

Gender Differences in Children's Clothing Orientation and Clothing Purchase Behaviors

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Abstract

The purpose of this study was to explore children's gender differences in their clothing orientation and clothing purchase behaviors. For this study, data were collected from 166 fifth and sixth graders attending three elementary schools in Seoul. Questionnaire survey data were analyzed through factor analysis, cross-tabulation, and t-test. In result, gender differences were found in children's clothing orientation, clothing purchase behaviors, and post-purchase behaviors. Girls were more interested in clothing than were boys, and thus girls used a variety of information sources for clothing shopping, taking an active role during the purchase process, compared to boys. Different characteristics of two gender groups of older children in school age were described. Marketing implications based on findings were provided for practitioners.

Key words : children, clothing orientation, purchase behavior, gender differences.

I. Introduction

Children's clothing behavior has been developed in close relation to personality and sociality development¹⁾. Children in school age develop their sociality as they make relationships with their peer groups in school. Children in this age start to follow clothing behaviors of peer groups to have feeling of affiliations to their peer groups. This tendency of clothing conformity is apparent in older children who are in the 5th or 6th grade of elementary school. In the present, children in this age become mature mentally and physically earlier than before. It is resulted from diverse information easily accessible through the Internet and mass communication as well as fast physical development due to improved nutritive conditions. Therefore, the children in school age

become near to adolescence earlier than before. More and more children in high grades of elementary school show characteristics of adolescence in their clothing behaviors by presenting severe clothing conformity, much attention to appearance, etc. Studying clothing behaviors of children in this age may be valuable to provide a piece of information of consistently changing older children's market.

In addition, decrease of children's number in family enable children to have more influential power in the family's purchase decision making process than before though children do not have real buying power. As children are accumulating indirect purchase experiences due to the effect of mass communication, children are being unconsciously trained as independent consumers²⁾. In the meanwhile, investigation of older children's clothing purchase behaviors may be me-

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¹ Hae-Kyung Kim, *Clothes of Children*, (Seoul : Yonsei Univirsty Press, 1977), 85-88.

aningful to enhance understandings of marketers who aim at this newly emerging consumer segment.

Most of preceding research about children's clothing purchase behaviors surveyed parents who are actual purchasers. Studies surveying children also tended to focus on design preference and body characteristics of children. Studies comprehensively exploring children's clothing orientation, clothing purchase behaviors, and post-purchase behaviors were hardly found. In this study, children's clothing behaviors are comprehensively explored by comparing two genders of children who are in the 5th and 6th grades of elementary school. Study purposes are to explore: 1) gender difference of children's clothing orientation (fashion interest, conformity, brand loyalty, price consciousness), 2) gender difference of children's clothing purchase behaviors (purchase motive, information source, selection criteria, degree and way to make suggestion, way to purchase), and 3) gender difference of children's post-purchase behaviors of clothing (satisfaction level, dissatisfaction factors, complaining behaviors).

Investigating gender differences of children in this age may be consequential in the sense of providing in-dept information of two gender-based segments of this consumer group who is starting to show clear differences between two genders in their clothing behaviors. Study results may provide valuable implications for marketers who aim at older children's market.

II. Review of Literature

1. Children's Clothing Behaviors

Many researchers define children as 7 to 12 year-old, school-aged kids³⁾. Children in this age experience physical, mental, and emotional development in a rapid base. Now, secondary sex characteristic is appeared earlier than before due to fast physical development. Also, children can easily access diverse information that are available for older age groups using the Internet or mass communication. As a result, older children in the present become near to adolescence earlier than before. Hence, older children in school age start to show characteristics of adolescence by paying much attention to appearance and clothing, etc. Correspondingly, Park⁴⁾ found that children started to develop their interest in clothing between 9 to 11 years old and that children older than 12 years old showed much interest in clothing that looked good to themselves.

In addition, some older children in school age stick to certain brands due to an influence of peer group. Wearing certain brands help children to be accepted by peer groups since certain brands work as specific symbols that present an identity of the group and that reinforce peer group affiliations⁵⁾. Children in this age tend to present a high level of clothing conformity since they often define and evaluate themselves based on their peers' views of their appearance. Clothing conformity allows children to have feeling of belongings by peers. Clothing conformity increases as children is getting older, showing a peak at the end of school age, which is the 6th grade⁶⁾.

² Hae-Seoung Kim, *Advertising Marketing*, (Seoul : Seoul Media, 1996): 49.

³ Sun-Kyung Kim, "A Study Trend of Clothes Children", *Journal of Human Ecology Development from Kyungwon University*, 3 (1997): 45-63.

⁴ Ok-Ryon Park, "A Study on the Correlations between the Personality Formation and the Clothing Behavior of Children", *Pusan Sanub University Press*, 5 (1984): 181.

⁵ Sung-Hung Lee, "A Study of the Attitude on Children's Clothing Advertisement and Purchasing Behaviors of Primary School Children and Their Mothers", (Master's Thesis, Chung-Ang University, 1991).

⁶ Ouk-Hyung Lee, *The Children Development*, (Seoul: Gipmondang, 1997): 125-29.

2. Gender Difference in Children's Clothing Behaviors and Clothing Purchase Behaviors

There were some previous research investigating gender differences of children's clothing behaviors. Girls presented their interest in clothing earlier than did boys. In preceding research⁷⁾, girls start to present what they do or do not like to wear between 6 and 12 years old whereas boys do it almost at 12 years old. Correspondingly, Park⁸⁾ found that girls were more interested in fashion than were boys by examining clothing behaviors of the 5th and 6th grade students. Gender difference was also found in degree of clothing conformity. According to Lee⁹⁾, girls in school age showed more clothing conformity than did boys.

In addition, gender differences of children were also found in diverse aspects of clothing shopping. According to Lim¹⁰⁾, there was gender difference of children in use of information source and way to purchase related to clothing shopping. Girls more actively searched information for clothing shopping than did males and tended to visit shops with their mothers.

Jeong¹¹⁾ found that girls were more active in purchase of their clothing and more sensitive to others' judgment on their appearance than were boys in the study of elementary school students. In the study, boys pointed out comfort whereas girls highlighted style as important criteria for clothing selection. In Byun's study¹²⁾, girls laid an emphasis on enjoyment and easiness to care whereas boys emphasized comfort when shop-

ping clothing. In other research¹³⁾, both boys and girls preferred comfortable clothing than stylish clothing since children are hardly patient in discomfort of clothing and they tend to be hyperactive in this age.

III. Research Methods

Children in the fifth and sixth graders of elementary school were selected as a sample since children in this age start to show clear gender differences in their clothing behaviors. Study sample was obtained from three elementary schools in Seoul. Convenient sampling was applied, and self-administered questionnaires were used to collect data. Data collection was conducted in April 2002 while providing full explanation of questionnaire to enhance children's understandings. Fully completed 166 questionnaires out of 194 questionnaires that were returned were submitted for data analysis.

For questionnaire development, preliminary in-depth interviews with 10 to 13 year-old children were conducted to obtain better ideas about their clothing preference styles, purchase decision making process, and post-purchase satisfaction and dissatisfaction. Results of preliminary interviews were used as a reference for questionnaire development.

Questionnaires included question items of clothing orientation, clothing purchase behaviors and demographics. Questions asking about clothing orientation were adopted from Kim¹⁴⁾, Ju¹⁵⁾,

⁷ M. T. Tate, *Family Clothing*. (New York : John Wiley & Son, Inc., 1967): 260-264.

⁸ Sun-Jo Park, "A Study on Children's Clothes through the Analysis of Life-style", (Master's Thesis, Hongik University, 1986).

⁹ Ouk-Hyung Lee, *op. cit.*

¹⁰ Sung-Min Lim, "Purchase Behaviors for Children's Clothing as Related to Clothing Interest of 5th, 6th graders and Their Mothers", (Master's Thesis, Kyung Hee University, 2000).

¹¹ Min-Sook Jeong, "A Study on the Correlation between Children's Clothes Behaviors and Academic Results", (Master's Thesis, Chonnam National University, 1990).

¹² Jeaug-Eun Byun, "Clothing Behaviors Related to Child-Rearing Attitudes and Selected Psychological Variables of Elementary School Children", (Master's Thesis, Sungshin Women's University, 1989).

¹³ Ok-Leon Park, *op. cit.*, 192.

and Sung¹⁶), and modified to be better adapted to children. Questions asking about way to purchase were adopted from Lim¹⁷. In addition, questions of purchase motive(6 items), information source(6 items), selection criteria(9 items), satisfaction level(8 items), and dissatisfaction factors(10 items) were developed based on previous research. Questions asking about way to make suggestions and complaining behaviors were developed based on preliminary interview results. As demographic characteristics of children, gender and grade were asked. All questions, except for information source, way to purchase, and complaining behaviors, were asked by 5-point likert scales.

Data were analyzed by descriptive statistics, factor analysis, cross-tabulation, and t-test.

IV. Results

1. Demographic Characteristics of Respondents

Study respondents were 87 boys (45 in the 5th grade, 51.7%; 42 in the 6th grade, 48.3%) and 79 girls (41 in the 5th grade, 51.9%; 38 in the 6th grade, 48.1%).

2. Factor Analysis of Children's Clothing Orientation

To determine respondents' clothing orientation, exploratory factor analysis was run. In result, four factors were generated. Factor loadings were ranged from 0.42 to 0.87 with relatively high Cronbach's alpha that was between 0.67 and 0.85. Results of factor analysis were summarized in <Table 1>.

3. Gender Difference in Children's Clothing

Orientation

Gender difference of children was explored in relation to clothing orientation (fashion interest, conformity, brand loyalty, price consciousness). In result, there was significant gender difference in fashion interest($t = 29.95$, $p < 0.001$). Girls($M = 2.91$) showed more fashion interest than did boys($M = 1.98$). However, no gender difference was found in conformity, brand loyalty and price consciousness. Results of t-test were presented in <Table 2>.

4. Gender Difference in Children's Clothing Purchase Behaviors

Gender difference in children's clothing purchase behaviors was studied focusing on their purchase motives, information sources, selection criteria, degree and way to make suggestions, and way to purchase.

1) Purchase Motives

Gender differences were found in several clothing purchase motives including 'when looking around shops'($t = 41.30$, $p < 0.001$), 'friends' clothing'($t = 11.09$, $p < 0.001$), 'always want to buy new clothing'($t = 4.22$, $p < 0.05$), 'in special days'($t = 4.59$, $p < 0.05$). Boys showed a higher mean in 'when looking around shops' than did girls while girls showed higher means in 'friends' clothing', 'always want to buy new clothing', and in special days' than did boys. There was no significant gender differences in 'when feeling there is nothing to wear' and 'when watching television'.

Boys thought 'when feeling there is nothing to wear'($M = 3.90$) as the most important purchase motive and concerned less 'in special days'

¹⁴ Min-Ji Kim, "The Effect of Mass-media to Clothing Behaviors of Children Focusing on 4,5,6th Grade Students of Elementary School in Seoul", (Master's Thesis, Hanyang University, 2000).

¹⁵ Seong-Rae Ju, "Adolescent's Purchasing Behavior according to the Brand Orientation on Apparel Product", (Master's Thesis, Channam National University, 1998).

¹⁶ Geum-Yong Sung, "A Study on the Specificity of Adolescence Clothing Behaviors and Relationship Subscales", (Master's Thesis, Korea University, 1997).

¹⁷ Sung-Min Lim, *op. cit.*

〈Table 1〉 Factor Analysis of Children's Clothing Orientation

Factors	Factor Loading	Eigen Value	Percent of Variance	Cronbach's Alpha
Factor 1: Fashion Interest I am always interested in recent clothing fashion. I consciously watch entertainers' clothing in TV. I am interested in various things related to clothing. I consciously look what my friends wear. I like to talk about good styles of clothing. I try to wear recent fashion. My friends think I am a fashion leader among friends.	.81 .78 .71 .67 .65 .57 .42	6.63	34.92	.85
Factor 2: Conformity I feel comfortable when I wear something similar to my friends' clothing. It is important how my friends think about my clothing style. I wear similar clothing to my friends' when I go to school though my mother doesn't like it. I try to buy similar clothing to my friends' when shopping. I tend not to wear clothing that my friends don't like.	.79 .75 .72 .71 .68	1.99	10.49	.83
Factor 3: Brand Loyalty I buy clothing of certain brands although similar clothing is available in other brands. I tend to weight on brands when I shop clothing. It is important to buy the best quality products.	.87 .79 .70	1.51	7.95	.76
Factor 4: Price Consciousness I shop products on sale if possible. I compare several products to search the lowest price.	.82 .81	1.42	7.48	.67

〈Table 2〉 Gender Difference in Children's Clothing Orientation

Clothing orientation	Boys		Girls		T-value
	Mean	S.D.	Mean	S.D.	
Fashion interest	1.98	1.03	2.91	1.00	29.95***
Conformity	2.47	1.10	2.54	1.13	0.16
Brand loyalty	2.52	1.10	2.51	1.08	0.00
Price consciousness	2.53	1.18	2.48	1.07	0.06

***p<0.001.

(M = 2.45) as a purchase motive. On the other hands, girls thought 'friend's clothing' (M = 3.92) as the most important purchase motive but considered 'in special days'(M = 2.58) as the least important purchase motive. This result imply that girls had more influence from their friends than did boys. Also, there were not many children who want to get new clothing in

special days. Children may not want clothing as a gift in special days any more because there are many other alternatives that can be selected as a birthday or holiday gift. The results were presented in 〈Table 3〉.

2) Information Sources

As shown in 〈Table 4〉, gender difference of

〈Table 3〉 Gender Difference in Children's Clothing Purchase Motives

Purchase motive	Gender	Boys		Girls		T-value
		Mean	S.D.	Mean	S.D.	
When feeling there is nothing to wear		3.90	0.94	3.67	1.08	1.11
When looking around shops		3.11	0.89	2.87	1.08	41.30***
Friends' clothing		2.99	0.69	3.92	0.76	11.09***
Always want to buy new clothing		2.60	1.08	2.68	1.13	4.22*
When watching television		2.85	1.09	3.15	1.10	2.91
In special days (birthday, holiday, etc.)		2.45	0.95	2.58	0.99	4.59*

*p<0.05, **p<0.01, ***p<0.001.

〈Table 4〉 Gender Difference in Children's Information Sources for Clothing Shopping

Information source	Gender	Boys		Girls	
		Frequency	Percent	Frequency	Percent
Friends' clothing		24	13.04	38	13.38
Display in shop		84	45.65	142	50.00
Fashion magazine		8	4.34	26	9.15
TV		16	8.69	38	18.38
Entertainers' clothing		2	1.08	22	7.74
Do not use		50	27.17	18	6.33
Total		184	100.00	284	100.00

$\chi^2=9.59^{***}$ df=7

***p<0.001; Multiple responses were obtained.

children was found in information sources for clothing shopping ($\chi^2 = 9.59$, $p < 0.001$). Boys used 'display in shop'(45.65%) as the most important information source. However, 27.17% of boys' responses indicated that they don't use any information source for clothing shopping. Girls used diverse information sources such as 'display in shop'(50.0%), 'TV'(18.38%), and 'friends' clothing'(13.38%). Also, girls used 'magazine' (9.15%) and 'entertainers' clothing' (7.74%) as information sources more than did boys.

3) Selection Criteria

There were gender differences of children's clothing selection criteria (Table 5). Gender differences were found in 'fashion'(t = 19.72, $p < 0.001$), 'color'(t = 8.46, $p < 0.01$), 'design'(t = 13.79, $p < 0.001$), 'textile'(t = 15.48, $p < 0.001$), 'common-

ness'(t = 8.62, $p < 0.01$), and 'harmony'(t = 20.53, $p < 0.001$). There was no gender difference in 'price', 'brand', and 'comfort'. Girls showed more diverse selection criteria than did boys, showing higher mean scores in all criteria that indicated significant gender difference. Both of boys and girls considered 'comfort'(M = 4.22, M = 4.42, respectively) as the most important criteria and 'fashion'(M = 2.26, M = 2.49, respectively) as the least important criteria for clothing selection.

4) Degree and Way to Make Suggestions

There was gender difference in degree to make suggestions for clothing shopping (t = 5.44, $p < 0.05$). Girls(M = 3.83) were more active in making suggestions for shopping of their clothing than were boys(M = 3.47) (Table 6).

Also, gender differences were found in chil-

〈Table 5〉 Gender Difference in Children's Clothing Selection Criteria

Clothing selection criteria	Gender	Boys		Girls		T-value
		Mean	S.D.	Mean	S.D.	
Fashion		2.04	0.99	2.78	1.12	19.72***
Color		3.05	1.29	3.55	0.91	8.46**
Design		3.09	1.84	3.80	1.1	13.79***
Price		3.70	1.17	3.98	0.79	3.30
Textile		2.84	1.23	3.53	1.00	15.48***
Brand		2.26	1.39	2.49	0.99	1.43
Comfort		4.22	1.07	4.42	0.89	1.72
Commonness		3.19	1.34	3.76	1.11	8.62**
Harmony		3.69	1.20	4.41	0.82	20.53***

p<0.01, *p<0.001.

〈Table 6〉 Gender Difference in Children's Degree to Make Suggestions for Clothing Shopping

Degree to make suggestions for clothing shopping	Gender	Boys		Girls		T-value
		Mean	S.D.	Mean	S.D.	
		3.47	1.02	3.83	0.95	5.44*

*p<0.05.

dren's ways to make suggestions for clothing shopping (Table 7). There were gender differences in 'talk about friends' clothing'(t=10.83, p<0.001), 'talk about entertainers' clothing'(t=13.19, p<0.001), 'show product ads in magazines'(t=13.30, p<0.001), 'talk about recent fa-

shion'(t=6.40, p<0.05), 'talk about dissatisfaction of my clothing'(t=5.97, p<0.05), winningly ask to buy or promise to be good'(t=9.89, p<0.01), and 'ask to buy in special days'(t=6.69, p<0.05). No gender difference was found in 'importune to ask for purchase' and 'improve

〈Table 7〉 Gender Difference in Children's Way to Make Suggestions for Clothing Shopping

Way to make suggestions for clothing shopping	Gender	Boys		Girls		T-value
		Mean	S.D.	Mean	S.D.	
Importune to ask for purchase		1.80	1.03	2.03	0.99	2.11
Talk about friends' clothing		1.66	0.92	2.18	1.10	10.83***
Talk about entertainers' clothing		1.34	0.62	1.80	0.93	13.19***
Show product ads in magazines		1.32	0.64	1.77	0.90	13.30***
Talk about recent fashion		1.58	0.94	2.00	1.14	6.40*
Talk about dissatisfaction of my clothing		2.62	1.32	3.20	1.26	5.97*
Winningly ask to buy or promise to be good		1.78	1.10	2.39	1.34	9.89**
Improve grades to make parents happy		2.61	1.51	2.95	1.29	2.48
Ask to buy in special days (birthday, etc.)		2.20	1.51	2.70	1.33	6.69*

*p<0.05, **p<0.01, ***p<0.001.

grades to make parents happy'. In all ways to make suggestions, girls showed higher mean scores than did boys, presenting that girls more actively make suggestions for clothing shopping in diverse ways than do boys. Both boys and girls showed the highest mean scores in 'talk about dissatisfaction of my clothing'(M = 2.62, M = 3.20, respectively) and 'improve grade to make parents happy'(M = 2.61, M = 2.95, respectively).

5) Way to Purchase

There was gender difference in children's ways to purchase their clothing($\chi^2 = 22.78$ p<0.001). More than a half of boys(57.47%) responded that their mothers alone buy their clothing whereas 44.30% of girls responded that they go to shop with their mothers and select clothing

together. The results indicate that girls more actively participate in shopping for their clothing than do boys (Table 8).

5. Gender Differences in Children's Post-Purchase Behaviors

Gender differences of children in their post-purchase behaviors were explored focusing on satisfaction level of their own clothing, dissatisfaction factors of clothing that mothers bought alone, and complaining behaviors toward dissatisfied clothing.

1) Satisfaction Level

There were children's gender differences in overall satisfaction of their own clothing(t = 3.79, p<0.05). Also, gender differences were found in specific features including 'fashion'(t =

<Table 8> Gender Difference in Children's Way to Purchase Clothing

Way to purchase clothing	Gender	Boys		Girls	
		Frequency	Percent	Frequency	Percent
Mother buys alone		50	57.47	17	21.51
Go to shop with mother, mother select		12	13.79	9	11.39
Go to shop with mother, I select		10	11.49	15	18.99
Go to shop with mother, mother and I select together		15	17.25	35	44.30
Go to shop with friends		0	0.00	3	3.81
Total		87	100.00	79	100.00

$\chi^2=22.78^{***}$ df=4

***p<0.001.

<Table 9> Gender Difference in Children's Satisfaction Level of Their Own Clothing

Satisfaction Level	Gender	Boys		Girls		T-value
		Mean	S.D.	Mean	S.D.	
Overall satisfaction		4.18	0.85	3.92	0.86	3.79*
Fashion		2.68	1.15	3.03	0.95	4.47*
Color		3.86	0.92	3.94	0.85	0.37
Style		3.88	1.01	4.06	0.84	1.45
Price		3.39	1.07	3.51	1.00	0.53
Textile		3.52	1.02	3.87	0.92	5.42*
Brand		2.89	1.24	3.23	1.04	3.48*
Harmony		3.76	0.99	3.95	0.83	1.72

*p<0.05.

4.47, $p < 0.05$), 'textile' ($t = 5.42$, $p < 0.05$), and 'brand' ($t = 3.48$, $p < 0.05$). Although boys ($M = 4.19$) showed a higher satisfaction level in overall satisfaction than did girls ($M = 3.92$), girls showed higher mean scores in specific features than did boys. Both boys and girls showed the highest satisfaction level in 'style' ($M = 3.88$, $M = 4.06$, respectively) and 'color' ($M = 3.86$, 3.94 , respectively) of their clothing whereas the lowest satisfaction level in 'fashion' ($M = 2.68$, $M = 3.03$, respectively) (Table 9).

2) Dissatisfaction Factors

Gender difference was not found in children's dissatisfaction factors of clothing that their mo-

thers bought alone. Both boys and girls thought 'common style' of clothing and 'styles looks younger or older' as important dissatisfaction factors of clothing that their mothers bought (Table 10).

3) Complaining Behaviors

Gender difference was found in children's complaining behaviors toward dissatisfied clothing ($\chi^2 = 22.78$, $p < 0.001$). Most of boys and girls responded as they 'wear once if compulsively requested' (42.52%, 32.91%, respectively) or 'wear if persuasively requested' (32.91%, 35.44%, respectively). Also, 18.98% of girls responded as they return or refund of dissatisfied clothing,

<Table 10> Gender Difference in Children's Dissatisfaction Factors

Dissatisfaction factors	Boys		Girls		T-value
	Mean	S.D.	Mean	S.D.	
Color	3.57	1.11	3.60	1.02	0.03
Style	3.43	1.17	3.56	0.98	0.63
Fashion	3.18	1.02	3.38	0.87	1.76
Brand	2.78	1.16	2.84	1.13	0.11
Large size	3.45	0.98	3.39	1.04	0.16
Small size	2.84	1.15	3.08	1.07	1.86
Common style	2.65	1.26	2.76	1.10	0.34
Style looks older	2.79	1.09	2.91	1.18	0.43
Style looks younger	3.00	1.20	2.75	1.20	1.79
Clothing with no pocket	3.24	1.33	3.26	1.05	0.02

<Table 11> Gender Difference in Children's Complaining Behaviors

Complaining behaviors about dissatisfied clothing	Boys		Girls	
	Frequency	Percent	Frequency	Percent
Never wear though compulsively requested	4	4.59	5	6.32
Wear once if compulsively requested	37	42.52	26	32.91
Wear if persuasively requested	32	36.78	28	35.44
Return or refund	11	12.64	15	18.98
Store in closet	0	0.00	1	1.29
Wear in front of parents and change later in school	3	3.47	4	5.06
Total	87	100.00	79	100.00

$\chi^2 = 3.62^{**}$ $df = 5$

$^{**}p < 0.01$.

presenting their commitment to active complaining behaviors, compared to boys(12.64%) (Table 11).

V. Summary and Conclusions

1. Conclusions

In this study, gender difference of older children in school age were found in clothing orientation, clothing purchase behaviors (purchase motive, information source, selection criteria, degree and way to make suggestions, and way to purchase), and post-purchase behaviors (satisfaction level and complaining behaviors).

In results, boys were not much different in conformity, brand loyalty, and price consciousness from girls. Boys had purchase motives when they feel there is nothing to wear or when they look around shops. When shopping clothing, boys considered comfort as the most important selection criteria, supporting Kim's result¹⁸. Boys usually make suggestions about clothing shopping by talking about dissatisfactions of their clothing and by improving their academic grades to make their parents happy. Although clothing for boys is often bought by their mothers alone, their overall satisfaction of clothing in possess was higher than girls'. Boys showed much dissatisfaction on commonness and brands of clothing that their mothers bought for them. However, boys usually did not commit to aggressive complaining behaviors toward dissatisfied clothing.

In findings, girls presented much more interest in fashion than did boys, supporting previous study¹⁹. Girls used their friends' clothing as the most important motive for clothing purchase. This result confirms that girls show

more clothing conformity to peer groups than do boys, supporting Lee's research²⁰. Girls considered displays in shop as the most important information source for clothing shopping, additionally, they also used other diverse information sources such as television and friends' clothing as well. In results, there were more girls using magazine as an information source for clothing shopping than were boys, correspondingly with Lim's result²¹. Girls highlighted comfort as the most important selection criteria for clothing as similar to boys, however, girls considered diverse criteria such as harmony, design, textile, and fashion much more than did males.

In addition, girls were more active in making suggestions for clothing shopping than did boys in diverse ways such as talking about dissatisfaction of clothing, friends' clothing, and recent fashion, etc. Also, girls more actively participated in communications with their mothers related to clothing shopping. Reflecting the result, girls more tended to go to shop clothing with their mothers together and to share their opinions for clothing shopping than did boys. This result supports Gesell²² who found that girls would like to more go to purchase clothing with their mothers than do boys.

On the other hand, girls showed less overall satisfaction of their own clothing, however, they showed more satisfaction in textile, brand, and fashion of their clothing than did boys. From the result, it is assumed that girls have higher overall expectations for clothing, compared to boys. Girls also expressed dissatisfaction of clothing bought by their mothers specifically related to commonness and younger-looking style of clothing. Though most of girls tend to

¹⁸ Young-Ok Kim, "Perception of Children's Clothing Based on Economic Difference", (Master's Thesis, Kyung Hee University, 1975).

¹⁹ Sun-Jo Park, *op.cit.*

²⁰ Ouk-Hyung Lee, *op. cit.*

²¹ Sung-Min Lim, *op. cit.*

²² A. Gesell, *The Years from 10 to 16*, (New York : Harper & Row, Publishing, 1976): 475.

wear once or more when requested to wear dissatisfied clothing, there were some girls who engaged in more active complaining behaviors by returning or refunding dissatisfied clothing.

2. Implications for Marketers and Suggestions for Future Studies

This study explored clothing orientation and clothing purchase behaviors of older children in school age who are targeted in the rapidly increasing children's wear market. Study results would help to generate appropriate marketing strategies by providing information of characteristics of target market.

Gender differences were obvious in clothing orientation, clothing purchase behaviors, and post-purchase behaviors in study results. Boys were less interested in fashion than were girls. Therefore, specific advertising strategies focusing on boys' interest such as sports will be needed to attract boys. Also, designers should place much emphasis on comfort when they make designs for boys in this age. In addition, boys' clothing is often bought by their mothers alone, therefore, provision of information about rapidly changing boys' needs and wants may help mothers to select what their children want.

Girls tend to have much interest in fashion and use a variety of information sources for clothing shopping. Therefore, advertising based on TV or magazine will be effective to target girls in this age. In addition, girls often use friends' clothing as an information source, word-of-mouth strategy using peer groups may be effective to attract girls. Since girls in this age consider diverse criteria for clothing shopping such as design, color, textile, harmony, comfort, etc., marketers need to provide sufficient product information to effectively pursue their female consumers in this age. Also, since mothers who have girls tend to accompany their daughters to clothing shopping, it is needed to provide atmosphere and service that are effective to satisfy both mothers and daughters.

This study used a convenience sample of children in the 5th and the 6th grades of three

elementary schools in Seoul. The sampling method may limit generalization of the study results. Also, development of reliable measures for children's clothing behaviors will help future researchers to obtain more credible results.

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