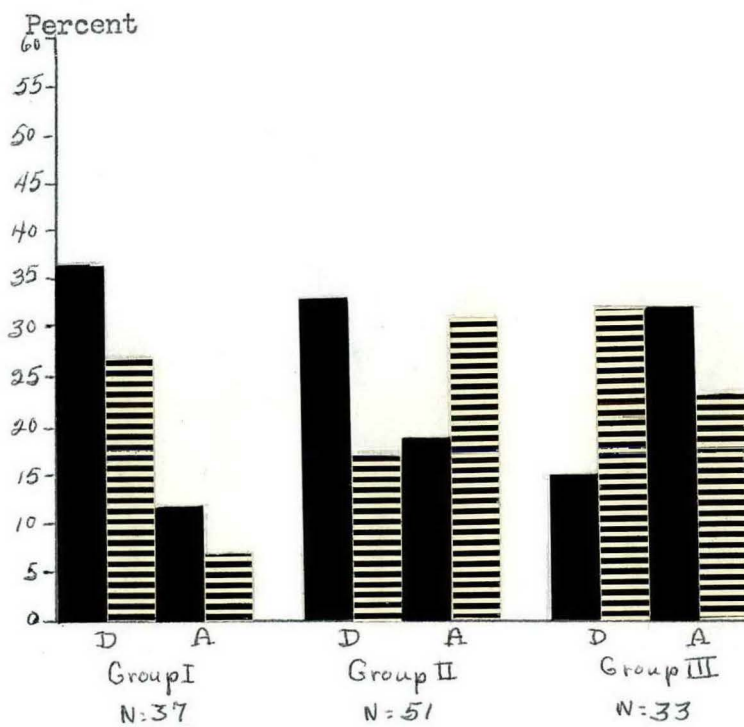
GRAPH 8

MOTHER AND DAUGHTER AGREEMENTS AND DISAGREEMENTS  
ON FABRIC OF DRESS-UP OR PARTY DRESS  
BY SOCIO-ECONOMIC GROUP



GRAPH 9

MOTHER AND DAUGHTER AGREEMENTS AND DISAGREEMENTS  
ON SUITABILITY OF DRESS FOR OTHER OCCASIONS  
BY SOCIO-ECONOMIC GROUP



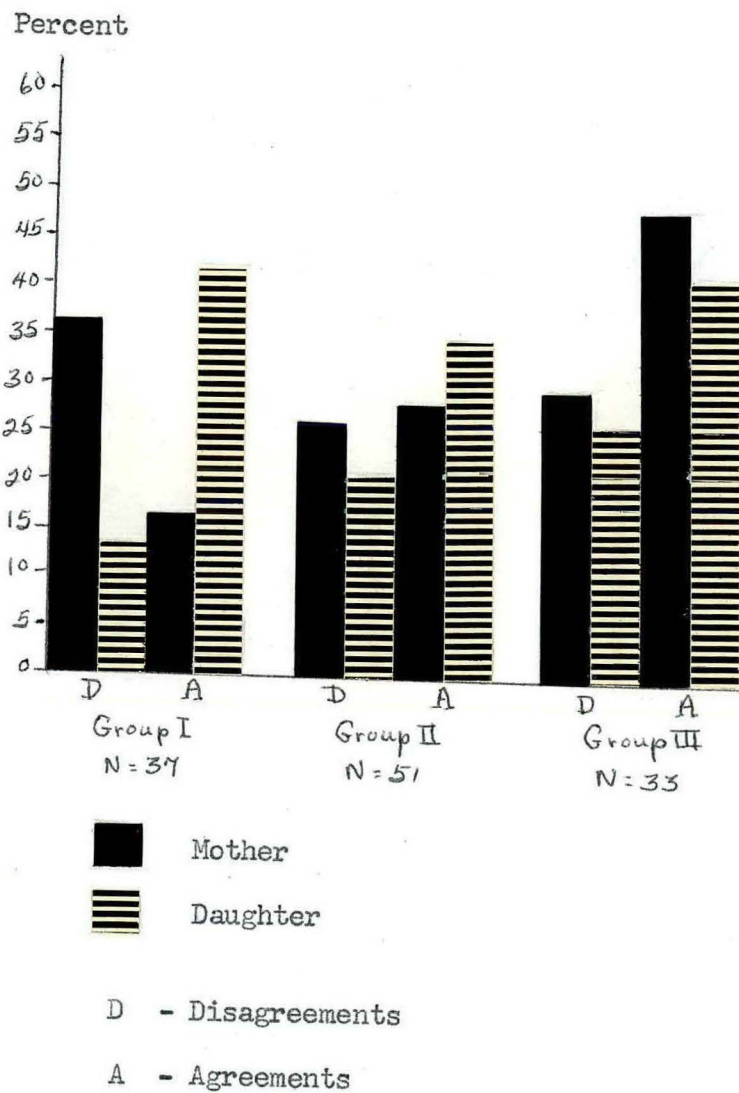
■ Mother  
▨ Daughter

D - Disagreements

A - Agreements

GRAPH 10

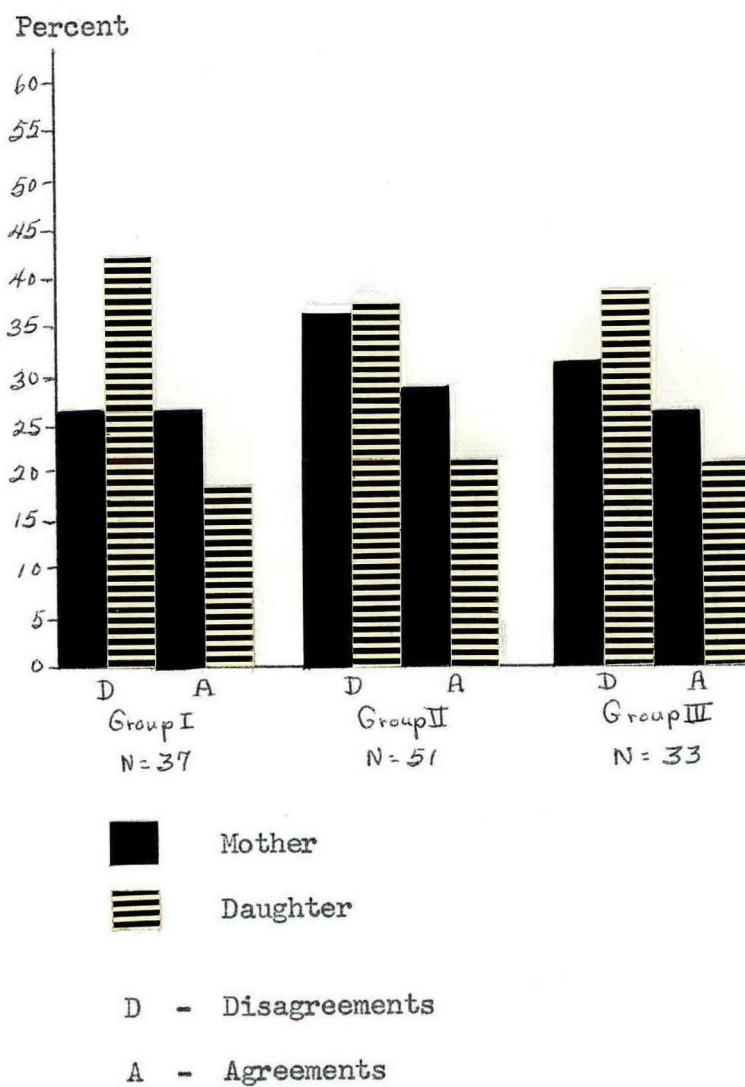
MOTHER AND DAUGHTER AGREEMENTS AND DISAGREEMENTS  
ON CARE DRESS REQUIRES BY SOCIO-ECONOMIC GROUP





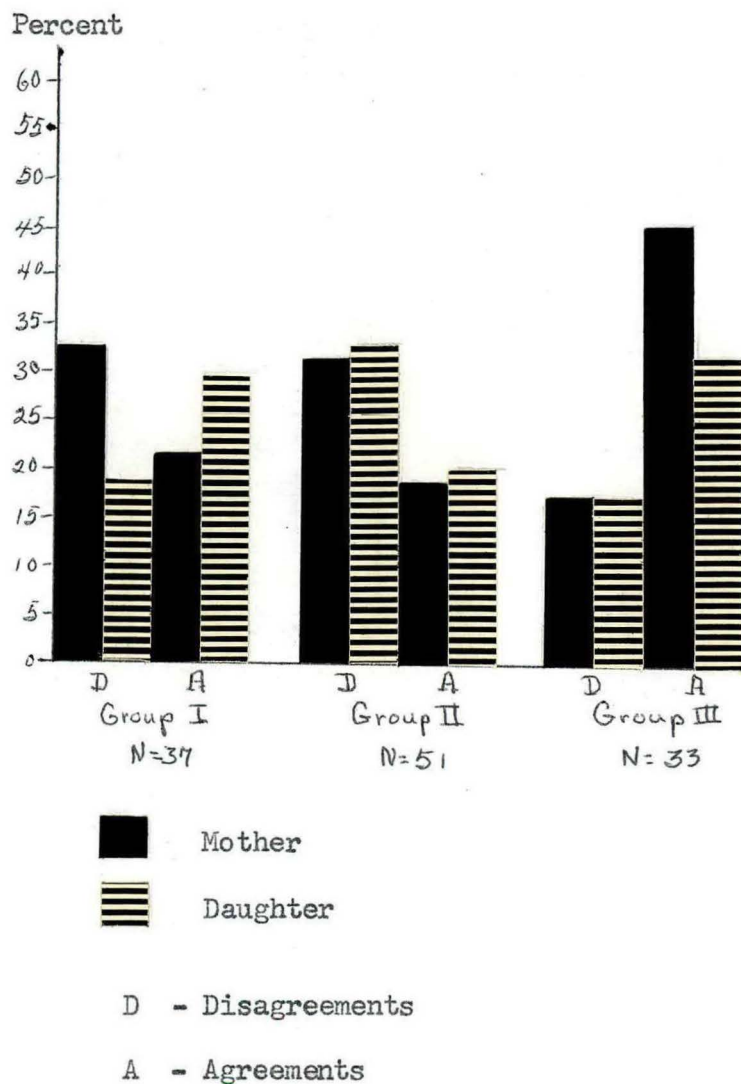
GRAPH 11

MOTHER AND DAUGHTER AGREEMENTS AND DISAGREEMENTS  
ON NEED FOR A NEW DRESS-UP OR PARTY DRESS  
BY SOCIO-ECONOMIC GROUP



GRAPH 12

MOTHER AND DAUGHTER AGREEMENTS AND DISAGREEMENTS  
ON SUITABILITY OF DRESS-UP OR PARTY DRESS  
FOR AGE BY SOCIO-ECONOMIC GROUP



### Agreements

The percentage of mothers reporting agreement on "price," and "need for a new dress" was about the same in all three socio-economic groups; approximately one-third of the group in each case. Agreement on "color" and "fabric" was reported by slightly more than 50 percent of the mothers in Group III. This represented the highest percentage of mother and daughter agreement for any item. The highest percentage of mothers reporting agreement between mothers and daughters was in Group III for nine out of ten items listed. The number of mothers in Groups I and II reporting agreement varied only slightly, with those in Group I reporting the least agreement on "suitability for other occasions" and "care dress requires" and Group II the least on "suitable for occasion" and "color."

Daughters in Group I reported the highest disagreement on "price" and those in Group III the least agreement on this item. The percentage of girls reporting agreement on "suitable for occasion," "need for a new dress," and "style" were approximately the same in all socio-economic groups. The highest agreement on "color," "fit," and "fabric" were reported by girls in Group III and for "care dress requires" and "suitability to age" by those in Groups I and III.

Group III shows the greatest difference between the percentage of mothers and daughters reporting agreement and disagreement on any of the ten listed factors. This was for "color," "fabric," and "suited to age." In all three instances agreements were reported by more of the group than disagreements. The greatest difference between the

mothers and daughters concept of whether they agreed or disagreed on the various items was found for disagreement on "color" and "fabric" Group III, "style" and "care" Group I, and "suitability for other occasions" Groups II and III. The greatest difference in the number of mothers and daughters reporting agreement is for "fabric" in Groups I and II, "suitability for other occasions" Group II, and "care" Group I.

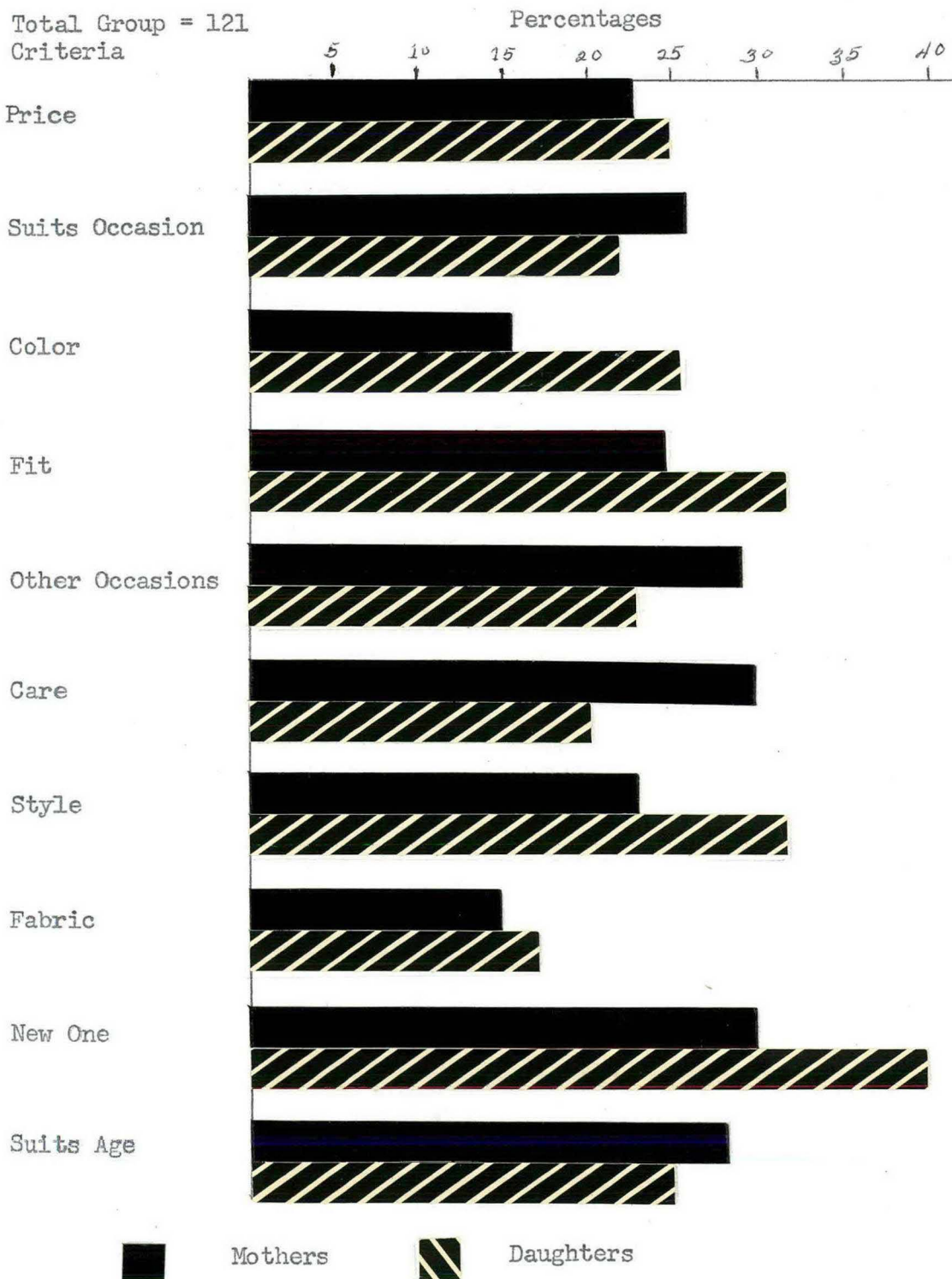
Percentage distributions for the total group of mothers and daughters regarding areas of disagreement are shown on Graph 13. "Suitability for other occasions," "care," and "need for a new dress" were areas of disagreement reported by the highest percentage of mothers; "color" and "fabric" by the smallest percentage of mothers. "Fit," "style," and "need for a new dress" were areas of greatest disagreement according to the percentage of girls ranking these items; "color" and "fabric" were the least.

#### Selection of Styles and Reasons for Selecting

There was high agreement between mothers and daughters on the style liked best among the drawings included. Styles which had been rated as appropriate were selected by 67 percent of the mothers and 58 percent of the daughters. Fifteen percent of the mothers and 10 percent of the daughters indicated styles that had been rated as too youthful. There is a very likely possibility that there are enough immature girls in this group for whom these styles would be perfectly suitable. Daughters tended to select tailored styles more often than their mothers. The percentage of mothers and daughters selecting too dressy

GRAPH 13

MOTHER AND DAUGHTER DISAGREEMENTS ON CRITERIA USED  
IN SELECTING A DRESS-UP OR PARTY DRESS



styles was low. Slightly more daughters chose mature styles than did mothers.

The highest percentage of mothers and daughters in all four socio-economic groups indicated a style rated as appropriate as their choice. Seventy-six percent of the mothers and 59 percent of the daughters in Group I, 59 percent of the mothers and 56 percent of the daughters in Group II, and 76 percent of the mothers and 58 percent of the daughters in Group III selected a style rated as appropriate.

Reasons given by the mothers in Group I for the selection of appropriate style designs were suitable for many occasions, easy care, and simple but dressy. Daughters selecting these styles gave as reasons suitable for many occasions, suited to them, suited age, and liked style. Reasons given by the mothers in Group II for the selection of suitable designs were suitable for many occasions, easy care, and suitable for daughter's age. Daughters in Group II selected these styles because they were suited to age, liked style, suitable for many occasions, and simple but dressy. Reasons reported by mothers in Group III for selecting appropriate styles were suitable for many occasions, easy care, and practical. Daughters in Group III selected appropriate styles because of their suitability for many occasions, easy care, and because they liked the style. Mothers and daughters reported selecting styles rated as appropriate because they were suitable for many occasions.

The second highest percent of mothers and daughters in Group I and Group III selected a style rated as too tailored. This selection was made by eight percent of the mothers and 22 percent of the daughters in Group I, 12 percent of the daughters and 27 percent of the mothers made this selection in Group III.

One hundred percent of the mothers in Group I made the selection of a too tailored style because they liked it. One-fourth to one-third of the daughters in this group selected this same style for the following reasons: suitable for many occasions, liked style, and suitable for them. In Group II, 76 percent of the mothers and 66 percent of the daughters who selected a too tailored style gave as reasons suitable for many occasions. Thirty-three percent of the girls in this group selected the too tailored style because they thought it was suitable for their age.

Mothers in Group II who selected a style rated as too youthful gave as their reasons for selection: suitable for their daughter's age, easy to care for, and the style suited daughter. Daughters in this group selected the youthful styles because the styles were suitable for many occasions, because they liked them, and these styles were suitable for them.

Reasons given for the selection of the different designs varied little with socio-economic groups. Only mothers in Group III indicated practical and only daughters in Group III mentioned easy care as reasons for selection of a design. Mothers and daughters in all groups agreed that a prime factor in the selection of a dress was suitability of the dress for many occasions. The other reasons indicated most frequently by the mothers for selection of the various styles were: easy care mentioned by all groups, suits daughter's age in Group II, simple but dressy, and like style in Group I. Other than suitability for many occasions the girls indicated making their selections for the

following reasons: styles they liked in all three groups, suits girl in Groups I and II, suits age in Groups I, II and III, and simple but dressy in Group II.



## CHAPTER IV

### SUMMARY AND CONCLUSIONS

The present study was formulated to obtain information from eighth grade girls and their mothers concerning factors which might influence their selection of a dress-up or party dress, to discover the extent to which disagreements occurred, and to what extent economic status of the family influenced their selections. The hypotheses upon which this study was based are:

- (1) The type dress selected by eighth grade girls and their mothers for dress-up occasions or parties will vary according to the socio-economic background of the family.
- (2) The criteria basic to the selection of dress-up dresses or party dresses will vary according to the socio-economic background of the family.
- (3) The selection and use of dress-up dresses or party dresses result in disagreements between mothers and daughters.
- (4) The extent of these disagreements between mothers and daughters over dresses for dress-up occasions or parties will vary according to the socio-economic background of the family.

## Background Information

Data for this study were obtained from 131 eighth grade girls and their mothers. The girls in the sample were all eighth grade students enrolled in the five elementary schools in Norwood, Ohio. It was the opinion of the writer that this sample would contain a reasonably broad representation of socio-economic groupings.

## Method

Questionnaires for mothers and daughters were delivered to the home economics teacher in each of the five Norwood elementary schools. Along with the questionnaires the teacher was given a folder for herself containing instructions for administering the questionnaires to the girls, a check sheet for recording returns and ages of the girls and also extra questionnaires and envelopes for losses.

Instructors were free to select a convenient time for giving the questionnaires. At the selected time a questionnaire was passed to each girl enrolled in the class. They read the general instructions at the top of the questionnaires to themselves. Thereafter, the instructor read the directions for each question to the class, calling their attention to questions where errors might be made and explaining terms indicated on the instruction sheet. After completing the questionnaires the students were asked to check each question to be sure they had answered all questions according to instructions. Instructors then gave each girl a questionnaire, in an envelope, to take home to her mother. The girls were asked not to discuss the questionnaires with their mothers

and to do their best to return the mothers' questionnaires, otherwise their own could not be used in the study.

### Socio-Economic Background Factors

Analysis of the total group of respondents by occupation of the father showed 28 percent of them to be in professional, managerial and service occupations (Group I), 39 percent in skilled labor (Group II), and 25 percent in unskilled labor (Group III). The only occupational group reporting education beyond the high school level was Group I and slightly less than one-fifth of this group reported college education. Slightly less than one-half of the fathers in Group II and one-fourth of those in Group III had completed high school. No father in Group I had less than an eighth grade education while eight percent of Group II and 21 percent of Group III had not completed the eighth grade.

### Acquisition of the Last Dress-up or Party Dress

Few dress-up or party dresses were reported constructed at home. The selection of pattern and material by mother and daughter was reported most frequently; however, daughters indicated this was true more often than did the mothers. Both agreed that the mother generally did the sewing.

Shopping for a ready made dress-up or party dress was most frequently reported done by the mother and daughter together with mother shopping alone ranking next. The tendency for daughters to shop alone increased with each succeeding lower socio-economic group.

Mothers and daughters in all groups agreed that the final decision to purchase a dress was most frequently made by daughters;

however, more daughters indicated this was true than did mothers. Mothers and daughters in Groups I and III were reported to make less decisions together.

Hypothesis 1. The type of dress selected by eighth grade girls and their mothers for dress-up occasions or parties will vary according to the socio-economic background of the family.

This study revealed no evidence to support this hypothesis. The highest percentage of mothers and daughters in all groups selected styles rated as appropriate. The second highest percentage of selections by mothers and daughters in all groups was either too youthful or too tailored. Therefore, mothers and daughters tended to select the same styles regardless of their socio-economic backgrounds and the styles tended to be appropriate or conservative.

Hypothesis 2. Criteria basic to the selection of a dress-up or party dress will vary according to the socio-economic background of the family.

The three sections of the questionnaire that provide evidence on hypothesis 2 are Section 5, ranking of criteria which were believed to influence choice; Section 6, the ranking of eight factors that influence the choice of style; and Section 7, part b, the stated reasons of the respondents for selecting the design they did from the ten illustrations included in the questionnaire.

Examination of the findings from Section 5, ranking of criteria influencing choice shows some evidence in support of this hypothesis. The percentage of the mothers ranking as important "styles all

are wearing" and "suitability for other occasions" increased slightly from higher (Group I) to lower (Group III) socio-economic status, while "styles different from others" tended to decrease as socio-economic status decreased. The daughters' ranking of these criteria presented a somewhat stronger trend in ranking by economic status. The percentage of girls ranking each of the following statements important increased from Group I to Group III: "styles all are wearing," "styles different from others," "care dress requires," "good construction," "durable fabric," and "makes one look grown up." "Mother likes" and "becoming" tended to decrease in importance with the lower socio-economic groups according to the number of girls in each group ranking these items as important.

Findings from Section 6 showed that the factors influencing choice of style did not vary with the socio-economic background. "Daughter would like," "mother would like," "can be worn for many occasions," and "daughter's friends would like" were ranked highest by all three socio-economic groups.

Hypothesis 3. The selection and use of dress-up or party dresses results in disagreements between mothers and daughters.

The selection of styles of dress-up or party dresses from those pictures showed gave no evidence that disagreements occurred between mothers and daughters since the majority of mothers and daughters selected appropriate styles and their second highest choices were tailored or youthful.

Both mothers and daughters agreed that shopping for a dress-up or party dress was most frequently done together and that the final decision to purchase the dress was most frequently made by the daughter. However, more daughters indicated the decision was theirs than did the mothers.

Reasons given for the selection of styles illustrated in Section 7 showed general agreement between mothers and daughters.

Responses from mothers and daughters on the importance of factors influencing the choice of style for a dress-up or party dress shows general agreement between mothers and daughters. Mothers indicated styles they thought their "daughter would like" as being the most influential, styles "suitable for many occasions" second, and styles they thought their "daughter's friends would like" third. Daughters reported styles "suitable for many occasions" as influencing their choice to the greatest degree, styles their "friends would like" second and styles "mother would like" third.

The ranking of criteria influencing choice (Section 5 of questionnaire) shows some evidence of disagreement on the importance of the various statements on the selection of dress-up or party dresses. The item on which there was highest disagreement was "care dress requires." The number of mothers indicating this criterion was important was twice the number of daughters considering it so. Items besides "care" on which there was 10 percent or more difference in the percentage of mothers and daughters ranking it important were: "suits daughter's age," "price," "construction," "becoming," "durable fabric," and "looks grown up." The number of mothers considering these items important was greater than the number of daughters considering it so for

all items except "looks grown up" and more daughters than mothers ranked this item high in importance.

Section 4 of the questionnaire asked respondents to rank agreement and disagreement on ten points on which disagreements might occur in the selection of the item under study. Some disagreement was indicated as existing between mother and daughter on all 10 items. The areas of disagreement ranked by the largest percentage of mothers was "suitability for other occasions" and "need for a new dress." "Fit," "style," and "need for a new dress" were areas of greatest disagreement according to the ranking by daughters. Disagreements on these items were checked by no more than 30 percent of the mothers. However, 40 percent of the girls ranked "need for a new dress" as an area of disagreement and 32 percent of them ranked "style," and "fit" as areas of disagreement. Some disagreement is apparent in the mother's and daughter's concept of whether or not they agreed or disagreed when the mother and daughter responses on agreement and disagreement for each item are compared.

Hypothesis 4. The extent of disagreement between mothers and daughters over dresses for dress-up occasions or parties will vary according to the socio-economic background of the family.

The results of this study revealed partial support for the fourth hypothesis. Ratings of certain criteria that might be used in the selection of a dress-up or party dress by mothers and daughters shows relatively high disagreement on the importance of the amount of "care a garment would require." Two-thirds or more of the mothers in each group rated this item as important while less than one-third of

the daughters in Group I, only half of the girls in Group II ranked it so, and the percentage of mothers and daughters ranking it important was the same in Group III.

Stronger support for this hypothesis was found in the actual percentages reported by mothers and daughters showing the amount of disagreement they have on certain factors relating to the purchase of a dress-up or party dress. Comparison of the number of mothers reporting disagreements between mothers and daughters on items listed shows mothers in Group I reporting more disagreement than Groups II and III on six of the ten items. The least disagreement reported by mothers was in Group III on one item only. The highest percentage of mothers reporting agreement between mothers and daughters was in Group III for nine out of 10 items listed.

The percentage of girls in Group III reporting disagreement was greatest for five items, in Group II for three items, and for one item in Group I. Daughters in Group I reported highest agreement on "price" and those in Group III the least. The highest agreement on "color," "fit," and fabric" was reported in Group III and for "care dress requires" and "suited to age" in Groups I and II. Approximately no variation on other items was shown in the three different socio-economic groups.

The greatest difference between the percentage of mothers and daughters reporting agreement and disagreement on any factor was in Group III. This was for "color," "fabric," and "suited to age." In all three instances agreements were reported by more of the groups than disagreements.



The greatest difference between the mother's and daughter's concept of whether they agreed or disagreed on various items is found for disagreement on "color" and "fabric" in Group III, "style" and "care," in Group I, and "suitability to other occasions" in Groups II and III.

The hypothesis that the extent of disagreement between mothers and daughters over dresses for dress-up occasions or parties will vary according to the socio-economic background of the family is supported by the above findings. Mothers in Group I reported the most disagreement and those in Group III the least while daughters in Group III reported the most disagreement and those in Group I the least. While the pattern is not consistent on items, the fact that disagreement does exist is apparent.

### Conclusions

1. The results of this study revealed no evidence to support the hypothesis that the type dress selected by eighth grade girls and their mothers for dress-up occasions or parties varies with the socio-economic background of the family. The majority of mothers and daughters in all socio-economic groups chose appropriate styles or tailored styles because they were suitable for many occasions.

2. There was some evidence to support the hypothesis that criteria basic to the selection of a dress-up or party dress will vary according to the socio-economic background of the family. In most cases general agreement between mothers and daughters was found on the importance of these criteria. However, the percentage of mothers ranking as important "styles all are wearing" and "suitability for other

occasions" increased slightly from higher to lower socio-economic groups, while "styles different from others" tended to decrease as socio-economic status decreased. The percentage of daughters ranking criteria as important increased on six items as socio-economic status decreased. The importance of two items tended to decrease in importance with decrease in socio-economic status according to girls' rating.

3. The third hypothesis upon which this study was based, that the selection and use of dress-up dresses or party dresses result in disagreements between mothers and daughters, was partially supported in that areas of disagreement were indicated by mothers and daughters responding. The percent of disagreement existing was quite low. The highest areas of disagreement indicated by mothers were "care" and "whether or not a new dress was necessary." Daughters reported relatively high disagreement on "whether or not a new dress was necessary," and on "style" and "fit." Although percentages reported for disagreements occurring were generally low (less than 40 percent on all items), we might conclude that this hypothesis was partially supported by this study in that certain areas of disagreement do exist.

4. The results of this study revealed partial support for the fourth hypothesis that the extent of disagreement between mothers and daughters over dresses for dress-up occasions or parties will vary with the socio-economic background of the family. Mothers in Group I reported the most disagreement and those in Group III the least, daughters in Group III reported the most disagreement and those in Group I the least. While the pattern is not consistent on items on which disagreement occurred the fact that disagreement does exist is apparent.

### Recommendations

The following recommendations are made on the basis of the investigator's experiences in this study.

It is the opinion of the writer that studies similar to this might reveal more disagreement between mothers and daughters if the sample used consisted of an older group of girls who might then have established more independence in the expression of their own ideas. A sample for the study with a wider range of socio-economic backgrounds might show an increase in variance according to socio-economic groups in the amount of disagreement on criteria used in selection.

Questions two and three on the questionnaire might be easier to interpret if the relationship of the persons shopping were indicated. Close lines on the questionnaire presented a problem in that a number of people missed filling in an answer. In regard to giving the questionnaire, it seems to be advisable for one person to administer the questionnaire to all groups. This would tend to standardize factors influencing answers of respondents.

APPENDIX

Form 1

UPRINT DON FOR YOUR COOPERATION

THE SCHOOL (SPECIAL)

- College
- High School
- Elementary

Schools

Teachers

THE SCHOOL (SPECIAL)

- College
- High School
- Elementary

Schools

Teachers

PLEASE RETURN TO THE SCHOOL (SPECIAL) THE SCHOOL (SPECIAL) THE SCHOOL (SPECIAL)

Dress up or Party Dress  
Questionnaire to Mothers

We are interested in knowing how you feel about the selection of a dress up or party dress for your eighth grade daughter. Please do not discuss your answers with your daughter as she will be asked to fill out a similar questionnaire and talking it over with her might change her answers. It is important that you give your opinion.

The code number in the upper right hand corner of this page takes the place of your name to assure you that all answers are confidential. The code number is, also, for the purpose of matching mother and daughter questionnaires when completed. There are no right or wrong answers. Just give the best answer you can.

PLACE AN (X) IN THE CORRECT BLANK OR IN THE SPACE UNDER THE CORRECT HEADING

1. Was your daughter's last dress up or party dress purchased ready made \_\_\_\_\_ or constructed at home \_\_\_\_\_?
2. If the dress was made at home answer this question. If it was not omit this question and go on to question 3.

	you	your daughter	you and your daughter	other
a. Who selected the pattern?				
b. Who selected the material?				
c. Who constructed the dress?				

- d. Why did you decide to make the dress or have it made rather than purchase it ready made? (explain) \_\_\_\_\_

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3. If you purchased your daughter's last dress up or party dress ready made answer this question; if it was constructed at home omit this question and go on to question number 4.

	Yes	No
a. Did you and your daughter shop for the dress together? _____		
b. Did you shop for the dress alone? _____		
c. Did your daughter shop for the dress alone? _____		
d. Did someone else shop for the dress? _____ If so who? (specify) _____		
e. Did someone else shop with your daughter for the dress? _____ If so who? (specify) _____		
f. Who made the final decision to buy the dress purchased? (specify) _____		

4. When mothers and daughters shop for dress up or party dresses or for patterns and fabrics for these dresses they sometimes disagree. Would you tell me if you and your daughter disagree on the following points? Place an (x) in the column under the heading that comes closest to the amount of disagreement you generally have.

	almost always	often	seldom	never
a. Price of the dress _____				
b. Suitability of the dress for the occasion _____				
c. Color _____				
d. Fit _____				
e. Style _____				
f. Fabric _____				
g. Suitability of the dress for other occasions _____				
h. Care the dress requires _____				
i. Whether or not a new one is necessary _____				
j. Suitability for a girl your daughter's age _____				
k. Other points of disagreement? (specify) _____				

5. How important are the following items to you, when you select a dress up or party dress for your daughter? Place an (X) in the column that expresses your feelings on the following items. Check each item.

	most important	less important	not important
a. Fit is good for your daughter			
b. Color is becoming to your daughter			
c. Style suits your daughter			
d. Everyone else is wearing this style			
e. It is different from any the other girls are wearing			
f. Her best friend has one like it			
g. Your daughter likes this style dress			
h. It is suitable for her age			
i. Price is reasonable			
j. Care the dress requires			
k. Good construction			
l. Generally becoming to your daughter			
m. It is a style that can be worn for many other occasions			
n. The fabric will wear well			
o. Makes your daughter look grownup			

6. Which of the following has the most influence on the style dress up or party dress you might choose for your daughter. Place a (1) in front of the most important, a (2) in front of the next most important and a (3) in front of the next most important. MARK ONLY THREE.

- \_\_\_ a. Dresses you have seen on other girls
  - \_\_\_ b. Styles shown in magazines
  - \_\_\_ c. Styles you saw in the store
  - \_\_\_ d. Styles you saw on television
  - \_\_\_ e. Styles you know your daughter likes
  - \_\_\_ f. Styles you know can be worn for more than one occasion
  - \_\_\_ g. Styles you know your daughter's friends will like
  - \_\_\_ h. You do not know what influences you
  - \_\_\_ i. Any other reason not mentioned (specify) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



7.

a. Look at the drawings on the following pages and select the one you like the best for your daughter's next dress up or party dress. Circle the letter that indicates the design you select. KEEP THE SPRING AND SUMMER SEASONS IN MIND.

CIRCLE ONE: - A B C D E F G H I J

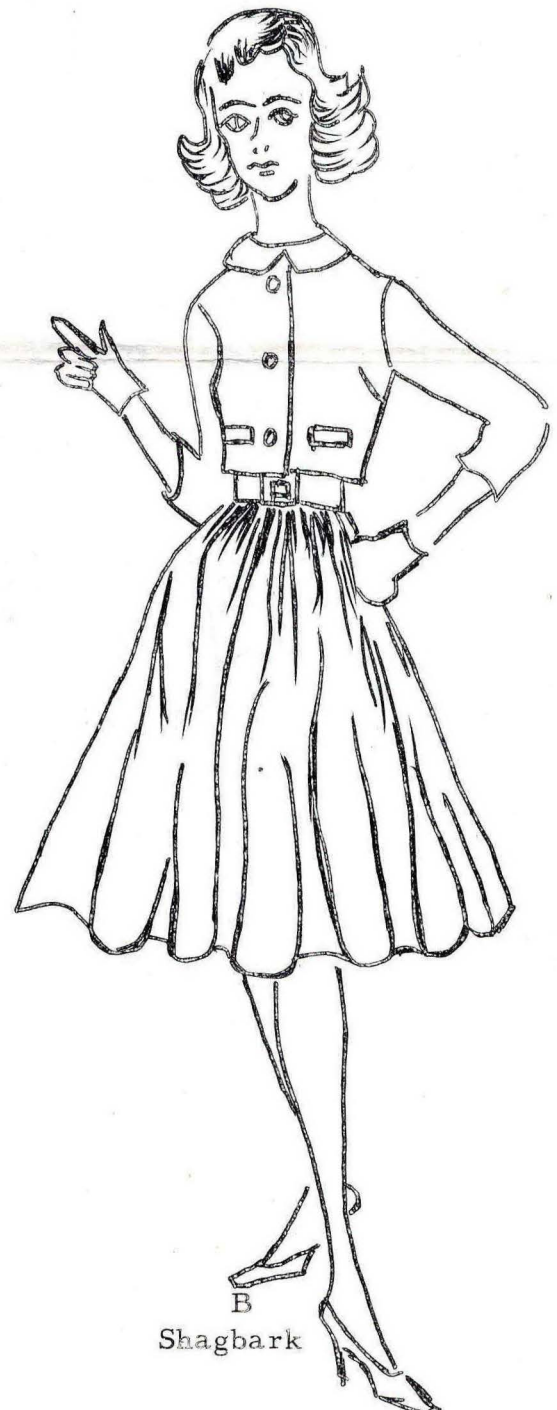
b. Now, tell me the reason or reasons you have for making the above selection.

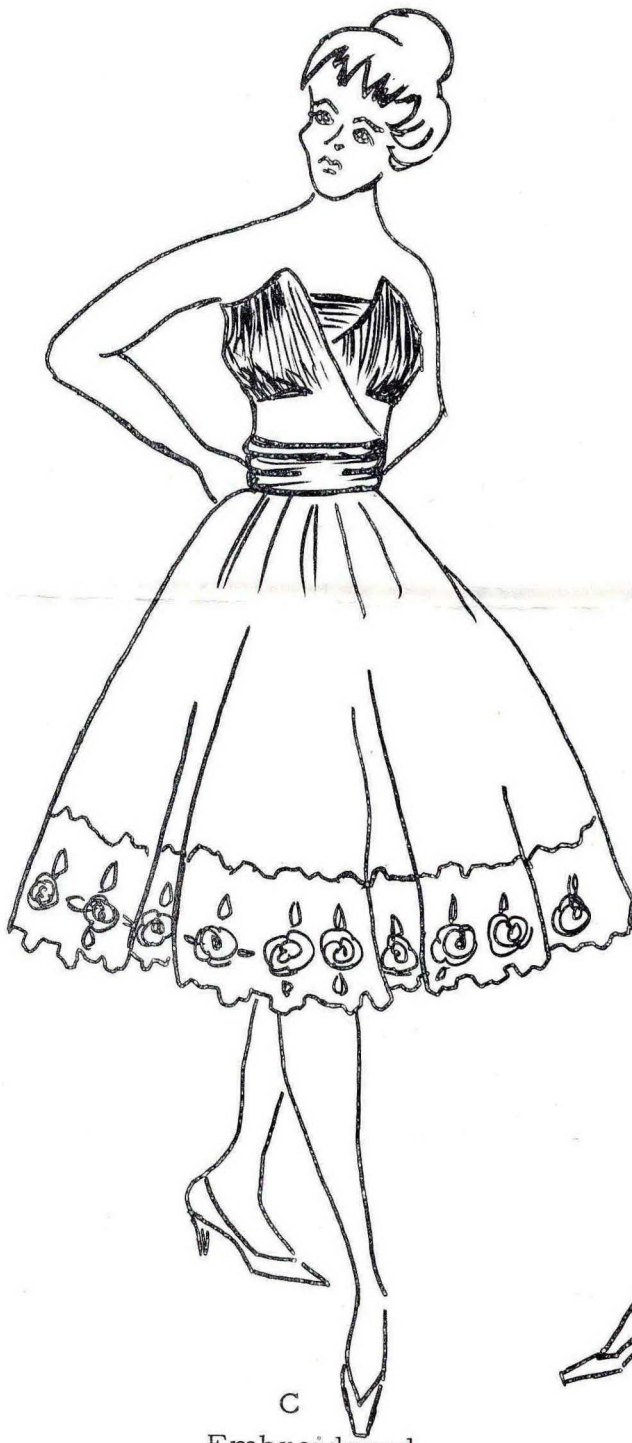
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C  
Embroidered  
Organdy



D  
Cotton  
Print



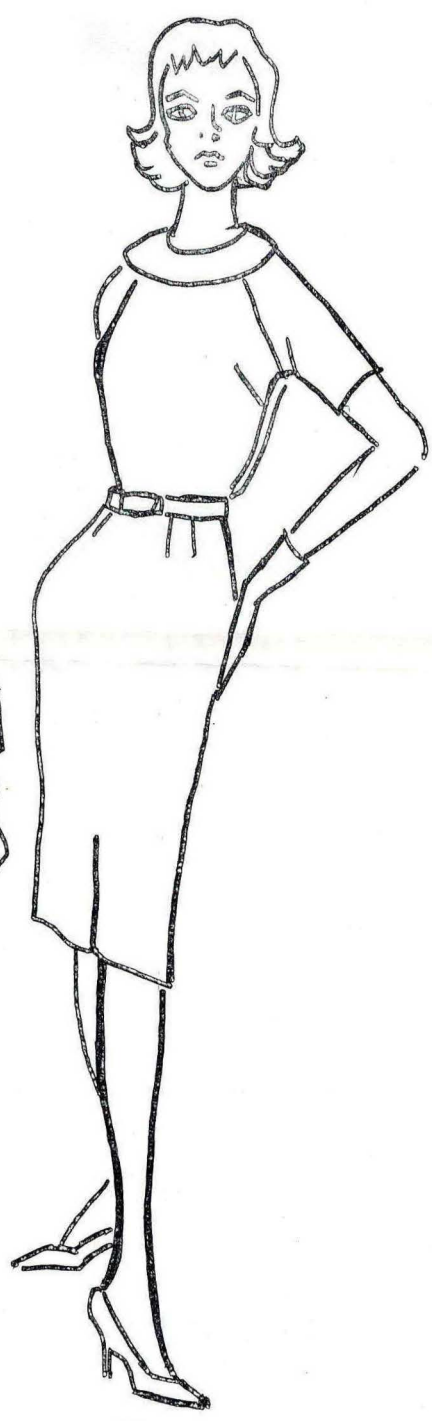
E  
Cotton  
Satin



F  
Chambray



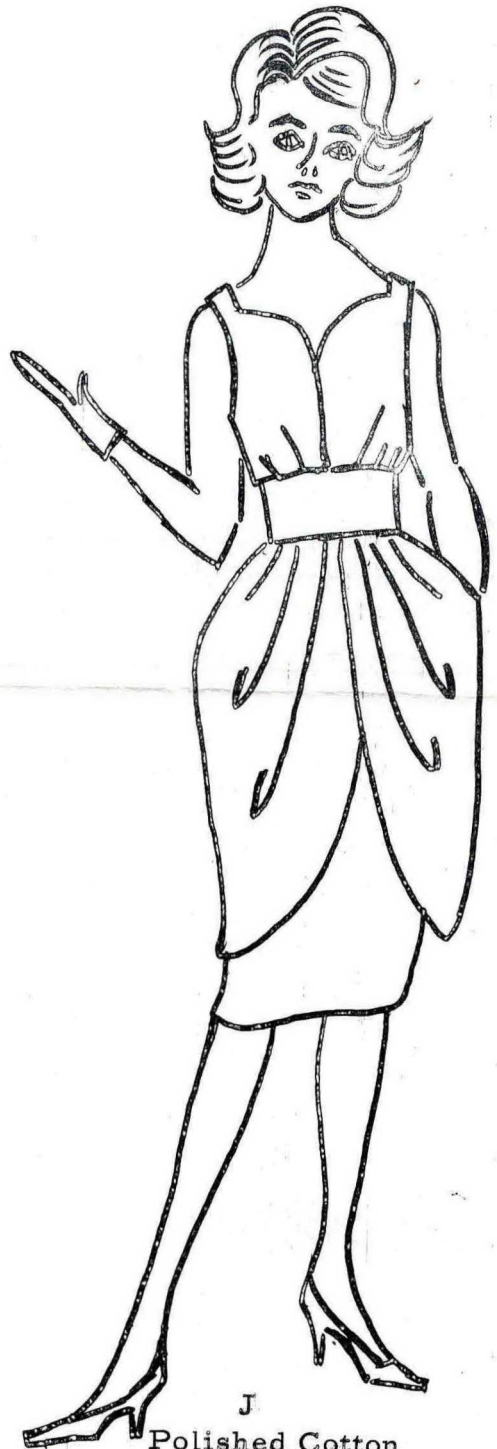
G  
Plain Cotton  
Sheer Overskirt



H  
Silk



I  
Polished Cotton  
Eyelet Trim



J  
Polished Cotton

Family Background

Thank you for giving me such good information for my study. Now would you tell me some things referring to your family so I will be able to analyze the data you have already given me. Again let me say, all information is strictly confidential.

How many children do you have? \_\_\_\_\_  
Would you describe the type work your husband does as fully as you can.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you work outside the home? \_\_\_\_\_ If so, would you describe the type work you are doing as fully as you can. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please check the school or schools attended and fill in the number of years attended in the proper blanks.

Mother

Schools

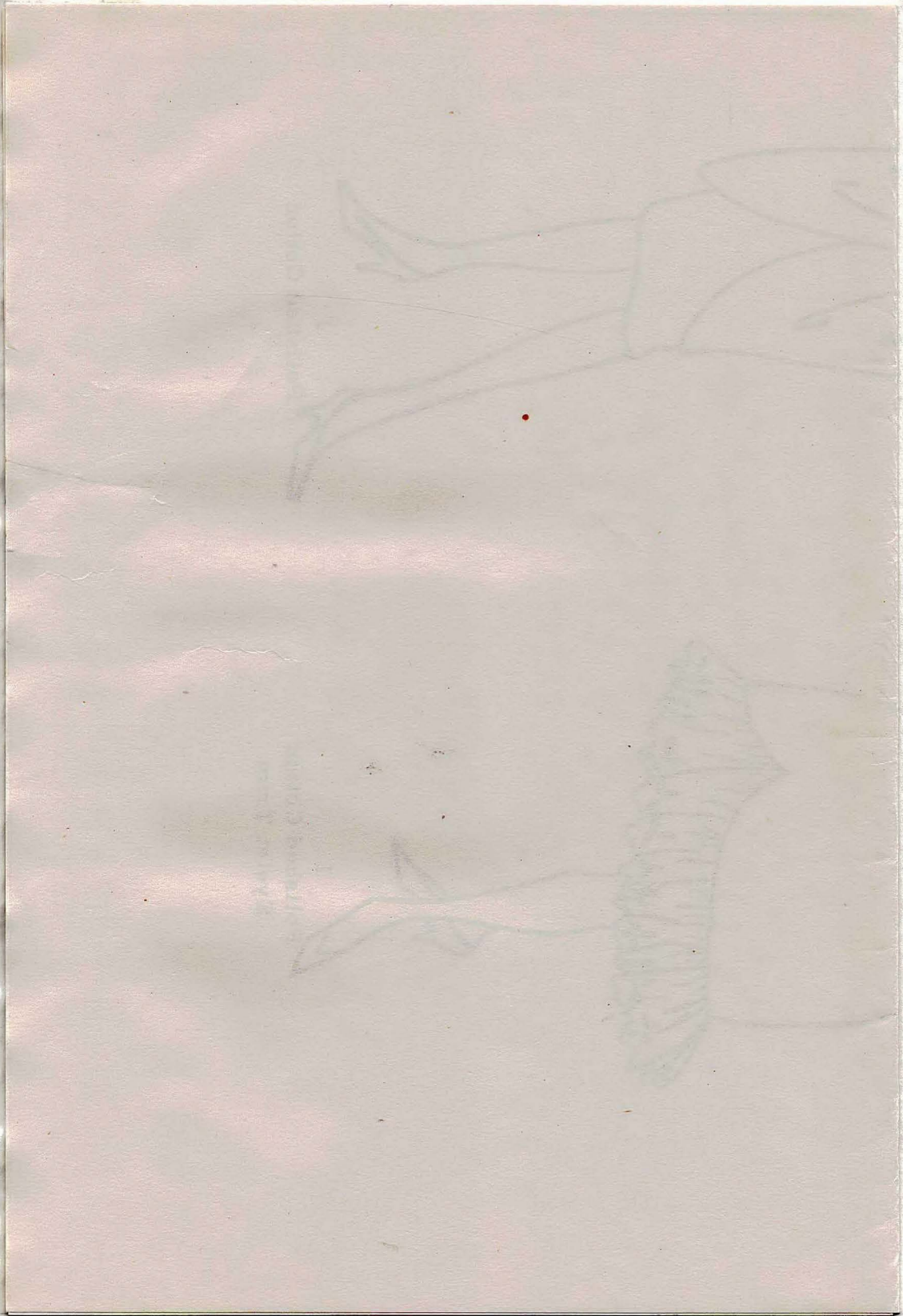
Elementary \_\_\_\_\_ years \_\_\_\_\_  
High School \_\_\_\_\_ years \_\_\_\_\_  
College \_\_\_\_\_ years \_\_\_\_\_  
Any other (specify) \_\_\_\_\_

Father

Schools

Elementary \_\_\_\_\_ years \_\_\_\_\_  
High School \_\_\_\_\_ years \_\_\_\_\_  
College \_\_\_\_\_ years \_\_\_\_\_  
Any others (specify) \_\_\_\_\_

Thank you for your cooperation.



Dress up or Party DressQuestionnaire to Daughters

We are interested in knowing how you feel about the selection of a dress up or party dress for yourself. Please do not talk over your answers with your mother as she will be asked to fill out a questionnaire also and talking it over may change her answers. It is important that you give your opinion. There are no right or wrong answers, just give the best answer you can.

PLACE AN (X) IN THE CORRECT BLANK OR IN THE SPACE UNDER THE CORRECT HEADING

1. Was your last dress up or party dress purchased ready made \_\_\_\_\_ or constructed at home \_\_\_\_\_?
2. If the dress was made at home answer this question. If it was not omit this question and go on to question 3.

	you	your mother	you and your mother	other
a. Who selected the pattern?				
b. Who selected the material?				
c. Who constructed the dress?				

- d. Why did you decide to make the dress or have it made rather than purchase it ready made? (explain) \_\_\_\_\_

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3. If you purchased your last dress up or party dress ready made answer this question. If it was constructed at home omit this question and go on to question number 4.

	Yes	No
a. Did you and your mother shop for the dress together? _____		
b. Did you shop for the dress alone? _____		
c. Did your mother shop for the dress alone? _____		
d. Did someone else shop for the dress? _____ If so, who? (specify) _____		
e. Did someone else shop with your mother for the dress? _____ If so, who? (specify) _____		
f. Who made the final decision to buy the dress purchased? (specify) _____		

4. When mothers and daughters shop for dress up or party dresses or for patterns and fabrics for these dresses they sometimes disagree. Would you tell me how often you and your mother disagree on the following points? Place an (X) in the column under the heading that comes closest to the amount of disagreement you generally have.

	almost always	often	seldom	never
a. Price of the dress _____				
b. Suitability of the dress for the occasion _____				
c. Color _____				
d. Fit _____				
e. Style _____				
f. Fabric _____				
g. Suitability of the dress for other occasions _____				
h. Care the dress requires _____				
i. Whether or not a new one is necessary _____				
j. Suitability for a girl your age _____				
k. Other points of disagreement? (specify) _____				

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



5. How important are the following items to you, when you select a dress up or party dress for yourself?

Place an (x) in the column that expresses your feelings on the following items. CHECK EACH ITEM

	most important	less important	not important
a. Fit is good for you _____			
b. Color is becoming to you _____			
c. Style suits you _____			
d. Everyone else is wearing this style _____			
e. It is different from any the other girls are wearing _____			
f. Your best friend has one like it _____			
g. You like this style dress _____			
h. It is suitable for your age _____			
i. Price is reasonable _____			
j. Care the dress requires _____			
k. Good construction _____			
l. Generally becoming to you _____			
m. It is a style that can be worn for many other occasions _____			
n. The fabric will wear well _____			
o. Makes you look grownup _____			

6. Which of the following have the most influence on the style dress up or party dress you might choose for yourself? Place a (1) in front of the most important, a (2) in front of the next most important and a (3) in front of the next most important. Mark only three.

- \_\_\_ a. Dresses you have seen on other girls
  - \_\_\_ b. Styles shown in magazines
  - \_\_\_ c. Styles you saw in the store
  - \_\_\_ d. Styles you saw on television
  - \_\_\_ e. Styles you know your mother likes
  - \_\_\_ f. Styles you know can be worn for more than one occasion
  - \_\_\_ g. Styles you know your friends will like
  - \_\_\_ h. You do not know what influences you
  - \_\_\_ i. Any other reason not mentioned (specify) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7.

a. Look at the drawing on the following pages and select the one you like best for your next dress up or party dress. Circle the letter that indicates the design you select. KEEP THE SPRING AND SUMMER SEASONS IN MIND.

CIRCLE ONE: - A B C D E F G H I J

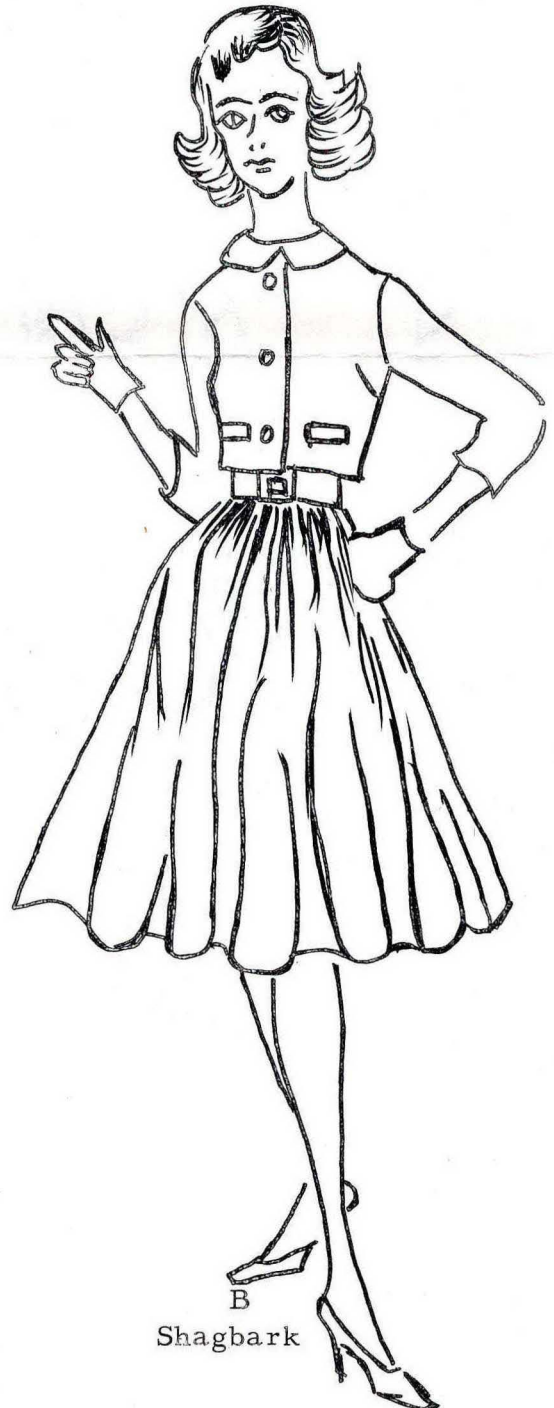
b. Now, tell me the reason or reasons you have for making the above selection.

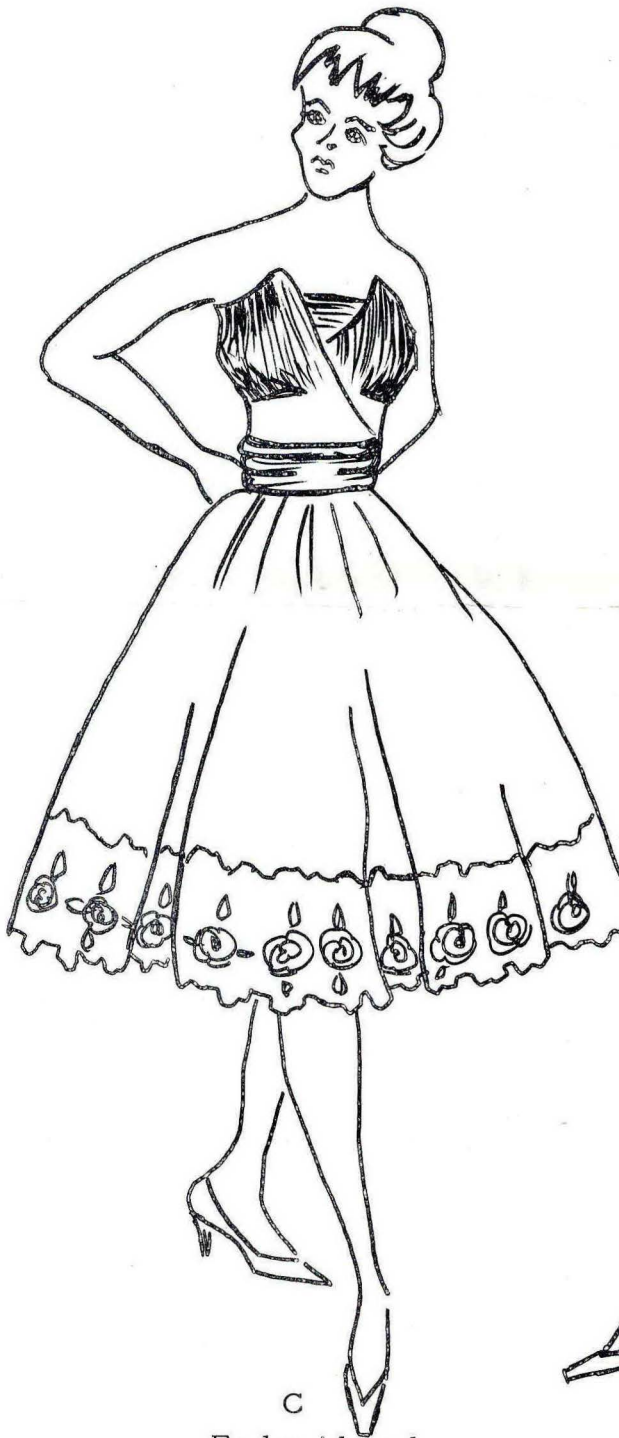
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C  
Embroidered  
Organdy



D  
Cotton  
Print



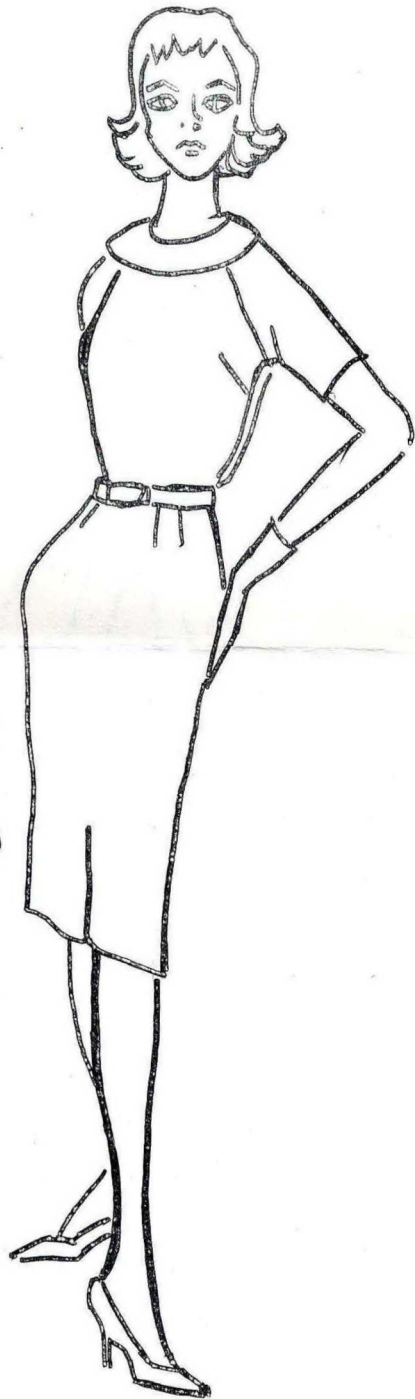
E  
Cotton  
Satin



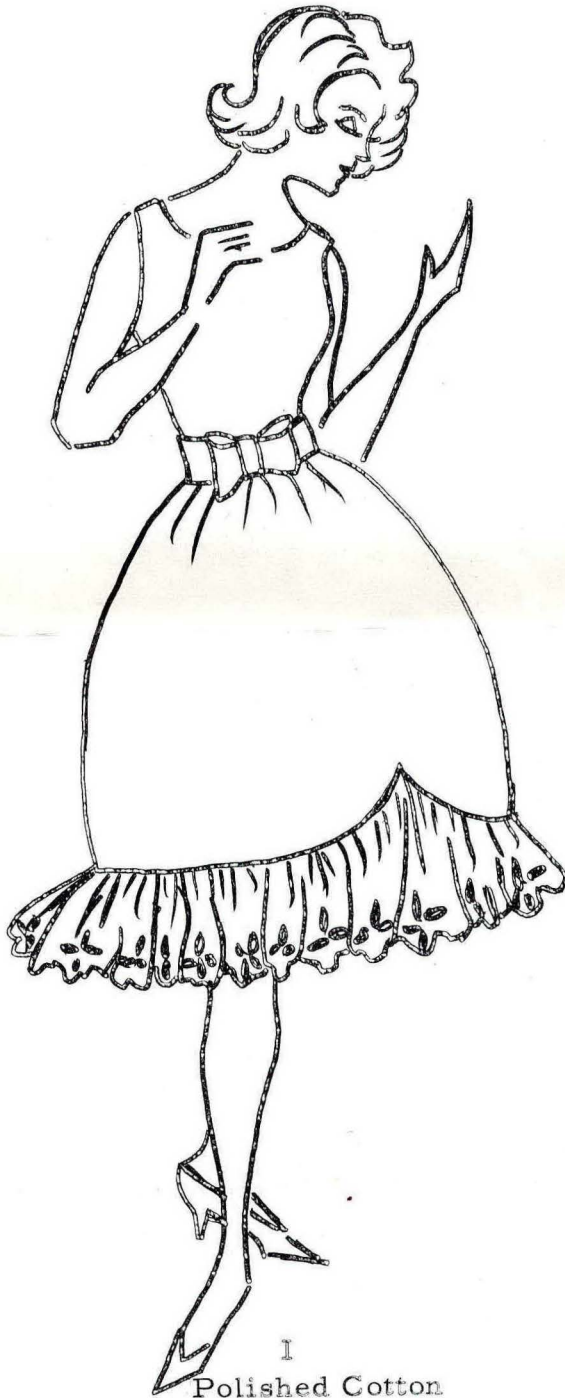
F  
Chambray



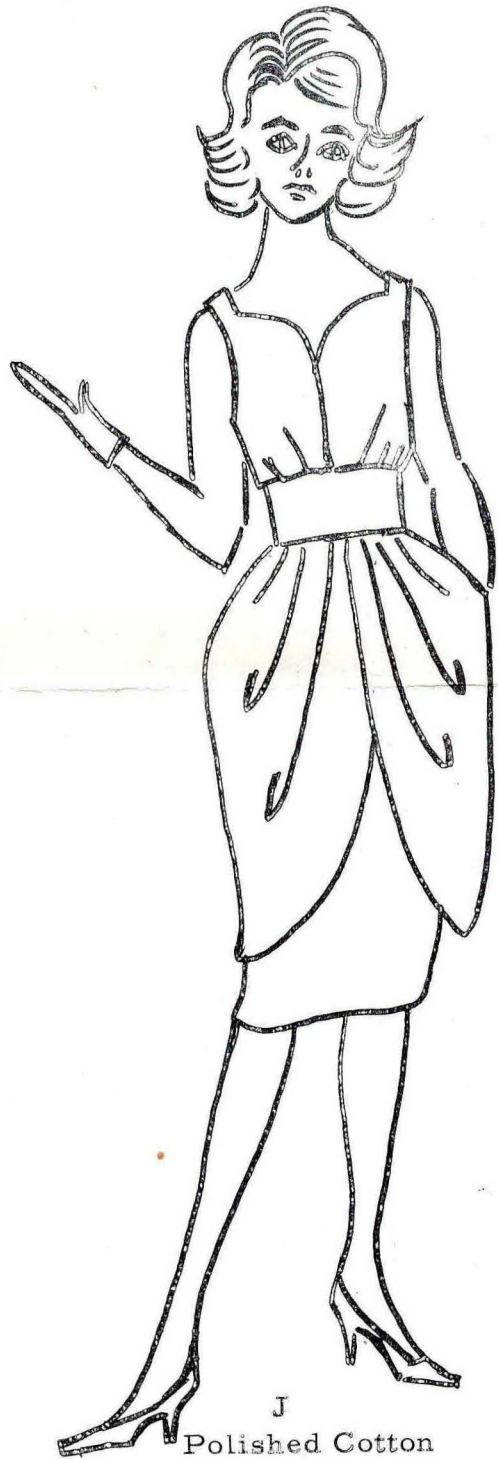
G  
Plain Cotton  
Sheer Overskirt



H  
Silk



I  
Polished Cotton  
Eyelet Trim



J  
Polished Cotton

NORWOOD PUBLIC SCHOOLS

NORTH NORWOOD SCHOOL

Colvin W. Snider, Principal  
Highland and Marion Avenues  
NORWOOD 12, OHIO

March 20, 1961

Dear Madam:

What style dress up or party dress does an eighth grade girl and her mother prefer? I am working on a study of expressed preferences for dress up or party dresses for eighth grade girls as part of the requirements for a Master of Science Degree at the Ohio State University. The superintendent, Mr. Albrecht, has granted me permission to contact eighth grade girls and their mothers in the Norwood Schools. I am seeking your cooperation.

Your daughter will be asked to fill out a questionnaire to supply half of the information I need. Will you fill out the attached questionnaire to supply the other half?

If you would like to have a summary of the results of the study, fill in the form at the bottom of this letter and have your daughter return it along with your completed questionnaire, to her home economics teacher, and I will be glad to send you a resume' when the study is completed.

Sincerely,

*Marie Hurst*

Marie Hurst

-----  
Your Daughter's Name \_\_\_\_\_ School \_\_\_\_\_

I would like to receive a resume' of the study on preferences of eighth grade girls and their mothers in regard to the selection of dress up dresses or party dresses.

Signed \_\_\_\_\_

RATING SHEET FOR DESIGNS  
OF DRESS-UP OR PARTY DRESSES

Place an (x) in the blank under the heading that describes the way you feel about each of the styles in this envelope. The numbers on the left correspond to the numbers under the designs. One Check for each dress design only. There are no right or wrong answers, just give your opinion. Keep the spring and summer seasons in mind as you rate each style.

	too dressy	too youthful	too mature	too tailored	appropriate
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

### Giving the Questionnaire

Just a few suggestions to eliminate errors and to make giving the questionnaire easier.

1. Give out questionnaire, to girls, according to the assigned code number on the check sheet and in the upper righthand corner of the questionnaire.
2. Have them read the first paragraph. From here on, you read the instructions for each question. Be sure everyone understands the instructions before they answer. The following are possible places where mistakes may be made.

Question No. 3 - In the three blanks where they are to specify, rather than give a name, ask them to give relationships such as: my friend, my mother's friend, aunt, etc. You may need to tell them what specify means.

Question No. 4 - Ask the girls to check this question over carefully to be sure they have made their (x) on the proper line and have not skipped any.

Question No. 5 - Same as No. 4.

Question No. 6 - Be sure they have marked only three.

Question No. 7 - Be sure they circle only one. The fabrics are not very important. You may find some girls who do not know what shagbark and chambray are.

3. Collect Questionnaires from the girls and give out envelopes containing the mothers' questionnaires. Ask them to return them as soon as possible. It may help returns if they know their opinions will not be used in the study unless they return their mother's questionnaire.
4. List age of girls on the check sheet.
5. When mother's questionnaire is returned check off on check sheet.
6. The study depends on good returns. Keep after the girls until you have as many returns as you can get.
7. There are extra envelopes and questionnaires for losses, just be sure to put the proper code number, listed on the check sheet, in the upper righthand corner of the new questionnaire. If anyone has entered since the list was made out they will not be included.



Check Sheet  
North Norwood

<u>Name</u>	<u>Code No.</u>	<u>Mothers Rtd.</u>	<u>Girl's Age</u>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			

Background Information

FO \_\_\_\_\_ FE \_\_\_\_\_  
MO \_\_\_\_\_ ME \_\_\_\_\_  
Number of children \_\_\_\_\_

Mothers

1. RM C
2. Who Selected P \_\_\_\_\_ M \_\_\_\_\_ Who sewed? \_\_\_\_\_  
Why? \_\_\_\_\_
3. Who shopped? \_\_\_\_\_  
Final Decision \_\_\_\_\_
4. a. \_\_\_ d. \_\_\_ g. \_\_\_ j. \_\_\_  
b. \_\_\_ e. \_\_\_ h. \_\_\_ k. \_\_\_  
c. \_\_\_ f. \_\_\_ i. \_\_\_
5. a. \_\_\_ d. \_\_\_ g. \_\_\_ j. \_\_\_ m. \_\_\_  
b. \_\_\_ e. \_\_\_ h. \_\_\_ k. \_\_\_ n. \_\_\_  
c. \_\_\_ f. \_\_\_ i. \_\_\_ l. \_\_\_ o. \_\_\_
6. 1st \_\_\_ 2nd \_\_\_ 3rd \_\_\_  
i. \_\_\_\_\_
7. Selection \_\_\_\_\_  
Reason \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Daughters

1. RM            C
2. Who Selected, P \_\_\_\_\_ M \_\_\_\_\_,    Who sewed? \_\_\_\_\_  
Why? \_\_\_\_\_
3. Who Shopped? \_\_\_\_\_  
Final Decision \_\_\_\_\_
4. a. \_\_\_    d. \_\_\_    g. \_\_\_    j. \_\_\_  
b. \_\_\_    e. \_\_\_    h. \_\_\_    k. \_\_\_  
c. \_\_\_    f. \_\_\_    i. \_\_\_    \_\_\_\_\_
5. a. \_\_\_                    d. \_\_\_                    g. \_\_\_                    j. \_\_\_                    m. \_\_\_  
b. \_\_\_                    e. \_\_\_                    h. \_\_\_                    k. \_\_\_                    n. \_\_\_  
c. \_\_\_                    f. \_\_\_                    i. \_\_\_                    l. \_\_\_                    o. \_\_\_
6. 1st \_\_\_                    2nd \_\_\_                    3rd \_\_\_  
  
i. \_\_\_\_\_  
\_\_\_\_\_
7. Selection \_\_\_\_\_  
Reason \_\_\_\_\_  
\_\_\_\_\_

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