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CUTRIGHT, PAMELA SUE. Deliberation by a Group of College Women in Their Purchases of Three Selected Items of Outerwear. (1970) Directed by: Dr. Eunice M. Deemer. Pp. 70

This study was a survey of deliberation by a group of college women in their purchases of a coat, a dress, and a blouse for school use. A questionnaire was administered to 146 women in the sophomore, junior, and senior classes at West Virginia Wesleyan College.

Deliberation was measured in relation to the three dimensions which were extent of circumspectness, extent of information-seeking, and consideration of garment characteristics. Analysis of the data revealed that, in all but the latter dimension, respondents were more deliberate for coat purchases than for either dress or blouse purchases. Overall, deliberation by the respondents was relatively low with respect to the three purchases.

Statistically significant relationships were found between total deliberation scores and the factors of class level, academic average, participation in extra-curricular activities, and the number of positions of leadership held in extra-curricular activities. For each of these factors deliberation increased respectively from the sophomore to the senior class level, from a lower to a higher academic average, from little to greater participation in extra-curricular activities, and from fewer to a higher number of leadership positions held in extra-curricular activities. As the per cent of college expenses earned by the respondents increased, so did their deliberation for the dress purchase. No significant relationship was found between satisfaction with each purchase and deliberation prior to that purchase nor between satisfaction with each purchase and total deliberation.

DELIBERATION BY A GROUP OF COLLEGE WOMEN  
IN THEIR PURCHASES OF THREE SELECTED  
ITEMS OF OUTERWEAR

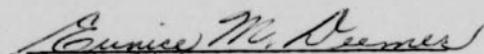
by

Pamela Sue Cutright

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Thesis Adviser

APPROVAL SHEET

This thesis has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

Thesis  
Adviser

Conice M. Deemer

Oral Examination  
Committee Members

Pauline E. Keeney

Wm McShee

Helmer K. Staley

July 1, 1970  
Date of Examination

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## CHAPTER I

## INTRODUCTION

Origin and Importance of the Study

The unprecedented affluence of modern America has changed drastically the behavior of all segments of the population, particularly that of the young adult. ". . . young people of today no longer feel the pressures that molded patterns of life for their elders. They will not accept time honored traditions and formulas for living that guided earlier generations [Deasy, Colvin & Rashmir, 1968, p. 1]." To youth life is a day-to-day proposition with preparation and concern for the future being relatively unimportant. This attitude on the part of youth may be seen clearly in the temporary, immediate nature of their purchases.

Regardless of economic environment, a well-educated consumer generally enjoys certain advantages over his less educated counterpart. This consumer has increased purchasing power (Maynes, 1969), ultimately improved standards of living (Nystrom, 1929), and protection against uncertainty of the future (Mead, 1965).

Possessing these advantages in the market, the college-educated woman attracts the attention of the American apparel industry. While in college, this young woman influences five per cent of the clothing purchases made by her immediate family (Deasy et al, 1968). In addition,

her influence extends outside the family to other young women who emulate her (Smith, 1962). More important is her future role as a clothing consumer when she will spend \$650 annually for clothing as compared to the non-college woman who will spend \$250 annually (Deasy et al, 1968).

Consumer educators are uncertain as to the effect of the economy on the care exercised in purchasing. White (1961) suggested that the consumer is interested mainly in garment style and color, with performance features frequently ignored.

Market analysts have discovered that consumer characteristics influence actual purchases (Clawson, 1961). Consumer educators, in order to effectively disseminate information to the consumer, must evaluate their role in light of the relationship between consumer characteristics and their purchase behavior. Therefore, the purpose of this research was to investigate the existence and extent of the relationship between certain consumer characteristics and actual purchases.

#### Statement of the Problem

The aim of this research was to investigate certain aspects of consumer behavior, placing emphasis on the deliberation of a group of college women who had purchased three specified items of ready-to-wear apparel for school use. These three items were a winter coat, a winter dress, and a blouse. The study was designed to determine whether there was a relationship between deliberation in purchase

decisions and a selected group of demographic characteristics.

The specific objectives of the study were:

1. To structure an index for determination of degree of deliberation in purchases of selected items of outerwear by a group of college women.
2. To determine whether a difference in extent of deliberation existed in relation to the following selected demographic characteristics of the respondents:
  - A. Academic class
  - B. Academic average
  - C. Academic major, home economics as opposed to non-home economics
  - D. Size of home town
  - E. Size of family
  - F. Family income
  - G. Clothing budget or no budget
  - H. Kind of self-earned income
  - I. Number of extra-curricular activities
  - J. Number of positions of leadership in extra-curricular activities

#### Definition of Terms

In order to clarify terms used in this study, deliberate purchase, impulse purchase, and consumer were defined as follows:

Deliberate purchase. A purchase characterized by considerable circumspectness, extensive information-seeking, and consideration of garment characteristics.

Circumspectness includes planning and discussion of the purchase with others.

Information-seeking is consulting both personal and impersonal sources of information about garments.

Consideration of garment characteristics refers to attention given to features of ready-made apparel.

Impulse purchase. A purchase which is not characterized by circumspectness and information-seeking; however, garment characteristics may be evaluated at the point-of-purchase.

Consumer. The female college student who has purchased the three kinds of outerwear under investigation in this study.

#### Assumptions of the Study

The following assumptions were made for this study:

1. Consumers have significant latitude or discretion in their buying behavior. There are a variety of textile products within a generic group from which consumers are relatively free to choose.
2. However, consumer behavior is not unlimited. There are psychological and socio-economic factors, peculiar to the individual, which will restrict behavior.
3. Consumer motivational forces are hierarchical, and the hierarchies vary among consumers (Katona & Mueller, 1954).
4. The subjects will be able to recall information pertaining to their purchases of selected outerwear.

#### Limitations of the Study

The following factors were believed to be potential limitations of the study:

1. The sample was not a random sample.
2. The sample was not cross-sectional relative to the population of the school because women from the freshman class were not included.
3. Deliberation of the respondents was measured in relation to one purchase for each of the three items of apparel.

### Hypotheses

In order to determine the existence of a relationship between demographic characteristics of the respondents and degree of deliberation employed by them in outerwear purchases, the following null hypotheses were tested:

1. There will be no difference in deliberation by the respondents relative to their academic class.
2. There will be no difference in deliberation by the respondents relative to their academic average.
3. There will be no difference in deliberation by the respondents relative to their academic major, home economics as opposed to non-home economics major.
4. There will be no difference in deliberation by the respondents relative to the size of their home towns.
5. There will be no difference in deliberation by the respondents relative to their family size.
6. There will be no difference in deliberation by the respondents relative to family income.
7. There will be no difference in deliberation by the respondents relative to the kind of income earned by them.
8. There will be no difference in deliberation by the respondents relative to having a specific clothing budget.
9. There will be no difference in deliberation by the respondents relative to the number of extra-curricular activities in which they participate.
10. There will be no difference in deliberation by the respondents relative to the number of positions of leadership held in extra-curricular activities.

## CHAPTER II

### REVIEW OF LITERATURE

The literature reviewed for this study was divided and organized as follows: (a) studies relative to deliberation in purchasing and (b) studies relative to clothing purchase decisions. Of the literature reviewed, those findings most pertinent to this study were included.

#### Studies Relative to Deliberation in Purchasing

Traditional economic theory emphasizes the rational nature of man as an economic being. His ultimate concern in purchase decisions is maximization of utility. Problem recognition results in determination of alternative courses of action and their consequences. From this information, the buyer selects the alternative most advantageous to him. Encounter of similar problems brings similar rational behavior (Katona, 1960).

There is a continuum of deliberation, the most complex form being problem-solving. According to Katona (1960), this form occurs infrequently, usually when there is dissatisfaction with tradition or habit.

Motives, attitudes, and expectations as well as emotional factors influence problem solving and decision making, both by creating an awareness that there is a problem and by pushing people in a definite direction when problem solving is attempted [pp. 139-140].

A deliberate buyer was defined as one who:

. . . seeks information in stores, from printed matter, or from his friends. The chances are that he will discuss the purchase with his family. He investigates the price of the product trying to get the best buy for his money. He has some knowledge of the attributes of the different types of goods that are being offered [Katona & Mueller, 1954, pp. 37-38].

Personal and situational factors have been related to the degree of deliberation employed by purchasers. The consumer's income is a determinant of degree of deliberation employed prior to purchase (Bell, 1967). Newman (1966) maintained that the consumer's deliberation is a function of his interest in a product and the particular circumstance in which he is involved. Engel, Kollat, and Blackwell (1968) reported that, in a study conducted by Granbois, it was learned that a positive relationship existed between extent of deliberation and perception of risk. Risk was financial, social, physical, or some combination of these, and deliberation occurred to minimize risk.

Findings relative to the effect of situational variables, product characteristics, consumer characteristics, and environmental factors on decision-making were collected and reported by Engel et al (1968). Situational variables: Consumers have a higher probability of engaging in extended decision-process when:

1. There is little or no experience with an existing product.
2. The product is new.
3. Infrequent use renders past experience obsolete.
4. There is unsatisfactory past experience with a product.
5. The purchase is discretionary rather than necessary.

6. The product is important, for example, a gift.
7. The purchase is socially significant.

Product characteristics: Extended decision-process behavior is more likely to occur when:

1. Product commitment is for an extended period of time.
2. Alternatives are equally desirable or undesirable.
3. The product seems expensive to the consumer.

Consumer characteristics: Decision-process behavior is more likely to be extended rather than limited or habitual when:

1. The consumer is college educated.
2. The consumer is in the middle income category.
3. The consumer is under 35 years of age.
4. The consumer's occupation is in the white collar category.
5. The consumer enjoys shopping.
6. The product is not needed urgently.

Environmental factors: Consumers have a higher probability of engaging in extended decision-process behavior when:

1. The consumer perceives a difference between his behavior and that of an important reference group.
2. Family members disagree about desirability of alternatives.
3. Unfamiliar or new stimuli or circumstances exist.

Impulse purchasing is at the low end of the deliberation continuum. Little or no planning and information-seeking characterize impulse purchasing, with product evaluation sometimes occurring at the point-of-purchase.

Stern (1962) defined four types of impulse purchases: (a) Planned impulse buying, in which the shopper enters the store with specific purchases in mind but intends to make other purchases that depend on bargains; (b) Suggestion impulse buying, in which the shopper, when exposed to a product for the first time, visualizes a need for it and evaluates its characteristics at the point-of-purchase; (c) Reminder impulse buying, in which prior experience with a product or knowledge of it initiates the decision to buy; and (d) Pure impulse buying, which is whimsical behavior that breaks a normal buying pattern. In all but sometimes the latter type of impulse purchase, the element of rationality pervades.

Frequency of purchase, ease of product identification, ease of product acquisition, urgent need, and brevity of product life are several factors that have been related to impulse buying.

Frequency of purchase, one factor that leads to impulse purchasing, can become habit. According to Katona (1953), habit is economical rational behavior because it reduces or eliminates time-consuming deliberation and inherent stress.

Lazer stated that there is a relationship between impulse buying and the individual's ability to identify the product with himself. "Our choices are made easier. . . because one object is symbolically more harmonious to our goals, feelings, and self-definitions than is another [Lazer, 1965, p. 60]."

Stern (1962) maintained that the following product characteristics

and marketing practices, which simplify product acquisition by the consumer, are factors influencing impulse buying: low price, probably the most influential factor; size and portability of product; ease of product storage; mass distribution, hence, availability of product; mass advertising, thus, awareness of product; and prominence of product display in the store. Stern also suggested that immediate need for the product and brevity of product life were two other factors leading to impulsiveness in purchasing.

McKenna concurred with the theory that brevity of product life induced impulsive behavior. She stated, for example, "For clothing with a particular style, shoppers know from experience that they cannot come back later and expect to find the same item still available [Consumer behavior potpourri, 1966, p. 217]."

#### Studies Relative to Clothing Purchase Decisions

Research projects have determined that consumers are influenced by certain identifiable forces in their clothing purchases. Following are results of particularly relevant studies.

The most comprehensive study of decision making reviewed for this study was conducted by Katona and Mueller (1954). Deliberation by consumers relative to purchases of a major appliance was compared to their deliberation relative to purchases of a sport shirt. Very few purchases in either product category were preceded by extensive deliberation, and approximately one-fourth of all buyers exhibited no deliberation prior to either purchase. Planning periods typically were

short, and there was little information-seeking. Appliance buyers generally exercised greater deliberation with respect to their purchases. The authors concluded that this was true probably because the buyers perceived greater financial risk. Sport shirt buyers generally had not planned their purchases, and they had engaged in little information-seeking activity. Over one-third of the sport shirt buyers purchased on the spur-of-the-moment.

Six per cent of the buyers mentioned that they had received advice from acquaintances or salesmen. A fourth of all sport shirt buyers went into more than one store, compared with 40 per cent of all durable goods buyers. Hardly anyone mentioned printed information. Only 4 per cent of the buyers reported that they saw advertisements or other reading materials about sport shirts [p. 46].

Certain conditions relative to purchases were found to be conducive to little deliberation. These conditions were that: (a) the buyer's income was very high; (b) the cost of the product was low; (c) the buyer's education was low; (d) there were special opportunities to purchase; (e) the need for the product was urgent; and (f) the buyer was satisfied with similar previously owned products.

Burns' (1964) investigation of apparel purchase analysis sought to determine whether three selected characteristics influenced the degree of analysis employed by a group of homemakers. Her findings revealed that socio-economic level of the family and educational level of the homemaker were two factors influential in purchase analysis. Those homemakers who had dominant aesthetic clothing values were influenced by these values in their degree of analysis, while those

homemakers who had dominant economic clothing values were not similarly influenced in their degree of analysis. Low socio-economic and educational levels of the homemakers were related to dominant economic clothing values and to a low degree of analysis. Although there was no relationship of previous training in clothing and textiles, the third variable under investigation, to degree of analysis, previous training was related to the consumers' knowledge of fibers, brand, fit, and construction of clothing.

Similarly, Walker's (1967) study was designed to investigate degree of analysis in clothing purchases. It was found that enjoyment of shopping was unrelated to degree of analysis used by homemakers and was related only partially to the use of selected shopping practices. Degree of analysis was related to the homemakers' expressed satisfaction with purchases, their level of confidence in purchasing personal outerwear, their level of fashion interest, and their use of selected shopping practices. It was also learned that the homemakers' level of confidence in purchasing personal outerwear was significantly related to the degree of analysis used when purchasing these garments and to the homemakers' use of selected shopping practices. Their level of confidence in purchasing personal outerwear was found to be related partially to the amount of previous training in clothing and textiles.

One study which investigated importance of impulse buying to certain retail outlets was located. Clover (1950) found that impulse buying of apparel was relatively high. Retail managers from women's wear outlets estimated that 12.33 per cent of their total sales were

from impulse purchases. In this study, women's wear outlets ranked eighth of the eighteen kinds of outlets included in the survey.

Extent of circumspectness. There was available one study of clothing purchase decisions which surveyed length of planning periods previous to garment acquisition. Glenn (1964) found that her group had relatively short planning and shopping periods; few of the subjects had shopped longer than three days prior to their purchases of clothing.

Extent of information-seeking. Several studies have investigated the extent of information-seeking by clothing consumers and have found that characteristics of the consumer and the purchase situation were factors influential in the kinds and amount of information sought.

Brand loyalty of consumers is one determinant of the importance of information acquisition prior to purchase. Green (1966) developed a game with which he determined interest in information acquisition by brand loyal and non-brand loyal consumers. The game results were compared to day-to-day behavior, and he learned that ". . . brand loyal consumers tended to be low information buyers in terms of game performance, while brand switchers tended to be high information buyers in the game [p. 78]."

Also determinants of interest in information acquisition by consumers are garment price and type of store from which the garment was purchased. From a study of consumer blouse purchases, it was learned that "Customers were more apt to try on the more expensive blouses and those purchased in a specialty shop. They were least likely to try on the blouse if they bought it in a department store

[Ryan, 1966, p. 171]."

The socio-economic group to which consumers belong is another factor which contributes to their interest and ability in securing information prior to purchase.

Individuals draw upon different amounts and sources of information, depending upon their social status. The information sources of the lowest classes are often very limited and subject to misinformation and fraud. Consequently, working class women often rely on relatives or close friends for information about purchase decisions. Middle-class women put much more reliance upon media-acquired information and seek out media sources. Upper-class individuals have far more access to media information than do lower-class individuals. Individuals are also most responsive to information sources that they recognize as being compatible with their own social class. . . It is clear that sharp differences exist in the class connotations of standard media sources such as newspapers and television [Engel et al, 1968, pp. 303-304].

Ryan (1966) reported a study by Drake and Grimes in which this finding was confirmed. The results of their study, which was conducted to determine the significance of garment tags and labels as a source of information about garments, revealed that, although 53 per cent of the subjects always or usually used tags and labels, this source was more important to women of the higher income and educational levels.

The fact that the consumer's age was related to her use of labels as a source of information about garments was also found by Drake and Grimes (cited in Ryan, 1966). To those in age groups 30 to 39 and 40 to 49, garment tags and labels were significantly more important than to those in other age groups. Also, Anspach (1967) reported that teen-agers rarely made price comparisons and that generally they found it unnecessary to make more than one shopping trip prior to purchasing.

After having studied results of several research projects, Ryan (1966) concluded that at the awareness stage in the decision-making process individuals turned to mass media for information. Individuals at the point of selection turned to personal sources of information. "When the customer asks advice of either the clerk or the shopping companion she is more likely to purchase a garment than when she does not seek such advice [p. 174]."

Glenn (1964) studied buying practices of a group of college women. She found that magazine advertisements and interior store displays were the most frequently consulted sources of information for those in her study. She also found that the size of the respondents' home towns had no relationship to the number of stores visited prior to purchasing.

The effect of three variables--educational background, home locale, and socio-economic status--on consumer buying practices and consumer felt needs was studied by Hersey (1965). Two major differences in practices relative to academic environment were observed. One was that high school women read fashion magazines for information on wardrobe planning and new fabrics and they were interested in increasing the amount of consumer information in fashion magazines. The second was that college women were more likely to use magazine advertising for information on specific items of apparel and on care of clothing and they were less satisfied with the type of information currently found in fashion magazine advertising. Home locale was found to be

unrelated to the use of fashion magazine advertising as a source of information about apparel. Subjects from both urban and rural residences used advertising to learn about trends in fashion. Those of lower socio-economic status frequently consulted fashion magazines for consumer information, while those of higher socio-economic status consulted friends concerning clothing appropriate for college.

Kohler (1965) studied the use of labels by a group of college women and found that to her respondents labels were unimportant as a source of information about garments. Garment labels usually carried insufficient information. Few of this group of consumers used labels for either selection or care of garments, and they usually did not make a practice of saving labels for future reference on care. However, in this study those who made use of labels in initial selection also saved them for use concerning care.

Consideration of garment characteristics. Many studies have been conducted to determine consideration of garment characteristics by consumers prior to their purchases. A few of those pertinent to this study were selected to be reviewed.

Phillips (1966) investigated the selection and use of brand-name clothing by a group of college women who were sorority members. The importance of brand names to them depended on their knowledge of fashion and the status assigned by them to these brand names. The variable under consideration, academic class, exerted no influence on the importance of brand names. Freshman and senior women attached equal importance to knowledge, use, and status of brand-name clothing.

A study of the effect of selected variables upon clothing values of college women was conducted by Stout and Latzke (1958). One variable, size of the respondents' home towns, was found to have some effect on these values. Women from larger towns were more aware of the impression created by an outfit and were more likely to feel that being well-dressed did not require excessive expenditures. All subjects were asked to rank a series of statements relative to color, fabric, style, and clothes. The majority of respondents believed that it was important to select a becoming color, that fabric should be suited to the style, and that the style should be attractive on the wearer. Other considerations important to the group were the care costs required by a garment, the usefulness of a garment for a variety of occasions, the anticipated length of service provided by a garment, and the quality of workmanship and construction.

Glenn (1964) learned that the size of the home town had no effect on the consideration of style utility by college women. She found also that garment features likely to attract the attention of a potential customer were most frequently style and color; however, garment fit took priority over these two features in the ultimate decision to purchase. The majority of her respondents were considerate of style utility at the point-of-purchase.

Irwin (1966) conducted a study in which a comparison was made between the clothing practices of college freshman women who had high school training in home economics and those of a similar group who had not had home economics training. Her findings revealed little

difference in buying practices. Women in both groups took advantage of price reductions. Both groups sought information about clothing in magazines and newspapers. Label information important to both groups was that pertaining to size, price, added finishes, and durability. Women in both groups gave equal consideration to the utility of garments and garment price in relation to expected utility, to the color, and to the construction of garments. The only difference in buying practices in the two groups was that home economics majors looked less frequently at labels on outerwear than did non-home economics majors.

Consumer buying practices of a group of college women in relation to academic class and previous training in home economics were investigated by Thompson and Howell (1950). They found that the majority of women from both freshman and senior classes always read labels. High school home economics training was useful to the respondents in clothing selection, but it had no effect on their use of garment labels. Those from both age groups under study independently selected many individual clothing items but relied upon assistance from their mothers when purchasing more expensive garments.

This review of literature has indicated that there is a continuum of deliberation in purchasing behavior. The degree of deliberation employed by consumers in a particular purchase situation is governed by any one or a combination of several factors which include the product, marketing procedures used for product promotion, the purchase situation itself, and the socio-economic and psychological

factors relative to the consumer.

Degree of deliberation by consumers has been measured in relation to various kinds of products. However, it is apparent that there is a need to measure the extent of their comprehensive deliberation process in purchases of clothing and to determine whether demographic characteristics of consumers are related to the extent of their deliberation.

#### Development of the Questionnaire

The questionnaire was selected as the research instrument for this study because it was the most expedient method by which to collect information from a relatively large group of consumers. The methodology of Lewis and Miller (1966) was used as a guide in the development of the questionnaire for this study. In addition, some of the terminology used by them in describing the dimensions of a questionnaire was included in this study. Extent of circumstances, degree of information-seeking, and consideration of general characteristics were the three dimensions designated as measures of the consumer's deliberation relative to purchase of a coat, a dress, and a blouse.

It was believed that these respondents whose purchases had been made within one year prior to administration of the questionnaire would be likely to recall accurately their purchases. Therefore, the respondents were asked to indicate their purchases within the past year.

## CHAPTER III

### PROCEDURE

The procedure for this investigation was organized around the following five topics: (a) development of the questionnaire; (b) development of the index; (c) selection of the sample; (d) administration of the questionnaire; and (e) analysis of the data.

#### Development of the Questionnaire

The questionnaire was selected as the research instrument for this study, because it was the most expedient method by which to collect information from a relatively large group of students. The interview schedule of Katona and Mueller (1954) was used as a guide in development of the questionnaire for this study. In addition, some of the terminology used by them in describing the dimensions of deliberation was included in this study. Extent of circumspectness, extent of information-seeking, and consideration of garment characteristics were the three dimensions designated as measures of the respondents' deliberation relative to purchases of a coat, a dress, and a blouse.

It was believed that those respondents whose purchases had been made within one year prior to administration of the questionnaire would be likely to recall more accurately details of their purchases. Question 1 was included to isolate those respondents.

A meaningful comparison of purchases from different price ranges was desired. Question 2 determined whether the three garments under investigation were representative of the price ranges, relatively low, relatively medium, and relatively high.

Questions 5, 6, and 7 of the questionnaire were designed to measure extent of circumspectness, questions 8 through 12 were included to seek extent of information-seeking, and questions 3, 4, and 13 through 17 were the measures of consideration of garment characteristics. Although satisfaction with purchases was not a measure of deliberation, it was included to determine the respondents' judgment of their success in purchases. Question 18 permitted the respondents to indicate and explain their satisfaction or dissatisfaction with purchases of each of the items.

To determine whether there were differences in deliberation for the three apparel items under study, identical questions were asked for each item. Demographic information about the respondents was collected on the final page of the questionnaire. The questionnaire was administered to two sample groups prior to the final administration for purposes of clarification and refinement.

#### Development of the Index

Extent of circumspectness, extent of information-seeking, and consideration of garment characteristics were arbitrarily assigned equal value, the highest score for each dimension being 5.00 points. Therefore, the highest point value for each apparel item was 15.00

points, and the highest total deliberation score was 45.00 points.

Length of planning period and discussion with others, the measures of circumspectness, were valued at 2.50 points each. The longer the planning period and the greater the number of persons with whom the purchase was discussed, the higher the score the respondents earned. Each of the five sources of information about garments was given a value of 1.00 point, and the greater the number of sources consulted, the higher the score. A score of 0.45 point was assigned to each of the garment characteristics. The greater the attention paid to each characteristic, the higher the individual characteristic score, and the greater the number of characteristics considered, the higher the consideration score. One exception was made. Those respondents who indicated that restricting themselves to a particular price range was necessary were considered deliberate and received the full value of 0.45 point for consideration of price.

Appendix A presents a reproduction of the questionnaire, with those numbers in parentheses included to indicate scoring of the questionnaire. The numbers represent the maximum point value for the questions.

#### Selection of the Sample

Permission to administer the questionnaire to women students at West Virginia Wesleyan College was granted by the Dean of Women and the President of the Associated Women Students. All women living in two of the school's residence halls were asked to answer the questionnaire.

### Administration of the Questionnaire

The investigator administered the questionnaire in February, 1969, at separate meetings for each residence hall. As far as possible, identical conditions were maintained for the two administrations. The meetings were held at the same hour on two consecutive days. The investigator was introduced to the students at each meeting by the President of the Associated Women Students, and representatives of the women's government assisted in distribution and collection of the questionnaires. The instructions given to each group were identical. The investigator's appearance was the same at both meetings.

### Analysis of the Data

Response frequencies and index scores for each item were tabulated to determine extent of deliberation. Deliberation scores were compared, and correlations were used to determine whether a relationship existed between the respondents' deliberation and their demographic characteristics.

## CHAPTER IV

## FINDINGS AND DISCUSSION

The data for this study were obtained from the responses of 146 female college students to the questions concerning purchases of a coat, a dress, and a blouse. Although 242 questionnaires were administered, 96 were discarded. Forty-seven of the respondents had been unable to recall purchases of one or more of the garments, and another 49 had left unanswered seven or more of the questions.

One aim of the survey was to compare deliberation by the respondents relative to purchases of outerwear from three different price levels. The mean cost of the coat was \$46.06, the mean for the dress was \$19.65, and the mean for the blouse was \$7.19. Therefore, the comparison of deliberation by the respondents prior to purchases, in relation to price levels, was a valid comparison.

Demographic Characteristics of the Respondents

Academic Major, Academic Class, and Academic Average. Of the 146 respondents in the study, 19 were home economics majors and 127 were non-home economics majors. There were 41 respondents who were sophomores, 51 who were juniors, and 49 who were seniors. Five respondents did not name their academic class. Of the 146 respondents, 24 had earned an academic average within a range of 4.0 - 3.1, 108 had earned

an average within a range of 3.0 - 2.1, and 14 had earned an average within a range of 2.0 - 0.0.

Size of Home Town. The greatest proportion of the respondents (.226) in this study were from towns having a population of 10,000 - 25,000. The second largest proportion of the respondents came from towns that had more than 50,000 inhabitants. Table 1 gives the frequency distribution and proportion of respondents by size of home town.

Table 1  
Frequency Distribution and Proportion of Respondents  
by Size of Home Towns

	Frequency	Proportion
SIZE OF HOME TOWN		
Less than 2,500	19	.130
2,500 - 5,000	15	.103
5,000 - 10,000	22	.151
10,000 - 25,000	33	.226
25,000 - 50,000	20	.137
More than 50,000	29	.198
No answer	<u>8</u>	<u>.055</u>
Total	146	1.000

Size of Family and Family Income. Five respondents stated that there were one or two other family members at home. One hundred-nine stated that there were three to five other family members at home. The remaining 32 stated that there were six or more other family members at home. The greatest proportion of the respondents (.404) stated that their approximate family income was in the \$10,000 - \$25,000 bracket. Twenty-three persons either did not know or chose not to divulge this information. Table 2 gives the frequency distribution and proportion of respondents by approximate family income.

Table 2  
Frequency Distribution and Proportion of Respondents  
by Approximate Family Income

	Frequency	Proportion
APPROXIMATE FAMILY INCOME		
\$3,000 - \$5,000	6	.041
\$5,000 - \$10,000	39	.267
\$10,000 - \$25,000	59	.404
More than \$25,000	19	.130
No answer	<u>23</u>	<u>.158</u>
Total	146	1.000

Clothing Budget. There were 16 respondents who had a specific clothing budget and 127 respondents who did not have one. Three respondents did not answer the question.

Kind of Income Earned by the Respondents and the Per Cent of College Expenses Earned. Summer employment (.316) was the main source of income for the respondents in this study, and, of those who earned money for college expenses, the greatest proportion (.301) earned less than one-fourth of their expenses. Table 3 gives frequency distributions and proportion of respondents by kind of income and per cent of college expenses earned by them. Several of the students had earned money for college expenses through more than one source of income. Therefore, the total of the respondents is greater than 146, the number of respondents whose questionnaires were used.

Extra-Curricular Activities and Positions of Leadership Held by Respondents. The greatest proportion of respondents (.637) consisted of students who were members of 1 - 3 extra-curricular activities. Of those who held positions of leadership in extra-curricular activities, the greatest proportion held from 1 - 2 offices (.349) and worked on from 1 - 2 committees (.390). Table 4 gives frequency distributions and proportion of respondents by number of extra-curricular activities and positions of leadership in these activities.

#### Index Scores

Although mean index scores indicated that deliberation by the respondents was generally low, deliberation prior to purchase of a

Table 3

Frequency Distributions and Proportion of Respondents by Kind of Income  
and Per Cent of College Expenses Earned

	Frequency	Proportion
KIND OF INCOME EARNED		
Scholarship	41	.149
Loan	37	.135
"Workship"	44	.160
Summer employment	87	.316
None	<u>66</u>	<u>.240</u>
Total	275	1.000
PER CENT OF COLLEGE EXPENSES EARNED		
0 - 25	110	.541
26 - 50	22	.151
51 - 75	6	.041
76 - 100	<u>8</u>	<u>.055</u>
Total	146	1.000

Table 4  
 Frequency Distributions and Proportion of Respondents  
 by Participation in and Positions of Leadership in  
 Extra-Curricular Activities

	Frequency	Proportion
<b>NUMBER OF ACTIVITIES</b>		
None	9	.062
1 - 3	93	.637
4 - 6	39	.267
More than 6	<u>5</u>	<u>.034</u>
Total	146	1.000
<b>NUMBER OF OFFICES</b>		
None	86	.589
1 - 2	51	.349
3 - 4	9	.062
5 or more	<u>0</u>	<u>.000</u>
Total	146	1.000
<b>NUMBER OF COMMITTEES</b>		
None	70	.480
1 - 2	57	.390
3 - 4	17	.116
5 or more	<u>2</u>	<u>.014</u>
Total	146	1.000

coat was somewhat higher than it was prior to purchases of either a dress or blouse. There was no difference in the mean deliberation scores for purchases of a dress and a blouse, although standard deviation scores indicated that deliberation by respondents prior to purchase of a blouse was slightly more consistent than it was prior to purchase of a dress. This difference in consistency is probably a result of the respondents' awareness that a blouse must be considered in relation to one or more specific items of outerwear, while a dress might not require such consideration. Table 5 gives means and standard deviations of deliberation scores for purchases of a coat, a dress, and a blouse.

Table 5  
The Mean and Standard Deviation of Deliberation Scores  
for Purchases of a Coat, a Dress, a Blouse  
and the Total Index

	Coat	Dress	Blouse	Total Index
MEAN	11.67	9.95	9.95	31.57
STANDARD DEVIATION	11.90	10.24	10.02	31.71

Comparison of Deliberation by Respondents Prior to Purchases  
of a Coat, a Dress, and a Blouse

Extent of circumspectness. Respondents in this study had planned their purchase of a coat longer than they had planned their purchases of a dress and a blouse. Over three-fourths indicated that they had planned their purchase of a coat from two days to longer than one month, while less than half of the respondents had planned their purchase of a dress and a blouse for the same length of time. Table 6 gives the frequency distribution of respondents by length of planning period prior to purchases of a coat, a dress, and a blouse.

Table 6  
Frequency Distribution of Respondents by Length  
of Planning Period Prior to Purchases  
of a Coat, a Dress, and a Blouse

	Coat	Dress	Blouse
LENGTH OF PLANNING PERIOD			
One day or less	33	80	77
Two days to one week	16	24	26
One week to a month	43	26	28
Longer than one month	<u>54</u>	<u>16</u>	<u>15</u>
Total	146	146	146

An impulse buyer was defined as one who had planned a purchase one day or less and had considered selected features of the garment at the point-of-purchase. Table 6 also shows the frequency of impulse purchasing as defined in this study. There were 33 respondents who had purchased a coat on impulse, 80 respondents who had purchased a dress on impulse, and 77 respondents who had purchased a blouse on impulse. The ratio of impulse purchasing was twice as high for the purchases of a dress and a blouse as it was for purchase of a coat.

Some of the respondents indicated that they purchased their garments on special sale and that the sale price stimulated them to take advantage of bargains. Table 7 gives the frequency distributions and proportion of respondents who purchased garments on special sale and who stated that sale price was the stimulus to purchase.

The respondents discussed their purchases of the three apparel items most often with the person(s) upon whom the respondent was dependent. The source of second importance to them was friends or acquaintances. There was little discussion about garments with other relatives. In addition, the respondents indicated that there was around twice as much discussion about the purchase of a coat as there was about purchases of a dress or a blouse. Table 8 gives the frequency distribution of respondents relative to discussion of impending purchases of garments.

Extent of information-seeking. Respondents studied costs owned by others about twice as often as they studied dresses and blouses owned by others, and they studied blouses owned by others somewhat more

Table 7  
 Frequency Distributions and Proportion of Respondents  
 Who Bought Garments on Sale and Who Named  
 Sale Price as the Stimulus to Purchase

	Coat	Dress	Blouse
1. Those who planned one day or less and bought garments on special sale.	11 (.075)	28 (.192)	26 (.178)
2. Those from group 1 who named sale price as the inducement to purchase.	9 (.818)	26 (.929)	15 (.577)
3. Those who had planned from two days to longer than one month and purchased garments on special sale.	46 (.315)	25 (.171)	9 (.062)
4. Those from group 3 who named sale price as the inducement to purchase.	39 (.848)	21 (.840)	7 (.778)

Table 8  
 Frequency Distribution of Respondents Who Discussed Garments  
 with Others Prior to Purchases

	Coat	Dress	Blouse
Person(s) upon whom the respondent was dependent	105	43	45
Other relatives	13	9	6
Friends or acquaintances	<u>38</u>	<u>36</u>	<u>31</u>
Total	156	88	82

often than they studied dresses owned by others. The garments studied most often by respondents when they were considering purchasing a coat, a dress, and a blouse were those of friends. Friends, as a source of information about garments, were as important to the respondents as were relatives and passers-by combined.

Six commercial sources of information were included in the questionnaire. These were fashion magazines, television and/or radio, newspapers, garment tags and labels, retailers' and/or manufacturers' publications, and mail-order catalogs. These sources of information varied in importance with respect to the various items of clothing. The source consulted most often by respondents when purchasing coats was garment tags and labels. This source was rated only half as important to them when they bought dresses and blouses, and the most important source of information about dresses and blouses was fashion magazines. The source of least importance to respondents with respect to all purchases was retailers' and/or manufacturers' publications. Generally, retailers and manufacturers distribute such publications infrequently to the consuming public. It is probable that the respondents did not make more use of this source because they were unaware of or had not received such publications.

There was a considerable amount of comparison shopping by the respondents. Over half of the group stated that they visited three or more stores prior to purchases of a coat and a dress and approximately half made comparison shopping visits prior to purchase of a blouse. The proportion of those who had visited only the store

of purchase was less for coat purchases than dress purchases and less for dress purchases than blouse purchases.

Although most of the respondents had shopped in several stores prior to purchase, the majority did not visit the store of purchase more than once to check the garments they wanted. Respondents made several visits to the store of purchase more often when looking at dresses and blouses than when looking at coats. Perhaps this practice is related to the fact that a large number of respondents, regardless of the length of the planning period prior to purchase, bought coats that were sale priced (See Table 3). It would seem that a price reduction on a major apparel item might provide an immediate stimulus to purchase, thereby eliminating the necessity to make one or more return trips to the store.

As a general rule, sales personnel were not often consulted by the respondents for information about garments. However, the respondents did consult them over twice as often with reference to coat purchases as they did with reference to dress and a blouse purchases.

Table 9 gives frequency distributions of respondents with reference to information-seeking activity by them prior to purchases of a coat, a dress, and a blouse.

Table 9  
 Frequency Distributions of Respondents by Information-Seeking  
 Prior to Purchases of a Coat, a Dress, and a Blouse

	Coat	Dress	Blouse
THOSE PERSONS WHOSE GARMENTS WERE STUDIED BY RESPONDENTS			
Person(s) upon whom the respondents was dependent and/or other relatives	23	12	15
Friends	73	34	47
Passers-by	<u>47</u>	<u>22</u>	<u>25</u>
Total	143	68	87
COMMERCIAL SOURCES OF INFORMATION CONSULTED BY RESPONDENTS			
Advertisements and/or articles and/or editorials in fashion magazines	59	37	38
Television and/or radio advertisements	6	7	7
Newspaper advertisements and/or fashion pages	41	29	31
Garment tags and labels	64	33	35
Retailers' and/or manufacturers' publications	4	5	6
Mail-order catalogs	<u>25</u>	<u>15</u>	<u>14</u>
Total	199	126	131

Table 9 (continued)

	Coat	Dress	Blouse
<b>VISITS TO STORES OTHER THAN STORE OF PURCHASE</b>			
None	17	14	20
One or two	36	20	24
Three or more	<u>67</u>	<u>36</u>	<u>34</u>
Total	120	70	78
<b>VISITS TO STORE OF PURCHASE TO CHECK THE GARMENT</b>			
One	63	37	50
Two	46	24	15
Three or more	<u>9</u>	<u>7</u>	<u>9</u>
Total	118	68	74
<b>RESPONDENTS WHO QUESTIONED SALES PERSONNEL ABOUT GARMENTS</b>			
Number of respondents	81	36	34

Consideration of garment characteristics. Over two-thirds of the respondents looked for more than one specific brand when shopping for coats, while less than half of them did the same when shopping for dresses and blouses. Of those respondents who looked for more than one brand, over three-fourths looked at three or more. For each of the three items, less than five per cent considered only one brand other than that purchased.

A small proportion of the respondents restricted themselves to shopping for apparel in one price range only. Probably because the purchase of a coat would necessitate a greater expenditure, the rate of restriction was about twice as high when the respondents shopped for coats as it was when they shopped for dresses and blouses. Table 10 shows the frequency distributions of respondents by consideration of brand and importance of restricting price in their purchases of a coat, a dress, and a blouse.

The majority of the respondents believed that the characteristics of fit, becomingness to wearer, style, and comfort had been deserving of quite a lot or much consideration when deciding about the purchase of a coat. Fit, becomingness to wearer, style, and appropriateness to intended end-use had been given much consideration for the purchase of a dress. Ranking high in consideration for the purchase of a blouse were style, coordination into wardrobe, color, and fit. The least important characteristic to the respondents in their purchases of all three items was labelling. Table 11a gives

Table 10  
 Frequency Distributions of Respondents by Consideration of Brand  
 and Importance of Restricting Price in Purchases  
 of a Coat, a Dress, and a Blouse

	Coat	Dress	Blouse
NUMBER OF BRANDS CONSIDERED BY THOSE WHO LOOKED FOR MORE THAN ONE SPECIFIC BRAND			
One	4	1	1
Two	21	5	7
Three or more	<u>82</u>	<u>58</u>	<u>55</u>
Total	107	64	63
IMPORTANCE OF RESTRICTING PRICE TO THOSE WHO LOOKED FOR GARMENTS IN ONE PRICE RANGE ONLY			
Of little importance	4	2	5
Somewhat important	13	5	7
Very important	<u>15</u>	<u>7</u>	<u>5</u>
Total	32	14	17

Table 11a

Frequency Distributions of Respondents by Consideration of  
 Garment Characteristics in Their Purchases of  
 a Coat (a), a Dress (b), and a Blouse (c)

		Very much consideration				
		Quite a lot of consideration				
		Moderate consideration				
		Little consideration				
		No consideration at all				
Style	a.	0	2	17	46	79
	b.	0	2	14	43	86
	c.	0	2	18	25	99
Color	a.	2	9	39	54	41
	b.	2	12	41	42	48
	c.	1	5	16	31	91
Fit	a.	0	0	5	28	112
	b.	0	0	8	27	110
	c.	2	4	12	36	89
Coordination into wardrobe	a.	7	20	41	39	37
	b.	10	20	38	38	39
	c.	0	3	10	34	96
Becomingness to wearer	a.	0	0	13	43	88
	b.	0	2	2	29	110
	c.	3	4	18	36	83
Comfort	a.	1	4	16	55	69
	b.	0	6	24	48	67
	c.	3	6	22	52	61
Length of service	a.	3	9	37	36	58
	b.	9	15	47	42	32
	c.	7	12	41	48	36
Construction	a.	7	10	42	40	46
	b.	5	9	45	46	40
	c.	5	10	45	46	38
Labelling	a.	14	28	32	40	28
	b.	13	23	43	37	29
	c.	12	21	40	36	35
Care required	a.	16	26	46	39	18
	b.	9	21	48	43	24
	c.	9	12	43	42	48
Appropriateness to intended end-use	a.	1	4	9	53	68
	b.	3	4	16	41	81
	c.	1	2	18	33	90

frequency distributions of respondents by consideration of garment characteristics in their purchases of a coat, a dress, and a blouse. Table 11b gives mean and standard deviation scores for consideration of garment characteristics by respondents. Table 11b shows that the respondents scored high in their consideration of garment characteristics.

Although the respondents exercised greater deliberation in their purchases of a coat than they did in their purchases of a dress and a blouse, it was found that they were less satisfied with their purchases of a coat than they were with their purchases of a dress and a blouse. There were 110 respondents who were satisfied with their purchases of a coat, and these cited comfort, usefulness, style, and length of service as the reasons for their satisfaction. The reasons for dissatisfaction with their purchases of a coat were most frequently related to poor quality fabric and construction. The 124 respondents who were satisfied with their purchases of a dress most frequently named fit, style, appropriateness to intended end-use, ease of care, and comfort as the reasons for their satisfaction. There were 130 respondents who were satisfied with their purchases of a blouse. These respondents most often named as reasons for satisfaction ease of care, coordination into wardrobe, style, and appropriateness to intended end-use. The 21 respondents who were dissatisfied with dress purchases and the 13 respondents who were dissatisfied with blouse purchases cited poor quality fabric and construction as reasons for dissatisfaction, as did those who were dissatisfied with coat purchases.

Table 11b  
 Mean Scores (a) and Standard Deviations (b) of Consideration of  
 Garment Characteristics by Respondents in Their Purchases  
 of a Coat, a Dress, and a Blouse

		Coat	Dress	Blouse
Style	a.	.44	.45	.45
	b.	.08	.07	.09
Color	a.	.38	.38	.44
	b.	.10	.10	.10
Fit	a.	.45	.45	.44
	b.	.05	.06	.10
Coordination into wardrobe	a.	.35	.35	.45
	b.	.12	.12	.09
Becomingness to wearer	a.	.45	.45	.43
	b.	.08	.08	.10
Comfort	a.	.43	.42	.41
	b.	.08	.09	.10
Length of service	a.	.39	.35	.36
	b.	.11	.11	.11
Construction	a.	.37	.37	.37
	b.	.11	.10	.11
Labelling	a.	.32	.33	.34
	b.	.13	.12	.13
Care required	a.	.31	.34	.37
	b.	.12	.11	.12
Appropriateness to Intended end-use	a.	.43	.43	.44
	b.	.08	.09	.09
Means	a.	.40	.40	.41
	b.	.10	.10	.10

### Correlations

Demographic characteristics were correlated to individual deliberation scores by respondents in their purchases of a coat, a dress, and a blouse and to their total deliberation scores. In Table 12 statistically significant relationships for this study are indicated by an asterisk. There was a relationship between deliberation by the respondents and academic class, per cent of college expenses earned, number of extra-curricular activities, and positions of leadership held in extra-curricular activities. Deliberation increased as did these variables. No correlation was found between satisfaction with garments and deliberation prior to purchases of each apparel item. Neither was there a correlation between satisfaction with garments and total deliberation scores. This lack of a relationship between satisfaction with garments and deliberation prior to purchases may indicate that the respondents in this study were highly confident in selecting and purchasing garments that met their needs without extensive deliberation. Perhaps past purchasing experience had been helpful in the development of this confidence.

Table 12  
 Correlation Coefficients of Demographic Characteristics  
 as Related to Individual and Total  
 Deliberation Scores

	Coat	Dress	Blouse	Total Index
Major	-.1295	-.0868	-.1502	-.1501
Class	.0536	.1823*	.2203*	.1859*
Average	-.0986	-.1922*	-.1258	-.1725*
Size of home town	.0280	.0125	-.0139	.0117
Family size	-.0632	.0050	-.0003	-.0246
Family income	.0114	-.0543	.0057	-.0163
Earned income	.0132	.0322	.0451	.0311
Per cent earned	-.0130	.1943*	-.0519	.0579
Budget	-.0785	-.1684	-.0136	-.1103
Activities	.1342	.1855*	.2549*	.2348*
Offices	.1057	-.0527	.2295*	.1107
Committees	.2042*	.1821*	.2137*	.2437*
Satisfaction: Coat	.0712			.0843
Satisfaction: Dress		-.1215		-.1010
Satisfaction: Blouse			.0628	.0286

\*Significant at the .05 confidence level.

## CHAPTER V

## SUMMARY

This study was conducted to investigate deliberation by a group of college women in their purchases of apparel. There were two major objectives of this study. The first was to develop an index by which degrees of deliberation by the respondents could be evaluated in relation to their purchases of one each of three items of outerwear for school use. The apparel items under investigation were a winter coat, a winter dress, and a blouse. The second objective was to test for correlations between deliberation scores and selected demographic characteristics of the respondents. The demographic characteristics under investigation were academic major, academic class, academic average, size of the respondents' home towns, size of their families, approximate family income, kind of self-earned income, clothing budget or no budget, number of extra-curricular activities, and the number of positions of leadership held in extra-curricular activities.

The review of literature for this study dealt with studies relative to deliberation in purchasing and studies relative to clothing purchase decisions. It was found that extent of deliberation by consumers varies with respect to different circumstances of the purchase situation such as the product, marketing procedures used in product promotion, the purchase situation itself, and socio-economic

and psychological factors relative to the consumer. It was also found that little research has been conducted on the comprehensive decision-making process by consumers in relation to their purchases of clothing.

There were 146 respondents included in the survey. The respondents were women students from the sophomore, junior, and senior classes at West Virginia Wesleyan College.

The research instrument for this study was a questionnaire, which was designed to measure the respondents' deliberation in terms of three dimensions, which were extent of circumspectness, extent of information-seeking, and consideration of garment characteristics.

The respondents' replies to questions concerning each of the dimensions were compared to determine whether a difference in deliberation existed in relation to purchases of the three items of outerwear under investigation. The mean index scores indicated that a difference in deliberation did exist among the respondents in this study. Respondents were found to be more deliberate when buying a coat than when buying a dress and a blouse. Standard deviation scores for dress and blouse purchases indicate that, although deliberation with respect to these purchases was the same, respondents were slightly more consistent in deliberation with respect to blouse purchases than they were with respect to dress purchases. The total index mean score indicated that overall deliberation was relatively low.

Correlations between deliberation by respondents and selected demographic characteristics were computed, and the results are noted below.

Hypothesis 1. There will be no difference in deliberation by the respondents relative to their academic class.

This hypothesis was partially rejected. Academic class was statistically significant for the respondents in this study in relation to their purchases of a dress, of a blouse, and to their total index scores. Deliberation increased respectively from the sophomore to senior classes.

Hypothesis 2. There will be no difference in deliberation by the respondents relative to their academic average.

This hypothesis was partially rejected. Academic average was shown to be statistically significant for respondents in the extent of their deliberation as related to their purchase of a dress and to their total deliberation score. Deliberation increased as did the academic average of the respondents.

Hypothesis 3. There will be no difference in deliberation by the respondents relative to their academic major, home economics as opposed to non-home economics major.

This hypothesis was confirmed. Academic major did not influence deliberation by the respondents in either their purchases of outerwear items or in their total deliberation.

Hypothesis 4. There will be no difference in deliberation by the respondents relative to the size of their home towns.

This hypothesis was confirmed. No difference in deliberation

by the respondents was observed relative to the size of their home towns.

Hypothesis 5. There will be no difference in deliberation by the respondents relative to family size.

This hypothesis was confirmed. Size of the respondents' families did not exert an influence on the degree of deliberation employed by them in purchases of apparel.

Hypothesis 6. There will be no difference in deliberation by the respondents relative to family income.

This hypothesis was confirmed. Family income was not found to influence deliberation by the respondents in this study.

Hypothesis 7. There will be no difference in deliberation by the respondents relative to the kind of income earned by them.

This hypothesis was confirmed. The kind of income earned by the respondents was not related to their deliberation. However, the per cent of college expenses earned by the respondents was related to their purchases of a dress. As the per cent of college expenses earned by the respondents increased, their deliberation in dress purchases increased.

Hypothesis 8. There will be no difference in deliberation by the respondents relative to having a specific clothing budget.

This hypothesis was confirmed. There was no relationship between the respondents having a specific clothing budget and the deliberation employed by them in their purchases.

Hypothesis 9. There will be no difference in deliberation by the respondents relative to the number of extra-curricular activities in which they participate.

This hypothesis was partially rejected. Number of extra-curricular activities was statistically related to deliberation by respondents in their purchases of a dress, a blouse, and their total deliberation. Deliberation increased with participation in extra-curricular activities.

Hypothesis 10. There will be no difference in deliberation by the respondents relative to the number of positions of leadership held in extra-curricular activities.

This hypothesis was partially rejected. It was found that the number of offices held was related to deliberation in the purchase of a blouse and that the number of committees on which respondents served was related to their coat purchases, their dress purchases, their blouse purchases, and their overall index scores. Deliberation increased as did the number of positions of leadership held by respondents in extra-curricular activities.

#### Recommendations for Further Study

There are three major recommendations for further study. 1. A similar study could be conducted to measure deliberation in purchases of outerwear by students at a state university. It is highly probable that there would be a difference between the atmosphere of a smaller, church-affiliated college and that of a larger non-sectarian university

and that this difference in atmosphere would result in a difference in attitudes toward purchases and actual purchases by students at the two types of schools. 2. A similar study could be conducted to measure deliberation by a group of students each of their four years in college. It is probable that there would be a difference in attitude toward purchasing and actual purchase behavior as the students progressed from year to year. 3. A similar study could be conducted using the personal interview as the research instrument. The interview technique might provide an opportunity for asking questions to probe into motives of purchase behavior and the actual reasons given for the final selection of one particular item over others available.

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Dear Student,

In order to work most effectively, consumer educators must have an understanding of the amount of deliberation given by consumers to their purchases.

This questionnaire has been designed to measure the amount of thought, or deliberation, given to the purchase of selected items of women's outerwear. The initial section of the questionnaire deals with your most recent purchases of a winter school coat, a winter school dress, and a school blouse. Following this is a section of background information.

#### APPENDIX A

Your cooperation in completing this questionnaire would be greatly appreciated. Please be certain to answer all questions in order that the information obtained will be accurate.

#### Instructions for the Survey Questionnaire

Very sincerely,

The Copyright

Dear Student,

In order to work most effectively, consumer educators must have an understanding of the amount of deliberation given by consumers to their purchases.

This questionnaire has been designed to measure the amount of thought, or deliberation, given to the purchases of selected items of women's outerwear. The initial section of the questionnaire deals with your most recent purchases of a winter school coat, a winter school dress, and a school blouse. Following this is a section of background information.

Your cooperation in completing the questionnaire would be greatly appreciated. Please be certain to answer all questions in order that the information obtained be complete and usable.

Most sincerely,

Pam Cutright

QUESTIONS ON PURCHASING DECISIONS

Recall the last ready-made winter coat you purchased, and answer the following questions about your purchase of it.

- 1. When was your purchase made? \_\_\_\_\_  
(Month and Year)
- 2. How much did it cost? \_\_\_\_\_
- 3. Was it on special sale? Yes \_\_\_\_\_ No \_\_\_\_\_
- 4. If you answered yes to question three, was price an important factor in your purchase?

APPENDIX B

Survey Questionnaire of Deliberation in Purchasing

- 5. How long had you been planning to purchase this item?  
More than one year but less than one month 1.00  
Longer than one month 1.00
- 6. If you checked one day or less above and if your purchase was made in a store, was all of your consideration (amount) about your coat done in the store where you purchased, approximately 100% of your total purchase of it?  
Yes \_\_\_\_\_  
No \_\_\_\_\_
- 7. If you answered yes to question number 6, what questions 7 through 10 will go on to question 11 and 12?  
7. In the appropriate space below, check (X) those persons with whom you discussed anything about coats during the planning period prior to the purchase of yours.  

Person(s) on whom you are dependent	<u>10.00</u>
Other relatives	<u>10.00</u>
Friends or acquaintances	<u>10.00</u>
None of these	<u>10.00</u>
- 8. Check (X) in the appropriate space below, all persons whose coats you studied while you were planning the purchase of yours.  

Person(s) on whom you are dependent and/or other relatives	<u>10.00</u>
Friends	<u>10.00</u>
Persons-by	<u>10.00</u>
None of these	<u>10.00</u>



9. Place a check mark (✓) by each source of information about coats which you consulted before your purchase. (Indicate all sources used.)

Advertisements and/or articles and/or editorials in fashion magazines	<u>(0.160)</u>
Television and/or radio advertisements	<u>(0.160)</u>
Newspaper advertisements and/or fashion pages	<u>(0.160)</u>
Garments tags and labels	<u>(0.160)</u>
Retailers' and/or manufacturers' publications	<u>(0.160)</u>
Mail-order catalogs	<u>(0.160)</u>
None of these	<u>(0.000)</u>

10. In how many stores did you look at coats before you purchased yours? (The number you check should exclude the retail outlet in which your purchase was made.)

None	<u>(0.000)</u>
One or two	<u>(0.500)</u>
Three or more	<u>(1.000)</u>

11. How many times did you visit the store where you purchased for the specific purpose of looking at the coat?

One	<u>(0.333)</u>
Two	<u>(0.666)</u>
Three or more	<u>(1.000)</u>

12. Did you ask sales people any questions about coats when you were considering this purchase?

Yes	<u>(1.000)</u>
No	<u>(0.000)</u>

13. Did you look for only one specific brand of coat?

Yes	<u>(0.000)</u>
No	<u>(See #14)</u>

14. If your answer to number 13 was no, how many other brands of coats did you consider?

One	<u>(0.150)</u>
Two	<u>(0.300)</u>
Three or more	<u>(0.450)</u>

15. Did you consider coats in more than one price range?

Yes	<u>(0.450)</u>
No	<u>(See #16)</u>

16. How important to you was limiting the price you paid for your coat to a definite price range?

Of little importance	(0.000)
Somewhat important	(0.450)
Very important	(0.450)

17. This question deals with the amount of consideration you gave to specific garment characteristics at the time of the actual purchasing situation. In the appropriate spaces below, indicate the degree of your consideration of each of the following characteristics of your coat at the time your purchase was made. (Illustration: Whether or not your coat was purchased because it would be in style for many years is unimportant. The only information desired is your consideration of its style utility, regardless of whether this would be a long or short period of time. Treat other garment characteristics similarly.)

	No consideration at all	Little consideration	Moderate consideration	Quite a lot of consideration	Very much consideration
The style of your coat	.00	.11	.22	.33	.45
The color of your coat					
The fit of your coat					
The coordination of your coat with other items in your wardrobe					
Your coat's becomingness to you					
The comfort of your coat					
The length of service your coat would provide					
The construction of your coat					
The labelling (fiber content, care, etc.) of your coat					
The care your coat would require					
The appropriateness of your coat to the use you intended it					

18. Are you entirely satisfied with your coat?

Yes \_\_\_\_\_

No \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recall the last ready-made winter school dress you purchased, and answer the following questions about your purchase of it.

1. When was your purchase made? \_\_\_\_\_  
(Month and Year)

2. How much did it cost? \_\_\_\_\_

3. Was it on special sale? Yes \_\_\_\_\_  
No \_\_\_\_\_

4. If you answered yes to number three, was price an inducement to purchase at that time?

Yes \_\_\_\_\_  
No \_\_\_\_\_

5. How long had you been planning this purchase?

One day or less	(0.625)
Two days to a week	(1.250)
More than one week but less than one month	(1.875)
Longer than one month	(2.500)

6. If you checked one day or less above and if your purchase was made in a store, was all of your consideration (thought) about your dress done in the store where you purchased, immediately prior to your actual purchase of it?

Yes \_\_\_\_\_  
No \_\_\_\_\_

If you answered yes to question number 6, omit questions 7 through 16 and go on to questions 17 and 18.

7. In the appropriate spaces below, check (✓) those persons with whom you discussed anything about dresses during the planning period prior to the purchase of yours.

Person(s) on whom you are dependent	<u>(0.830)</u>
Other relatives	<u>(0.830)</u>
Friends or acquaintances	<u>(0.830)</u>
None of these	<u>(0.000)</u>

8. Check (✓), in the appropriate spaces below, those persons whose dresses you studied while you were planning the purchase of yours.

Person(s) on whom you are dependent and/or other relatives	<u>(0.333)</u>
Friends	<u>(0.333)</u>
Passers-by	<u>(0.333)</u>
None of these	<u>(0.000)</u>

9. Place a check mark (✓) by each source of information about dresses which you consulted before your purchase. (Indicate all sources used.)

Advertisements and/or articles and/or editorials in fashion magazines	<u>(0.160)</u>
Television and/or radio advertisements	<u>(0.160)</u>
Newspaper advertisements and/or fashion pages	<u>(0.160)</u>
Garment tags and labels	<u>(0.160)</u>
Retailers' and/or manufacturers' publications	<u>(0.160)</u>
Mail-order catalogs	<u>(0.160)</u>
None of these	<u>(0.000)</u>

10. In how many stores did you look at dresses before you purchased yours? (The number you check should exclude the retail outlet in which your purchase was made.)

None	<u>(0.000)</u>
One or two	<u>(0.500)</u>
Three or more	<u>(1.000)</u>

11. How many times did you visit the store where you purchased for the specific purpose of looking at the dress?

One	<u>(0.333)</u>
Two	<u>(0.666)</u>
Three or more	<u>(1.000)</u>

12. Did you ask sales people any questions about dresses when you were considering this purchase?

Yes	<u>(1.000)</u>
No	<u>(0.000)</u>

13. Did you look for only one specific brand of dress?  
 Yes (0.000)  
 No (See #14)
14. If your answer to number 13 was no, how many other brands of dresses did you consider?  
 One (0.150)  
 Two (0.300)  
 Three or more (0.450)
15. Did you consider dresses in more than one price range?  
 Yes (0.450)  
 No (See #16)
16. How important to you was limiting the price you paid for your dress to a specific price range?  
 Of little importance (0.000)  
 Somewhat important (0.450)  
 Very important (0.450)
17. This question deals with the amount of consideration you gave to specific garment characteristics at the time of the actual purchasing situation. In the appropriate spaces on page 64, indicate the degree of your consideration of each of the following characteristics of your dress at the time your purchase was made. (Illustration: Whether or not your dress was purchased because it would be in style for several years is unimportant. The only information desired is your consideration of its style utility, regardless of whether this would be a long or short period of time. Treat other garment characteristics similarly.)

	Very much consideration				
	Quite a lot of consideration				
	Moderate consideration				
	Little consideration				
	No consideration at all				
The style of your dress	.00	.11	.22	.33	.45
The color of your dress					
The fit of your dress					
The coordination of your dress with other items in your wardrobe					
The becomingness of your dress on you					
The comfort of your dress					
The length of service your dress would provide					
The construction of your dress					
The labelling (fiber content, care, etc.) of your dress					
The care your dress would require					
The appropriateness of your dress to the use you intended it					

18. Are you entirely satisfied with your dress?

Yes \_\_\_\_\_

No \_\_\_\_\_

Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Recall the last ready-made school blouse you purchased, and answer the following questions about your purchase of it.

1. When was your purchase made? \_\_\_\_\_  
(Month and Year)

2. How much did it cost? \_\_\_\_\_

3. Was it on special sale? Yes \_\_\_\_\_  
No \_\_\_\_\_

4. If you answered yes to number three, was price an inducement to purchase at that time?

Yes \_\_\_\_\_  
No \_\_\_\_\_

5. How long had you been planning this purchase?

One day or less	(0.625)
Two days to a week	(1.250)
More than one week but less than one month	(1.875)
Longer than one month	(2.500)

6. If you checked one day or less above and if your purchase was made in a store, was all of your consideration (thought) about your blouse done in the store where you purchased, immediately prior to your actual purchase of it?

Yes \_\_\_\_\_  
No \_\_\_\_\_

If you answered yes to question number 6, omit questions 7 through 16 and go on to questions 17 and 18.

7. In the appropriate spaces below, check (✓) those persons with whom you discussed anything about blouses during the planning period prior to the purchase of yours.

Person(s) on whom you are dependent	(0.830)
Other relatives	(0.830)
Friends or acquaintances	(0.830)
None of these	(0.000)

8. Check (✓), in the appropriate spaces below, those persons whose blouses you studied while you were planning the purchase of yours.

Person(s) on whom you are dependent and/or other relatives	(0.333)
Friends	(0.333)
Passers-by	(0.333)
None of these	(0.000)

9. Place a check mark (✓) by each source of information about blouses which you consulted before your purchase. (Indicate all sources used.)
- |   |                |
|---|----------------|
| Advertisements and/or articles and/or editorials in fashion magazines | <u>(0.160)</u> |
| Television and/or radio advertisements                                | <u>(0.160)</u> |
| Newspaper advertisements and/or fashion pages                         | <u>(0.160)</u> |
| Garment tags and labels   | <u>(0.160)</u> |
| Retailers' and/or manufacturers' publications                         | <u>(0.160)</u> |
| Mail-order catalogs   | <u>(0.160)</u> |
| None of these   | <u>(0.000)</u> |
10. In how many stores did you look at blouses before you purchased yours? (The number you check should exclude the retail outlet in which your purchase was made.)
- |               |                |
|---------------|----------------|
| None          | <u>(0.000)</u> |
| One or two    | <u>(0.500)</u> |
| Three or more | <u>(1.000)</u> |
11. How many times did you visit the store where you purchased for the specific purpose of looking at the blouse?
- |               |                |
|---------------|----------------|
| One           | <u>(0.333)</u> |
| Two           | <u>(0.666)</u> |
| Three or more | <u>(1.000)</u> |
12. Did you ask sales people any questions about blouses when you were considering this purchase?
- |     |                |
|-----|----------------|
| Yes | <u>(1.000)</u> |
| No  | <u>(0.000)</u> |
13. Did you look for only one specific brand of blouse?
- |     |                  |
|-----|------------------|
| Yes | <u>(0.000)</u>   |
| No  | <u>(See #14)</u> |
14. If your answer to number 13 was no, how many other brands of blouses did you consider?
- |               |                |
|---------------|----------------|
| One           | <u>(0.150)</u> |
| Two           | <u>(0.300)</u> |
| Three or more | <u>(0.450)</u> |
15. Did you consider blouses in more than one price range?
- |     |                  |
|-----|------------------|
| Yes | <u>(0.450)</u>   |
| No  | <u>(See #16)</u> |

16. How important to you was limiting the price you paid for your blouse to a specific price range?

Of little importance	<u>(0.000)</u>
Somewhat important	<u>(0.450)</u>
Very important	<u>(0.450)</u>

17. This question deals with the amount of consideration you gave to specific garment characteristics at the time of the actual purchasing situation. In the appropriate spaces below, indicate the degree of your consideration of each of the following characteristics of your blouse at the time your purchase was made. (Illustration: Whether or not your blouse was purchased because it would be in style for a lengthy period of time is unimportant. The only information desired is your consideration of its style utility, regardless of whether this would be a lengthy or short period of time. Treat other garment characteristics similarly.)

	Very much consideration				
	Quite a lot of consideration				
	Moderate consideration				
	Little consideration				
	No consideration at all				
	.00	.11	.22	.33	.45
The style of your blouse					
The color of your blouse					
The fit of your blouse					
The coordination of your blouse with other items in your wardrobe					
The becomingness of your blouse on you					
The comfort of your blouse					
The length of service your blouse would provide					
The construction of your blouse					
The labelling (fiber content, care, etc.) of your blouse					
The care your blouse would require					
The appropriateness of your blouse to the use you intended it					

18. Are you entirely satisfied with your blouse?

Yes \_\_\_\_\_  
No \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. What is your current cumulative income for age?

4,000-5,000 \_\_\_\_\_  
5,000-6,000 \_\_\_\_\_  
6,000-7,000 \_\_\_\_\_  
7,000-8,000 \_\_\_\_\_

2. What is the population of your home town?

Less than 2,000 \_\_\_\_\_  
2,000 - 5,000 \_\_\_\_\_  
5,000 - 10,000 \_\_\_\_\_  
10,000 - 25,000 \_\_\_\_\_  
25,000 - 50,000 \_\_\_\_\_  
More than 50,000 \_\_\_\_\_

3. Do you have other family members who share living at your home? \_\_\_\_\_

4. To the best of your ability, estimate the total of the financial obligations of the principal upon whom you are dependent.

Less than \$1,000 \_\_\_\_\_  
\$1,000-\$2,000 \_\_\_\_\_  
\$2,000-\$4,000 \_\_\_\_\_  
\$4,000-\$5,000 \_\_\_\_\_  
More than \$5,000 \_\_\_\_\_

5. If you have part of your college expenses, indicate which typical of financial aid you have.

Scholarship \_\_\_\_\_  
Loan \_\_\_\_\_  
Work-study \_\_\_\_\_  
Student Employment \_\_\_\_\_

6. What percentage of your college expenses do you earn? \_\_\_\_\_

7. Do you have a specific clothing budget? Yes \_\_\_\_\_  
No \_\_\_\_\_

## BACKGROUND INFORMATION

1. What is your major field of study? \_\_\_\_\_
2. In which academic class are you?
 

Sophomore	_____
Junior	_____
Senior	_____
3. What is your current cumulative academic average?
 

4.0-3.1	_____
3.0-2.1	_____
2.0-0.0	_____
4. What is the population of your home town?
 

Less than 2,500	_____
2,500 - 5,000	_____
5,000 - 10,000	_____
10,000 - 25,000	_____
25,000 - 50,000	_____
More than 50,000	_____
5. How many other family members are there living at your home? \_\_\_\_\_
6. To the best of your ability, estimate the total of the income(s) of the person(s) upon whom you are dependent.
 

Less than \$3,000	_____
\$3,000-\$5,000	_____
\$5,000-\$10,000	_____
\$10,000-\$25,000	_____
More than \$25,000	_____
7. If you earn part of your college expenses, indicate which type(s) of financial aid you have.
 

Scholarship	_____
Loan	_____
"Workship"	_____
Summer Employment	_____
8. What percentage of your college expenses do you earn? \_\_\_\_\_
9. Do you have a specific clothing budget?
 

Yes	_____
No	_____

10. In how many extra-curricular activities do you currently participate?

None \_\_\_\_\_  
1-3 \_\_\_\_\_  
4-6 \_\_\_\_\_  
More than 6 \_\_\_\_\_

11. Indicate the number of offices you hold and the number of committees on which you currently serve in extra-curricular activities.

	Offices	Committees
None	_____	_____
1-2	_____	_____
3-4	_____	_____
5 or more	_____	_____