

MONETARY EXPERIENCES AND CONSUMER  
PRACTICES OF YOUNG CHILDREN

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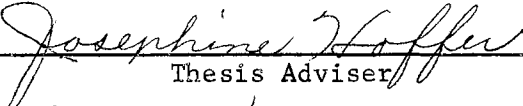
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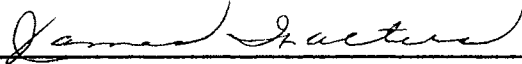
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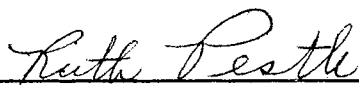
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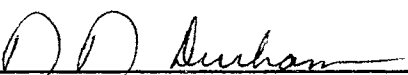
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TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM . . . . .	1
Purposes of the Study. . . . .	3
II. RELATED LITERATURE. . . . .	4
Development of Monetary Concepts . . . . .	4
Experiences With Money . . . . .	6
Sources of Money and Money Expenditures . . . . .	7
Incidence of Saving and Borrowing . . . . .	8
Parental and Peer Influence on Young Children's	
Money Experiences. . . . .	9
Parental Influence. . . . .	9
Peer Influence. . . . .	10
Need for Preparation of Young Children for the	
Consumer Role. . . . .	11
Importance of Consumer Education. . . . .	11
Inadequacies of Present Preparation . . . . .	12
Development of a Curriculum in Consumer Education	
for Young Children . . . . .	13
Implications for the Present Study . . . . .	15
III. PROCEDURE . . . . .	16
Selection of Subjects. . . . .	16
Development of the Questionnaire . . . . .	17
Administration of the Questionnaire. . . . .	18
IV. ANALYSIS OF DATA. . . . .	20
Sources of Money . . . . .	20
Allowance . . . . .	22
Dole. . . . .	23
Gift. . . . .	24
Earnings. . . . .	25
Money Expenditures . . . . .	26
Incidence of Shopping . . . . .	26
Children's Ability to Pay for Purchases . . . . .	26
Purchases Made. . . . .	28
Grocery Store Shopping. . . . .	29
Saving Experience. . . . .	31
Borrowing Experience . . . . .	33

Chapter	Page
Parent-Child Agreement on Items in the Questionnaire . . . . .	34
V. SUMMARY AND RECOMMENDATIONS . . . . .	35
Findings . . . . .	35
Observations by Investigator . . . . .	36
Recommendations for Further Research . . . . .	37
A SELECTED BIBLIOGRAPHY. . . . .	38
APPENDIX A - PARENT'S QUESTIONNAIRE. . . . .	42
APPENDIX B - CHILDREN'S QUESTIONNAIRE. . . . .	47
APPENDIX C - LETTER TO PARENTS . . . . .	52

LIST OF TABLES

Table	Page
I. Distribution of Children by Age and Sex. . . . .	17
II. Sources of Money As Reported by Children and Parents . . . . .	21
III. Agreement Between Parent and Child Concerning Money Received . . . . .	22
IV. Shopping As Reported by Children and Parents . . . . .	27
V. Spending As Reported by Children and Parents . . . . .	29
VI. Children's Opportunity to Purchase or Suggest Purchases in the Grocery Store As Reported by Children and Parents. . . . .	30
VII. Saving and Borrowing As Reported by Children and Parents. . . . .	32

## CHAPTER I

### THE PROBLEM

This study was concerned with the knowledge and involvement of four- and five-year-old children in monetary and consumer experiences. Today's society is consumer-oriented. This phenomenon is not restricted to adults receiving incomes as McNeal (24) has found that most five-year-old children are also actively involved in the consumer process. There are several reasons why this generation is more concerned with material goods than were children in the past: (1) they receive an allowance earlier, usually beginning around age five; (2) they are encouraged by parents to participate in the consumer role at an earlier age; (3) merchants and advertisers appeal directly to children to buy and use thousands of brands and types of goods; (4) they are the objects of much spending by adults; and (5) they are constantly subjected to the materialistic displays of other children.

This involvement in the consumer role suggests that children must have some knowledge of the basic principles of our monetary system. McCarty (23), in her investigation of the monetary concepts of children, reported the following findings: (1) children's ability to identify coins as money increases with age; (2) children's ability to identify coins by name increases with age, and coins of smaller denomination are correctly identified more frequently than coins of larger denomination; (3) children's ability to identify the comparative value of coins



increases with age. Marshall and Magruder (27) and Robison (39) have found that preschool children require meaningful experiences for the development of monetary concepts.

The ability to identify coins and knowledge of their value is not indicative of one's ability to perform adequately as a consumer. The President's Committee on Consumer Interests (35) gives the following reasons for the average consumer being overwhelmed by the complexity of the market: (1) the abundant production of an incredible variety of goods and services; (2) the complexity of products; (3) the mobility of the population; (4) the impersonal aura of the marketplace; and (5) the fraudulent and deceptive practices of irreputable businesses.

To help the beginning consumers deal adequately with the technological sophistication of America's marketplace today and in the future, it is imperative that they be educated in consumer behavior. Gavian (12) found that the training in handling money given children by their parents is woefully inadequate. She suggests that there is a need for parental education in guiding children's experiences with money. Knauer (21) reported that in order to help our young citizens become alert, responsive, and responsible consumers, consumer education should be included at every level of the education process.

Despite the rise in consumer behavior among young children, they have received little attention from researchers. Those studies dealing with monetary experiences have usually been conducted with elementary and high school age children. There is a definite need to investigate these experiences with preschool children. A generation ago, Prevey (36) presented the following areas in need of investigation: (1) children's experiences in spending, saving, borrowing, and lending;

(2) knowledge of what the parents are doing to educate their children in the use of money, and (3) relationship between parental practices in teaching children the use of money and the later money habits developed by the children as they near maturity. Today there is still need for such research. Knowledge and understanding of children's experiences are basic to the development of a preschool curriculum in economic competence.

#### Purposes of the Study

The overall goal of this study was to explore the knowledge and involvement of four- and five-year-old children concerning various types of monetary experiences. A secondary purpose was to ascertain the role of parents in the child's monetary experiences. Some subsidiary purposes were as follows:

1. To determine how children obtain the money they spend.
2. To determine the children's degree of involvement in the consumer role.
3. To determine the children's degree of involvement in saving and borrowing.
4. To measure sex and age differences related to the children's money experiences.
5. To determine the degree to which parent and child reports agree and disagree.

## CHAPTER II

### RELATED LITERATURE

This chapter reports the findings from the literature pertaining to the monetary experiences and consumer practices of young children and adolescents. This review includes the following sections: (1) Development of Monetary Concepts; (2) Experiences With Money; (3) Parental and Peer Influence on Young Children's Money Experiences; (4) Need for Preparation of Young Children for the Consumer Role; (5) Development of a Curriculum in Consumer Education for Young Children; and (6) Implications for the Present Study.

#### Development of Monetary Concepts

Preschool children's monetary concepts are not crystalized. Strauss (43) found that the development of these concepts begins sometime shortly before the age of three. Children between the ages of three and four-and-one-half can distinguish between coins and objects which are not money. They handle money playfully stacking coins in piles, grouping copper and silver coins separately, and attempting to count them. The maximum distinction they can make is between a penny and something else not a penny. They understand that a penny is involved in buying but deny the use of other coins in the buying process. A coin of greater value is chosen only by chance or by its greater size. Children this age cannot consistently match pairs of coins.

Quite understandably, as the child grows older, his money knowledge increases. Strauss (43) also found that children between the ages of four years, eight months, and five years, one month, are capable of distinguishing nickels from other silver. Although the child has a preference for coins, usually based upon rote memory or greater size, he is unable to correctly identify the coin by name. Any coin will buy anything at this stage of development. The function of money is to, in some way, make possible the transaction. The fact that the storekeeper and customer often exchange coins has led some children to develop the erroneous concept that the storekeeper must pay the customer. If customers do not have money, the storekeeper gives him some to make his purchase. Often, too, children develop the impression that money can be bought in the store.

Robison's (39) study yielded results suggesting that five-year-old children's knowledge of six denominations of money was indeed sketchy. Four children in a group of 25 were able to identify all six denominations and only four were able to identify five of the six.

McCarty (23) investigated three aspects of the money concept: (1) coin recognition; (2) comparative value; and (3) equivalency. In the area of coin recognition, she found that fewer mistakes were made in sorting the money items than in sorting the non-money items. In identifying coins by name, coins of smaller denomination were more frequently identified than were the coins of larger denomination. In agreement with Strauss (43), children often tend to choose coins of greater value because of their larger size, e.g., children relate the size of the coin to its value. Few of the children were able to show equivalent value for the different coins. In all three areas of

investigation, older children (five years, one month to five years, six months) performed better than younger children (four years to four years, five months). McCarty's (23) findings generally substantiated those of Strauss and Schuessler (44) who also investigated these three aspects of monetary conceptual development.

Half of the five-year-old subjects in McNeal's (24) study showed some evidence of knowledge of the marketing and retail functions. These children could name at least two functions performed in the average retail establishment. They also expressed belief that they knew who owned the stores in which they shopped. These children were beginning to develop an understanding of the channels of distribution. Danziger (5) states that children between the ages of five and eight have a greater understanding of economic relationships in exchange than in production. The reason for this is that they have firsthand experiences of the acts of purchases but are dependent on secondhand evidence for their ideas about the work situation.

#### Experiences With Money

The experiences which children have in acquiring and in spending money will influence their ability to translate the principles of money management into desirable practices in later life. Prevey (36) found that there is a significant relationship between the early practices children have and their ability to handle money wisely in the future. Numerous authors [Andrews (1); Eliot (9); Gruenberg and Gruenberg (16); King (20); Marshall and Magruder (27); and Ojemann (32)] have stressed that providing children with money is an effective tool for teaching them management practices.

### Sources of Money and Money Expenditures

Children obtain the money they spend in a variety of ways. Hoffer (18), in her study of rural elementary children, found that children received money as follows: (1) 61 percent of the children earned money; (2) 11 percent of the children received an allowance; (3) 95 percent of the children received money through doles; and (4) 37 percent of the children received money as gifts.

There is a general consensus among several investigators [Dunsing (7); Dunsing (8); Hurt (19); Powell and Gover (34); and Samli and Windeshausen (41)] that allowance, earnings, and doles were the most common sources of money for teenagers. Those children receiving an allowance ranged from approximately 31 percent to near 100 percent. In some cases, the adolescent was expected to perform specified duties to receive the allowance. In Hurt's (19) study, earnings were the most frequent source of obtaining money. The proportion with earnings from outside sources increased with grade level while the proportion earning from parents declined. Receiving money doled out by the parents was quite frequent in all the studies.

McNeal (24) found that almost all the children he investigated voiced a desire to own material goods possessed by other children. At age five, sweets were most important and toys were secondary. King (20) presents a check list of the personal needs of children under six: (1) candy and gum; (2) ice cream cones; (3) dime store toys; (4) playthings and books; (5) paints and crayons; (6) sand toys; (7) money for church; and (8) gifts for others.

As children increase in age, the variety of items which they purchase also increases. A compilation of items most frequently purchased

by teens includes: (1) candy and beverages; (2) amusements; (3) gifts; (4) minor clothes items; (5) grooming needs; (6) hobby items; and (7) jewelry [Dunsing (7); Gilbert Youth Research Organization (14); Hurt (19); and King (20)].

#### Incidence of Saving and Borrowing

The frequency of occurrence of saving among teenagers varies considerably as reported by selected studies [Dickins and Ferguson (6); Gavian (12); Hanson (17); Hoffer (18); and Powell and Gover (34)]. The range of frequency was 20 to 85 percent. Both Hanson (17) and Powell and Gover (34) reported that more boys than girls save money. Dickins and Ferguson (6), who have made several studies of children's money practices, found that more older children (76 percent) than younger children (60 percent) save money. They also reported that the majority of things saved for cost five dollars or less. The savings goals Cateora (3) found that teens considered important were their children's education, retirement, and a better home; vacations and recreation activities were not regarded as important goals for which to save.

Few studies [Hanson (17); Hoffer (18)] are concerned with the borrowing experiences of children. Hanson's investigation of fifth through twelfth graders' use of money has shown that frequency of borrowing is low--only 44 percent of the boys and 30 percent of the girls had ever borrowed any money. Hoffer (18) found that approximately 40 percent of her elementary school-age subjects had experience in borrowing money.

The reader will note that practically all the studies cited concerning experiences with money have dealt with elementary and high

school age children. The lack of research concerning the experiences of preschool children in these areas is indicative of the need for such investigation.

## Parental and Peer Influence on Young Children's Money Experiences

### Parental Influence

The role of parents, as it influences the child's money practices, has been the subject of numerous studies. Children learn about the basic necessities of consumption from their parents. McNeal's (24) study indicates that five-year-old children's knowledge of the buying process is derived mainly from their parents. This knowledge is learned through observation of parents and other shoppers rather than through directed experience.

Parents do educate their children in money management. Hanson (17) concluded from her study that receiving money according to a well-defined plan is more effective than haphazard methods of education. The parental practices of encouraging earning experiences and discussing the family financial situation with their high school age children were found by Prevey (36) to be positively related to their children's later ability to utilize financial resources in early adulthood. Marshall and Magruder (27) recommended that the following money education practices of parents would increase the child's knowledge of money: (1) provision of varied experiences in the use of money; (2) provision of money to spend; (3) opportunity for saving; and (4) observation of parents' wise handling of family income.



Neisser (30) states that the emotional tone of the family plays an important role in the values its members develop about money. Prevey (36) found that children who had an emotionally healthy childhood were better money managers later in life. Attitudes of generosity or tight-fistedness are often absorbed from parental example [Wohlner (47)]. Feldman (10, p. 365) presents four different attitudes about money which children may develop through parental guidance and/or example:

1. He may equate the possession or availability of money with security, love, and achievement. (The parents use money as a substitute for love and affection.)
2. The absence or lack of money may represent an emotional and/or a physical deprivation. Insufficient food, shelter and clothing are physical deprivations but may become emotional deprivations when the child interprets as rejection the parent's withholding of material necessities and/or advantages that the child feels can be financially afforded.
3. The child may learn that money is a means to an end.
4. The child may learn to view money as an end in itself.

#### Peer Influence

The importance of a child's friends as an influence on his behavior has been studied extensively. Adolescent spending, like other adolescent behavior, is basically responsive to and conditioned by the peer group. The family's socioeconomic background has less influence than the peer group [Oppenheim (33)]. McNeal's (24) study has shown that peer influence, although not nearly as significant as in adolescence, does play a role in the five-year-old's consumption practices. Those few youngsters who shopped with a friend said that the friend often made suggestions about what to purchase. That children often request their parents to buy them items which their friends possess, manifests additional peer influence.

Need for Preparation of Young Children  
for the Consumer Role

Importance of Consumer Education

Today's citizen's high disposable income coupled with the great choice of products and services in the marketplace has made this a time of great opportunity for the modern American consumer. However, it is also a time of confusion.

As seen by experts concerned with consumer education [Frankel (11); Natella (28); President's Committee on Consumer Interests (35); and Van Hooft (45)], the problems inherent in this complexity are the prime reasons for this confusion. The average consumer simply is not educated to cope with the problems of everyday economic living. Such education to be most effective should well begin during the preschool years. Indeed, Riesman, et al. (38) have found that training children in the consumer role at an early age is a unique characteristic of modern society in the United States. This education is a necessity today as more children at a younger age become involved in the consumption process. McNeal (24) claims that children will become more independent in their spending and more active as consumers as the trend toward permissiveness continues.

Robison and Spodek (40) state that young children have been exposed to a surprising volume of experiences pertaining to economic concepts. Because the child lacks conceptual framework for understanding the many perceptions and impressions gleaned from the experiences, these experiences have conveyed little meaning to him. Robison's (39) study with kindergartner's money concepts yielded results indicating that planned

unstructured learning experiences were effective in improving the children's understanding of monetary concepts.

#### Inadequacies of Present Preparation

Rand (37) and Marshall (26) claim that the parental practice of giving an allowance is not as effective a means of money management education as is commonly advocated. Rand (37) states that the theory is logical and practical if carried out on a regular basis but the allowance is often a catch-as-catch-can proposition which, in actuality, negates the very purpose for which it is adopted. The child must have regular amounts of money on a regular basis in order to acquire worthwhile money management habits. Marshall (26), on the other hand, concluded that children given an allowance were not any more knowledgeable about finances nor any more responsible in money management behavior than children not receiving an allowance.

To aid the development of the consumer practices of young children, the practices of parents are in need of improvement [Gordon (15)]. He purports that although the family should be one of the most effective agencies for educating consumers, its influence is too often negative. Since the children usually follow the practices of their parents, even when they are ineffective, the children may also develop unwise practices.

Educators and economists have become increasingly aware of an economic illiteracy among this nation's citizens. McAllaster (22) has found that teachers, particularly at the elementary level, are skeptical of programs for teaching economics. They question the child's readiness for the complex understandings inherent in economics. Some teachers

assert that they are already meeting the child's needs for preparation in the consumer role through teachings in other units. Another reason for the hesitancy to educate the child in consumption practices is the lack of teachers' understandings of the basic concepts intrinsic in the consumer education curriculum.

#### Development of a Curriculum in Consumer Education for Young Children

The parent's role in developing their child's economic competencies should not be underestimated. They can and should play a significant part. There are many articles in the popular periodicals today offering guidelines to parents in developing an effective means of teaching responsible consumer behavior.

Although this study is concerned with the consumer practices and education of preschool-age children, the place of consumer education at other levels of education should be presented. Schools have not completely neglected consumer education within the last 25 years, but neither have they been very effective vehicles toward achieving economic competence on the part of the child. Gavian (13), after surveying approximately 900 courses of study extending from grades one through six, discovered that in only a small proportion of the schools was the need for economic education amply recognized in a statement of philosophy and aims. While some of these courses had developed detailed outcomes and guidelines and materials for their achievement, others stated aims in general terms with no guides for attaining them.

There has been a resurgent interest in consumer education since Gavian's (13) study. As a result, educators and economists have

developed basic economic concepts and guidelines for their implementation in the educational system. The National Task Force on Economic Education was created in 1960. Its primary mission was to describe the minimum understandings of economics essential for good citizens and attainable by high school students. In 1961, it published its guide making it available to all schools in the nation. Other similar publications are also available [Association for Supervision and Curriculum Development, NEA (2); Consumer Advisory Council (4); New York State Education Department (31); President's Committee on Consumer Interests (35); Science Research Associates (42); and Wagner (46)].

The President's Committee on Consumer Interests (35) summarizes the purposes of consumer education:

. . . to help each student evolve his own value system, develop a sound decision-making procedure based upon his values, evaluate alternatives in the marketplace and get the best buys for his money, understand his rights and responsibilities as a consumer in our society, and fulfill his role in directing a free enterprise system (p. 2).

This publication is one of the few to develop guidelines applicable for grades K-12. It suggests four content areas for the consumer education curriculum: (1) The Consumer as an Individual; (2) The Consumer as a Member of Society; (3) The Consumer's Alternatives in the Marketplace; and (4) The Consumer's Rights and Responsibilities. Other publications have similar content areas.

Although most publications are developed for the secondary and/or elementary grades they can be adapted to the needs and understandings of the preschool and kindergarten child. The report of the National Task Force on Economic Education (29) became the basis for Robison's (39) study of economic concepts in the kindergarten. As more four- and five-year-old children are enrolled in preschools and kindergartens these

schools can provide experiences and materials which encourage the development of concepts about money and consumer practices.

#### Implications for the Present Study

These observations from the literature have implications for the present study: (1) children are participating in the consumer role at an earlier age and to a greater degree than previous generations; (2) parents can play an important role in the development of their child's knowledge of money and the consumer role but there is need for parental education in how to provide this education; (3) although the preschool and kindergarten can provide meaningful learning experiences there is need for the development and refinement of suitable curricula; and (4) before a suitable guide for use by parents and schools can be developed, there is a definite need for further research pertaining to the knowledge, monetary experiences, and consumer practices of the preschool child.

## CHAPTER III

### PROCEDURE

The present study was an investigation of the monetary experiences and consumer practices of young children. The role of the parents as it related to the children's experiences and practices was also investigated.

To achieve the foregoing purpose (1) the subjects were selected and the children divided into age groups; (2) a questionnaire was developed; (3) the questionnaire was administered to the children and to their parents; and (4) the responses of the subjects were analyzed and compared in regard to the subsidiary purposes of the study.

#### Selection of Subjects

The four- and five-year-old children enrolled in the Oklahoma State University Child Development Laboratories and the five-year-old children enrolled in Kollin's Kiddie Kollege (private school), Stillwater, Oklahoma, between June 1 and December 31, 1971, were the subjects for this study. One or both of the parents of these children provided the data requested on the questionnaire. The distribution of the children by age and sex is presented in Table I. The age of the children ranged from four years, zero months, to five years, ten months. There were 22 boys and 19 girls. Forty parents were interviewed; one set of parents had two children who were in the study, a four-year-old boy and a

five-year-old girl. These parents were counted with the boy and again with the girl.

TABLE I  
DISTRIBUTION OF CHILDREN BY AGE AND SEX  
(N = 41)

Age Group	Boys	Girls	Total
Four-year-olds (4:0 - 4:11)	12	13	25
Five-year-olds (5:0 - 5:10)	10	6	16
Total	22	19	41

#### Development of the Questionnaire

Prior to the instigation of this study, the investigator had talked informally with children about their experiences with money. Children had also been observed by the investigator in their "store" play in the nursery school and in their actual experiences in the consumer role. Items that were included on the questionnaire were based upon these observations and a review of available studies of children's money experiences and consumer practices. The questionnaire was specifically designed to investigate the following: (1) the children's sources of money; (2) the children's money expenditures; (3) the children's saving experiences; (4) the children's borrowing experiences; and (5) consumer



experiences. The parent's and the children's questionnaires may be found in Appendixes A and B.

The questionnaire was tested on three children representing the range of the age groups to be used in the study. Based upon these interviews, the investigator found it necessary to elaborate on the questions by asking additional leading questions or rewording the questions to enable the child to fully comprehend what the investigator was asking. For the actual study, the wording of the questions was not changed as they were mainly to serve as a framework to guide the investigator while obtaining data from the children rather than rigidly structuring the interviewing procedure. By talking with the children informally and guiding their conversation, the investigator was able to obtain the desired information.

#### Administration of the Questionnaire

The children were interviewed at school. The interview was conducted in some part of the school where the child would not be distracted while talking with the investigator. The child's responses were recorded by the interviewer and other additional information offered by the child was also recorded. The interview usually lasted approximately 15 minutes. If the child seemed tired, the interview was terminated for that day and completed at a later date.

A letter (Appendix C) which explained the purpose of the study and asked for the parent's agreement to participate was provided each parent. The parent's signature on the letter signified his intent to participate. As the letters were returned, the parents were contacted and arrangements were made for the interview. Interviews were conducted

either at the child's school or in the parent's home. In a few cases, the interview was conducted in the parent's place of work. In the majority of the cases, the mother was the only parent interviewed; however, in several cases both parents participated and in one case only the father provided the information. Any additional pertinent information provided by the parents was recorded by the interviewer.

## CHAPTER IV

### ANALYSIS OF DATA

The overall purpose of this study was to investigate the monetary experiences and consumer practices of young children. A secondary purpose was to ascertain the role of the parents in the child's monetary experiences and consumer practices. The questionnaire developed for obtaining the data investigated the following: (1) the children's sources of money; (2) the children's money expenditures; (3) the children's saving experiences; (4) the children's borrowing experiences; and (5) the children's consumer practices.

The data analysis presented in this chapter includes analysis of sex and age differences in various aspects of the above mentioned areas and the agreement between parents' and children's responses.

#### Sources of Money

Table II indicates that dole and gift money were mentioned more frequently than were earnings and allowance both by the parents and the children. There were no differences in regard to sex concerning the various sources. A difference was found between four-year-old children and five-year-old children in regard to allowance. Eight percent of the four-year-old children received an allowance as compared to thirty-eight percent of the five-year-old children.

TABLE II  
 SOURCES OF MONEY AS REPORTED BY CHILDREN AND PARENTS  
 (N = 82)

Age Group	Total N	Sources							
		Allowance		Dole		Gift		Earnings	
		N	%	N	%	N	%	N	%
Four-year-olds									
Boys	12	1	8	11	92	9	75	4	33
Parents	12	2	17	10	83	12	100	3	25
Girls	13	0	0	13	100	10	77	7	54
Parents	13	0	0	13	100	13	100	4	31
Five-year-olds									
Boys	10	1	10	9	90	7	70	5	50
Parents	10	3	30	9	90	10	100	5	50
Girls	6	3	50	3	50	5	83	3	50
Parents	6	3	50	4	66	6	100	4	66
Total									
Children	41	5	12	36	88	31	76	19	46
Parents	41	8	20	36	88	41	100	16	39

The agreement of parents' and children's reports concerning money received is shown in Table III. Agreement does not necessarily indicate that the child received money from this source, but that the child agreed with the report of the parents. There was a higher agreement between parent and child concerning the money received from parents than agreement concerning earnings. It can be noted that in all instances, with one exception, four-year-old children reflected higher percentages of agreement with parents than did five-year-old children.

TABLE III  
 AGREEMENT BETWEEN PARENT AND CHILD CONCERNING MONEY RECEIVED  
 (N = 41)

Age Group	N	Sources								
		Parents			Gift			Earnings		
		A	D	% A	A	D	% A	A	D	% A
Four-year-olds										
Boys	12	11	1	92	9	3	75	9	3	75
Girls	13	11	2	85	10	3	77	6	7	46
Five-year-olds										
Boys	10	9	1	90	7	3	70	4	6	40
Girls	6	5	1	83	4	2	67	3	3	50
Total	41	36	5	88	30	11	73	22	19	54

### Allowance

Parents were classified as giving their child an allowance if they stated that the child received an allowance. Two parents explained that they gave their children an allowance but stated that they were not consistent. Sometimes they gave the child an advance in his allowance or else they forgot one week and then gave the child twice the amount the next week. Children were classified as receiving an allowance if they stated that they did receive one.

As reported by parents, only eight children in this study were found to have had some experience in receiving an allowance. Two four-year-old boys, two five-year-old girls, and three five-year-old boys were receiving weekly allowances ranging from five to fifty cents. One five-year-old girl was receiving an allowance of two dollars once a

month. The parent reported the child was able to manage her money with this arrangement. For several of these children, receiving an allowance was contingent upon their performing some household tasks.

Two parents had given their child a weekly allowance but had terminated it prior to the time of this study. One parent stated that her child was no longer given an allowance because the child was not responsible with money and would leave it around the house or lose it. Another parent stated that her child showed no interest in receiving the money and did not always remember that he was to receive it. This parent also reported that since the allowance had been terminated, the child had asked about it on several occasions.

Six of the eight children whose parents reported that their children received an allowance, also reported receiving an allowance. However, parents and children were not in agreement as to the amount received. When asked how much their child was given the previous week, the present week, and how much they anticipated giving the child the next week, the parents reported the same amount for each week, except in two cases mentioned previously where parents were inconsistent in giving allowances. The children often reported various amounts from week to week and amounts different from those reported by parent.

When parents were asked what they did if their child spent all of his money before it was time for him to receive more, three reported that the child was given more, three reported that they had the child do without, and two reported that they had the child do without or borrow.

### Dole

Over 80 percent of the parents and the children reported "dole" as

one source of money. There was very little agreement between parents and children concerning amount of dole money received. The weekly amount reported by parents ranged from one cent to one dollar; the mode was twenty-five cents. The weekly amount reported by children ranged from one cent to eighty dollars; the mode was five cents. In ten instances, children reported a weekly amount in excess of two dollars. In several cases when the child was asked how much money he had received from his parents, he would answer by saying, for example, "five monies." When asked what kind of monies the child might answer, "five pennies (or nickels, dimes, etc.)." In some cases, the child would reply, "I don't know," which might indicate that he was not familiar with names of various coins.

### Gift

Table II also shows the number of children receiving gift money as reported by the parents and their children. The agreement between parents and children concerning money received as gifts is found in Table III.

The number of children receiving money on various occasions as reported by parents was: (1) birthday, 30; (2) Christmas, 12; and (3) other occasions, 24. Frequencies as reported by the children were: (1) birthday, 14; (2) Christmas, eight; and (3) other occasions, 24. Other occasions were usually holidays other than Christmas and visits from relatives.

Grandparents, aunts, and uncles were most frequently mentioned by both the parents and the children as persons from whom the child received gift money. Children also mentioned their parents and friends

quite often. None of the parents reported having given their child gift money. Other sources mentioned by children were: (1) Santa Claus; (2) brother; (3) cousin; and (4) the buttermilk man at the store. Parents mentioned child's great-grandparents on several occasions.

The range of amounts received for the various occasions as reported by the parents was: (1) one dollar to twenty-five dollars for Christmas and for birthdays; and (2) ten cents to one dollar for other occasions. One, two, and five dollars were most frequently mentioned for Christmas and for birthdays, and twenty-five cents was most frequently mentioned for other occasions. Three parents reported that their children had received a twenty-five dollar savings bond for their birthdays. The range of amounts received for various occasions as reported by the children was: (1) ten cents to thirty-one hundred dollars for Christmas and for birthdays; and (2) one cent to one dollar for other occasions. One child, in all seriousness, had reported receiving thirty-one hundred dollars both for Christmas and for his birthday. No specific amounts were predominantly mentioned by the children for these three occasions.

### Earnings

Table II shows the number of children earning money and Table III reveals the agreement between parents and children concerning money earned. The jobs most often named by both the parents and the children to earn money were: (1) cleaning their room; (2) putting away their toys; (3) emptying the trash; and (4) cleaning the yard.

In approximately half the cases where both the parent and the child reported earned money, there was agreement about what jobs were done. However, parents and children were not in agreement as to amount of



money earned for doing each job. Parents' and children's reports as to amount of money received for a job ranged from one cent to one dollar; most frequently mentioned amounts were five cents and ten cents. In many cases, the children could not remember how much money they had received for doing a particular job.

One parent reported that she had developed a "job chart" for her four-year-old daughter. On the chart were pictures of various jobs which the child could do. Each day that she did any of these tasks, she was given a stick-on star to put by the picture of the task. At the end of the week, she was given five cents for each star she had on her "job chart." The only limit on the amount of money which could be earned was that she could get only one star per job per day.

### Money Expenditures

#### Incidence of Shopping

Table IV indicates that more children shop with their parents than by themselves. All of the parents reported that their children had shopped with them at some time. In only two instances did children report that they did not shop with their parents.

#### Children's Ability to Pay for Purchases

Twenty-one parents, as compared to eighteen children, reported that the child was able to pay for purchases alone while thirteen parents, as compared to twenty-three children, reported that the child needed some assistance in making purchases. Seven parents reported that sometimes the child needed assistance and at other times did not. These

TABLE IV  
 SHOPPING AS REPORTED BY CHILDREN AND PARENTS  
 (N = 82)

Age Group	Total N	Alone			With Parents		
		Yes	No	%	Yes	No	%
<b>Four-year-olds</b>							
Boys	12	4	8	33	12	0	100
Parents	12	4	8	33	12	0	100
Girls	13	5	8	38	12	1	92
Parents	13	4	9	31	13	0	100
<b>Five-year-olds</b>							
Boys	10	2	8	20	9	1	90
Parents	10	2	8	20	10	0	100
Girls	6	6	0	100	6	0	100
Parents	6	1	5	17	6	0	100
<b>Total</b>							
Children	41	17	24	41	39	2	95
Parents	41	11	30	27	41	0	100

parents reported that the child did not need assistance when buying gum or rides from machines. When the child needed help in making purchases, parents reported that they assisted by: (1) paying for item for child; (2) telling or showing child how much money he needed for the purchase; and (3) telling the child he would receive some change. In the majority of cases, the children reported that the parents gave assistance by actually paying for the item for the child. In some cases, the parents were using the child's money, but in the majority of cases, the parents were paying for the item with their money. With the exception of two cases, the parents gave the child the assistance when needed. One child stated that his grandmother helped him and another child reported that the store clerk had given him assistance.

#### Purchases Made

Forty parents, as compared to thirty-six children, reported that the child decided for himself what he was going to buy. Parents often reported that they did show the child items within the price range of child's amount of money. Occasionally, parents would offer suggestions to the child but the child was free to make his own choice. One parent indicated that she controlled the purchases made by her child. If she felt that the item the child selected cost more than what she thought it was worth, she told the child he could not buy it and explained why.

Table V reveals that items most often purchased by children were candy, gum, and toys. Parents reported candy and gum as most frequently purchased items whereas children reported toys.

Seven children, as compared with three parents, reported that they had made purchases for their parents. None of these seven were children

of these three parents. The three parents reported that their child had gone into a store to buy the parent a snack while the parent waited outside. The responses given by the children concerning items purchased for parents were: (1) dog food; (2) film for camera; (3) hose; (4) shovel; (5) saw; and (6) snack foods.

TABLE V  
SPENDING AS REPORTED BY CHILDREN AND PARENTS  
(N = 67)\*

Children (N = 27)		Parents (N = 40)	
Items	Frequency Mentioned	Items	Frequency Mentioned
Toys	23	Candy, Gum	23
Candy, Gum	18	Toys	12
Snack Foods	7	Art Supplies	8
Clothing	2	Snack Foods	6
Book	1	Rides	4
Church	1	Clothing	3
		Book	2
		Church	2
		Picture	1
		Record	1
Total	52	Total	62

\*One parent and 14 children gave no response.

#### Grocery Store Shopping

In the majority of cases, both the parents and the children reported that the child would rather go to the store with the parents than

stay at home. Children who stayed at home reported that they would rather play than go shopping. One mother reported that since her child had started school, he often stated that he was too tired to go along shopping.

Table VI reveals grocery items which children most often chose or suggested parents buy for them. Cereal was the item most frequently mentioned by parents. Children mentioned candy and gum most frequently.

TABLE VI  
CHILDREN'S OPPORTUNITY TO PURCHASE OR SUGGEST PURCHASES  
IN THE GROCERY STORE AS REPORTED  
BY CHILDREN AND PARENTS  
(N = 67)\*

<u>Children</u> (N = 31)		<u>Parents</u> (N = 36)	
Items	Frequency Mentioned	Items	Frequency Mentioned
Candy, Gum	19	Cereal	29
Fruits	18	Snack Foods	23
Vegetables	17	Fruits	16
Milk & Milk Products	10	Candy, Gum	12
Meats	9	Breads	7
Snack Foods	7	Milk & Milk Products	6
Cereal	4	Vegetables	5
Jelly	3	Meats	5
Breads	3	Soup	2
Eggs	2	Eggs	1
Peanut Butter	2	Jelly	1
Soup	1	Peanut Butter	1
Ice	1		
Total	96	Total	108

\*Five parents and 10 children gave no response.

The reasons parents gave to the child for not making purchases the child wanted were: (1) "We can't afford it," 23; (2) "You don't need it," 17; (3) "Wait until some other time," eight; (4) "It is not good for you," six; and (5) "You have already bought something today," three. Reasons children reported that parents gave were: (1) "We can't afford it," seven; (2) no reason given, three; (3) "Wait until some other time," three; (4) "No," three; (5) "You don't need it," two; and (6) "It is not good for you," two. Twelve children reported that they did not know what reason their parents gave.

Thirty-five parents reported that their child talked to the store personnel, while only seventeen children reported that they talked to the store personnel. Most of the parents and children stated that the child just conversed with the clerks. Several parents stated that their child did talk about something having to do with the store such as asking where the clerk got the sacks, how the conveyer at the grocery store check-out worked, and how the clerk changed the numbers on the price marker.

#### Saving Experience

Table VII reveals that the majority of the children had some experience in saving money. In practically all cases, children saved their money in some type of bank. Billfold, purse, and closet shelf were also mentioned several times as places where the child kept his money.

Four parents reported that their child had a savings account. One parent reported that their child was aware of this account and that he had been told that the money was being saved for his education. The

other three parents stated that their child was unaware of the account.

TABLE VII  
SAVING AND BORROWING AS REPORTED BY CHILDREN AND PARENTS  
(N = 82)

Age Group	Total N	Saving			Borrowing		
		Yes	No	%	Yes	No	%
<b>Four-year-olds</b>							
Boys	12	12	0	100	0	12	0
Parents	12	11	1	91	1	11	8
Girls	13	12	1	92	2	11	15
Parents	13	9	4	69	1	12	6
<b>Five-year-olds</b>							
Boys	10	10	0	100	1	9	10
Parents	10	9	1	90	2	8	20
Girls	6	6	0	100	3	3	50
Parents	6	6	0	100	1	5	17
<b>Total</b>							
Children	41	40	1	98	6	35	15
Parents	41	35	6	85	5	36	12

Both parents and children mentioned toys most often as items for which the child saved his money. Children also frequently mentioned some type of snack food for which he saved. One child reported that he was saving his money to buy a cow. In two instances, parents reported that they had plans for the use of the child's savings without the child being aware of these plans. One parent reported that they planned to buy the child a savings bond with his money while the other reported

that they were buying the child a bike when he had saved enough. In most cases, the amount of money that the child reported that he needed to save for an item was either deficient or excessive of the amount he would actually need.

#### Borrowing Experience

Less than one-fifth of the children had any experience in borrowing money (Table VII). Children reported that they borrowed money either from a friend or one of their parents to buy some snack. Two of the children reported that they paid the money back when they returned home while two others reported that they did not know how they had paid back the money they borrowed. One child reported that he had borrowed money but did not know what he had bought or how he had paid it back. Another child reported that he had borrowed a few pennies from a friend for a few days and then had returned them; he had not bought anything with them.

Five parents reported that their child had borrowed money from them to buy a snack or toy and had paid the money back when they returned home. Three parents reported that they had at one time borrowed some money from their child. One of these parents stated that she had paid the child back at ten percent interest and had explained this to the child.

Two children reported that although they did not borrow money their parents did, indicating that they had some knowledge of the borrowing concept. The majority of children indicated that they had no conceptualization of what it meant to borrow money.



### Parent-Child Agreement on Items in the Questionnaire

One of the subsidiary purposes of this study was to determine the degree to which parent and child reports agreed. The purpose for this was to give some indication of the reliability of the children's responses. Marshall (25) investigated the differences in parent and child reports of ten-to-twelve-year-old children's money experiences. She concluded that the reports of parents and children were not similar enough to be interchangeable in that parents and children were inconsistent in their reports about several experiences. Similar conclusions can be drawn from this investigation. Parents often gave more detailed responses. As revealed in Tables V and VI, they recalled more items that the child purchased or suggested to purchase. Children often gave unrealistic responses, especially in reporting amounts of money which they had received, spent, or needed for a purchase.

The importance of obtaining data about the money experiences of children from the children themselves rests in the fact that their recall of these experiences serves as a valuable check to ascertain whether the experiences provided have resulted in the interiorization of monetary concepts which the experiences are designed to provide. The data reported by the parents reflect that children have had experiences which they appear to have forgotten. This suggests the necessity of providing repeated experiences over a period of time so that children will gain greater familiarity with economic concepts which are important in an economic society. This suggestion holds for children when they are in more formal education situations, as well as for children under six.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

The purpose of this study was to investigate the monetary experiences and consumer practices of young children. The role of the parent in the child's monetary experiences and consumer practices was also investigated.

The questionnaire developed for obtaining the data investigated the following: (1) the children's sources of money; (2) the children's money expenditures; (3) the children's saving experiences; (4) the children's borrowing experiences; and (5) the children's consumer practices.

The subjects for this study were forty-one preschool children ranging in age from four years, zero months, to five years, eleven months. The children were in attendance at the Oklahoma State University Child Development Laboratories and Kollin's Kiddie Kollege (private school), Stillwater, Oklahoma. One or both of the parents of each of these children also served as subjects.

The data were analyzed to determine the children's degree of involvement in the five areas mentioned above and to determine the agreement between parent and child responses.

#### Findings

1. All of the children had some experience in obtaining money. Percentages of children receiving money from various sources were as

follows: (1) allowance, 20; (2) dole, 88; (3) gift, 100; and (4) earnings, 39.

2. All of the children had some experience in spending money.

3. More than 85 percent of the parents and children reported children's experience in saving money.

4. Less than one-fifth of the children had experience in borrowing money.

5. There were no age or sex differences in regard to degree of involvement in receiving, spending, saving, and borrowing money with one exception. More five-year-olds received an allowance than did four-year-old children.

6. Four-year-old children more often exhibited lack of knowledge or the development of erroneous concepts in their responses than did five-year-old children.

#### Observations by Investigator

1. Children derive a great deal of satisfaction from being consumers. They greatly enjoyed relating to the investigator their experiences in the shopping process.

2. Children's lack of knowledge concerning various monetary concepts inhibited their ability to provide adequate responses to some questions.

3. The reports of the children and the parents differed to a degree which would indicate that they were not interchangeable. The children often gave less detailed and sometimes unrealistic responses.

4. Parents are aware of their influence on the child's ability to handle money wisely and often indicated concern about the effects of

their methods of teaching their child economic competence.

### Recommendations for Further Research

The following suggestions are made on the basis of the findings of this investigation.

1. A similar study using a larger and more representative sample of children should be conducted if generalizations are to be made. Such a study should include children younger than four years of age and older than five years of age.
2. The various parental practices in teaching children money management should be investigated to determine their effects on the child's ability to exhibit the skills necessary for economic competence.
3. The content of consumer education curricula being taught in elementary schools, kindergartens, and nursery schools should be studied to determine its effects upon children and its relevance to today's society.
4. The monetary concepts which children are developing and have developed should be investigated to aid in the establishment of realistic learning experiences in the consumer education curriculum.
5. Methods of helping parents teach economic competence should be researched and these findings related to parents.

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APPENDIX A

PARENT'S QUESTIONNAIRE

CHILDREN'S EXPERIENCES WITH MONEY  
(Parent's Questionnaire)

Parent's Name \_\_\_\_\_

Child's Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

I. CHILD'S SOURCE OF MONEY

A. Allowance & Dole

1. Do you give your child money?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Do you give him the same amount each week?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, how much? \_\_\_\_\_
3. Does he receive it on the same day each week?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Which day? \_\_\_\_\_
4. How much did you give him last week? \_\_\_\_\_
5. How much did you give him this week? \_\_\_\_\_
6. How much will you give him next week? \_\_\_\_\_
7. If he spends all his money before it is time for him to be given more, what do you do?  
 \_\_\_\_\_ give him more (how much?) \_\_\_\_\_  
 \_\_\_\_\_ have him borrow more  
 \_\_\_\_\_ have him do without  
 \_\_\_\_\_ other (specify) \_\_\_\_\_

B. Gift

8. Is your child ever given money as a gift?  
Yes \_\_\_\_\_ No \_\_\_\_\_
9. If yes, who gave it to him? Occasion?  
(Write amount on line under proper occasion)

	Christmas	Birthday	Other
parents	_____	_____	_____
sibling	_____	_____	_____
other relative	_____	_____	_____
friend	_____	_____	_____
other (specify)	_____	_____	_____

C. Earnings

10. Has your child ever received any money for doing some job?

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

11. What kind of a job?

12. How much money did he receive for doing this job?

(Write amount on line preceding designated job)

\_\_\_\_\_ dust furniture  
 \_\_\_\_\_ wash and/or dry dishes  
 \_\_\_\_\_ clean up room  
 \_\_\_\_\_ run errand  
 \_\_\_\_\_ empty garbage  
 \_\_\_\_\_ clean up yard  
 \_\_\_\_\_ other (specify) \_\_\_\_\_

13. How often does your child do this job?

## II. CHILD'S EXPENDITURE OF MONEY

1. Does your child ever go shopping by himself?

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

2. Does he ever go shopping with you?

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

3. When your child purchases things, does he pay for them alone or does someone help him?

alone \_\_\_\_\_ with help \_\_\_\_\_

4. If helped, by whom?

\_\_\_\_\_ parent  
 \_\_\_\_\_ sibling  
 \_\_\_\_\_ friend  
 \_\_\_\_\_ clerk  
 \_\_\_\_\_ other (specify)

5. How is he helped? \_\_\_\_\_  
 \_\_\_\_\_

6. Does your child decide for himself what he is going to buy?

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

7. If no, who helps him decide what to buy?

\_\_\_\_\_ parent  
 \_\_\_\_\_ sibling  
 \_\_\_\_\_ friend  
 \_\_\_\_\_ other (specify)

8. How much money does your child spend weekly for these items?  
 candy--food treats  
 dime store toy  
 book  
 art supplies  
 money for church  
 gift  
 movie  
 "box-top" offer  
 other (specify)
9. Do you ever send your child to the store to buy something for you?  
 Yes  No
10. What does he buy? \_\_\_\_\_  
 \_\_\_\_\_
11. Does your child like to go to the store with you or would he rather stay at home?  
 Go  Stay  Other \_\_\_\_\_
12. The last time your child went to the store with you did he make certain selections?  
 Yes  No
13. If yes, for what products? \_\_\_\_\_  
 \_\_\_\_\_
14. Did he make certain suggestions?  
 Yes  No
15. If yes, for what products? \_\_\_\_\_  
 \_\_\_\_\_
16. Whenever you refuse to buy something that your child wants, what reason do you give?  
 can't afford it  
 not good for you  
 you don't need it  
 other (specify)
17. Does your child ever talk to the people who work in the store?  
 Yes  No
18. If yes, what do they talk about?  
 ask location of something  
 ask price of something  
 ask for something  
 other (specify)

## III. CHILD'S SAVING EXPERIENCES

1. Does your child save any of his money?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. What does he save it for?  
 toy  
 clothing  
 gift  
 education  
 other (specify) \_\_\_\_\_
3. How does he save it?  
 piggy bank  
 bank account  
 give to parents  
 other (specify) \_\_\_\_\_
4. Is he saving for something now?  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. If yes, how much does he need to save? \_\_\_\_\_

## IV. CHILD'S BORROWING EXPERIENCES

1. Has your child ever borrowed any money?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. If yes, who did he borrow it from?  
 mother  
 father  
 sibling  
 other relative  
 other (specify) \_\_\_\_\_
3. How did he spend the borrowed money?  
 candy--food treats  
 dime store toy  
 books  
 art supplies  
 gift  
 movie  
 "box-top" offer  
 other (specify) \_\_\_\_\_
4. How did he pay back the money he borrowed?  
Money \_\_\_\_\_ Work \_\_\_\_\_ Other \_\_\_\_\_

APPENDIX B

CHILDREN'S QUESTIONNAIRE

CHILDREN'S EXPERIENCES WITH MONEY  
(Children's Questionnaire)

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

I. CHILD'S SOURCE OF MONEY

A. Allowance & Dole

1. Do your parents give you money?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Do they give you the same amount each week?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, how much? \_\_\_\_\_
3. Which day of the week do you get your money? \_\_\_\_\_
4. How much did you get last week? \_\_\_\_\_
5. How much did you get this week? \_\_\_\_\_
6. How much do you think you will get next week? \_\_\_\_\_
7. If you run out before it is time for you to get more, what do you do?  
 \_\_\_\_\_ parents give me more  
 \_\_\_\_\_ I borrow some  
 \_\_\_\_\_ do without  
 \_\_\_\_\_ other (specify)

B. Gift

8. Are you ever given money as a gift?  
Yes \_\_\_\_\_ No \_\_\_\_\_
9. If yes, who gave it to you? Occasion?  
(Write amount on line under proper occasion)

	Christmas	Birthday	Other
parents	_____	_____	_____
siblings	_____	_____	_____
other relative	_____	_____	_____
friend	_____	_____	_____
other (specify)	_____	_____	_____

C. Earnings

10. Have you ever received any money for doing some job?  
Yes \_\_\_\_\_ No \_\_\_\_\_
11. What kind of a job?

12. How much money did you receive for doing this job?  
(Write amount on line preceding designated job)

dust furniture  
 wash and/or dry dishes  
 clean up room  
 run errand  
 empty garbage  
 clean up yard  
 other (specify)

13. How many times have you done this job?

## II. CHILD'S EXPENDITURE OF MONEY

1. Do you ever go to the store alone to buy something?  
Yes  No
2. Do you ever go to the store with your parents?  
Yes  No
3. When you buy things do you pay for them alone or does someone help you?  
Alone  With help
4. If helped, by whom?
- parent  
 sibling  
 friend  
 clerk  
 other (specify)
5. How do they help you? \_\_\_\_\_  
\_\_\_\_\_
6. Do you decide yourself what you are going to buy?  
Yes  No
7. If no, who helps you decide what to buy?
- parent  
 sibling  
 friend  
 other (specify)
8. How much money do you spend each week for these items?  
(Write amount spent on line before each designated expenditure)
- candy--food treats  
 dime store toy  
 book  
 art supplies  
 money for church  
 gift



- movie  
 "box-top" offer  
 other (specify)

9. Has your mother or father ever sent you to the store to buy something for them?  
Yes \_\_\_\_\_ No \_\_\_\_\_
10. What did you buy? \_\_\_\_\_  
\_\_\_\_\_
11. When your mother goes to the store do you like to go along with her or would you rather stay at home?  
Go \_\_\_\_\_ Stay \_\_\_\_\_ Other \_\_\_\_\_
12. Tell me about the last time you went to the store with your mother or father. (While the child talks, listen for or probe for answers to the following)  
Did he make certain selections?  
Yes \_\_\_\_\_ No \_\_\_\_\_
13. If yes, for what products? \_\_\_\_\_  
\_\_\_\_\_
14. Did he make certain suggestions?  
Yes \_\_\_\_\_ No \_\_\_\_\_
15. If yes, for what products? \_\_\_\_\_  
\_\_\_\_\_
16. Whenever your mother won't buy something that you want, what reason does she give?  
 can't afford it  
 not good for you  
 you don't need it  
 other (specify)
17. Do you ever talk to the people who work in the store?  
Yes \_\_\_\_\_ No \_\_\_\_\_
18. If yes, what do you talk about?  
 ask location of something  
 ask price of something  
 ask for something  
 other (specify)

### III. CHILD'S SAVING EXPERIENCES

1. Do you save any of your money?  
Yes \_\_\_\_\_ No \_\_\_\_\_

2. What do you save it for?  
 toy  
 clothing  
 gift  
 education  
 other (specify)
3. How do you save it?  
 piggy bank  
 bank account  
 give to parents  
 other (specify)
4. Are you saving for something now?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
5. If yes, how much do you need to save? \_\_\_\_\_

#### IV. CHILD'S BORROWING EXPERIENCES

1. Have you ever borrowed any money?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
2. If yes, who did you borrow it from?  
 mother  
 father  
 sibling  
 other relative  
 other (specify)
3. How did you spend the borrowed money?  
 candy--food treats  
 dime store toy  
 book  
 art supplies  
 gift  
 movie  
 "box-top" offer  
 other (specify)
4. How did you pay back the money you borrowed?  
 Money \_\_\_\_\_ Work \_\_\_\_\_ Other \_\_\_\_\_ (specify)

APPENDIX C

LETTER TO PARENTS

Dear Parents

We are conducting a study of the types of money experiences which four- and five-year-old children have. We will be interviewing the parents, as well as the children, to collect the data. If you are willing to participate in this study, please sign your name below and return this form to your child's teacher. You will be contacted later to arrange an interview at your convenience.

We will be most happy to share with you the results obtained. Thank you for your assistance.

Sincerely

Pat Grojean, Graduate Student

Josephine Hoffer, Associate Professor  
Acting Head, Family Relations and  
Child Development

Signature of Parent \_\_\_\_\_

VITA

Patricia Jo Grojean

Candidate for the Degree of  
Master of Science

Thesis: MONETARY EXPERIENCES AND CONSUMER PRACTICES OF YOUNG CHILDREN

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Cape Girardeau, Missouri, March 23, 1948,  
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