

INVESTIGATION OF FACTORS INFLUENCING
PARENTS' CHOICE AND PURCHASE OF CLOTHING
FOR THEIR PRESCHOOL CHILDREN IN NAIROBI

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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DEDICATION

To my parents Mrs Rose Nyirisi Jiveti and Mr. Joash Jiveti Busu ; brothers and sisters; and to God, for from Him, through Him and to Him are all things.

Also I would like to acknowledge the financial contribution of my father and mother who enabled me to complete my studies. I also thank my friends like Mr. Ezechiah and Miss Mary Nwal who tirelessly did the computer analysis for my work.

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My mother and father were my first teachers. My mother Nyirisi and my father Joash were my first teachers. They were the ones who introduced me to the world of knowledge. They were the ones who taught me to read and write. They were the ones who taught me to respect my elders. They were the ones who taught me to love my country. They were the ones who taught me to be a good person. They were the ones who taught me to be a good student. They were the ones who taught me to be a good citizen. They were the ones who taught me to be a good human being. They were the ones who taught me to be a good person, a good student, a good citizen, and a good human being.

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ABSTRACT

The aim of this study was to determine whether or not parents in Nairobi are aware of their preschool children's clothing needs and identify the factors which influence their choices of the children's clothing. This study was a descriptive survey research, ex post facto design since there was no control of the variables. The study was conducted between September 1992 and November 1992 using a sample of 120 randomly selected respondents. One hundred and twenty preschool children were randomly selected from four randomly selected nursery schools in Nairobi to act as the intermediaries to the various households. It is the parents/guardians of the children who were the respondents of the study. The sampling was done through stratified, multistage cluster method.

A questionnaire was used to elicit information pertaining to the research objectives. The data obtained were analyzed by computer using the Statistical Package for Social Sciences (SPSS) Programme. Frequencies, percentages, and the chi-square test of significance were used to accomplish the objectives.

The findings revealed that of the various preschool children's clothing needs that have to be considered in the choices made, parents considered freedom of movement and peer-group approval (opinion) to be of some importance while

self-help features and future-growth features were of least importance. This implies that most parents in Nairobi are ignorant of the significance of such factors in the preschoolers' clothing or if aware, they place these factors lower on the priority scale due to the influence of other factors e.g. economic constraints . It is also possible that the parents may be unfamiliar with such features and therefore not able to identify them on the preschoolers' clothing. The three most influential product characteristics in parents' choices of the preschoolers clothing were: "how well it fitted, durability, and quality of construction," while the least influential ones were: "future-growth features, information labels and self-help features". It was found that clothing displays and person-dominated channels such as family members and peers' opinion were sources used mostly for clothing information by the parents. Further findings show that although most parents in Nairobi used a combination of sources in acquiring their preschoolers' clothing, the new clothing stores/ boutiques were more popular among them.

At $P < 0.05$ confidence level, the chi-square test of significance revealed no significant relationship between: (1) Selected product characteristics (price, growth features, self-help features, maintenance) and parents demographic characteristics (educational level, income and number of

dependants); and (2) Child's gender and parents considerations of selected product characteristics (trimmings, colour, acceptable style by Society).

1979 research will have to be used for more detailed work on the factors influencing the selection of clothes for children. The research conducted in Kenya implied that the selection of clothes for children is a complex process involving a number of factors. It is suggested that further research be done in the area of clothing in other countries and much emphasis has been given to clothing from the perspective of Kenya (p.7). This implied that the research was a preliminary work of research.

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CHAPTER ONE

INTRODUCTION

Background Information

Through the years, various researchers (Hartman, 1949; Horn, 1975; Kaiser, 1985; Otieno, 1990; Rosencranz, 1962; Sproles, 1979; Storm, 1987) have suggested the need for more studies which would provide increased understanding of clothing selection behaviour. They claimed that decisions regarding clothing and personal appearance are factors at all levels of social organization. Attempts to explain these behaviours are interesting and puzzling reflections of human nature. Otieno (1990) pointed out that "although much research has been done in the area of clothing in other countries, not much emphasis has been given to clothing from consumers' perspective in Kenya" (p.7). This implied that clothing selection is a worthy focus of research.

While research has been conducted to identify the factors which influence Kenyan adults' clothing selections (Otieno, 1990), more specific research is needed regarding the factors involved in parents' selection and purchase of clothing for their children. A number of studies elsewhere have been conducted on adolescents' clothing selection (Creekmore, 1980; Horn, 1975; Kaiser, 1985; Kuehene and Creekmore, 1971; Smucker and Creekmore, 1972; Sproles, 1979), however, little is known about parental clothing selection for preschool children.

Among the many factors that may influence consumers in their clothing selection and purchases, age has been identified as a significant factor (Frisbee, 1985; Horn 1975; Littrel, 1985; Otieno, 1990; Sproles, 1979). In other words, most cultures consider certain forms of clothing appropriate for infants, children, teens, adults, and the elderly. According to Horn (1975), the needs of each specific age-group should be considered when clothing choices are made.

Throughout recorded history, clothing along with food and shelter, have been the primary needs of human beings. Clothing is not only of intimate concern to the individual but also reflects the values, conditions and development of society as a whole (Horn, 1975). Each act of consumer behaviour in the selection and use of clothing occurs with some purposeful function and/or satisfaction of needs in mind (Sproles, 1979).

As cited in Sproles (1979), Maslow (1954) suggested that humans are motivated to satisfy five basic needs which are: physiological, safety, love, esteem, and self-actualization. Clothing contributes towards individuals' efforts to fulfill these needs in various ways. Clothing can satisfy physiological and safety needs by providing physical security, i.e. protection against injury and external environmental conditions, modesty, and comfort. When clothing is purposefully used to enhance the individual's social identity and interaction with others, it helps satisfy the love and

esteem needs. In the selection of unique, individualistic or creative clothing, an individual may be demonstrating self-actualization.

In considering the needs for preschool children's clothing, the following features have been identified: future-growth features, safety, freedom of movement, "independence" or self-help features, and peer-group identification (Glisson and Tate, 1967). During the preschool years rapid physical growth occurs and clothes are quickly outgrown while still in good condition. With future-growth features the clothes can be adjusted and be used for longer periods. Frequent purchases of new items may not be possible for most families due to other household financial commitments.

Safety in the preschoolers' clothing should be carefully considered with regard to design features and flammability of the fabrics (Johnson and Saville, 1970). In a report carried out recently in the local press ("Two Children burn", Daily Nation, Saturday, October 12, 1991), two children in Meru district died when their clothes caught fire in the absence of their mother. Since Kenyan children may play around unguarded fires or even be experimenting with fires in their adventures, loosely hanging strings, ribbons, and straps could easily catch fire or get caught up in objects and harm the child. Thus, severe injury from burns or strangulation could occur. Resistance of fabrics to burning is important particularly in garments for young children.

Being in a stage of vigorous adventure and active exploration of the environment (Santrock, 1988), preschoolers need clothing that allows for as much freedom of movement as possible. In their explorations, the children use all their senses therefore, their clothes do not always remain neat and tidy. Hence, clothing selections must be adapted to frequent laundering.

During this stage, children are seeking independence from the confines of infancy. They are beginning to want to do some things independently such as dressing themselves (Read, 1975). Clothes with "self-help" features are desirable to enable a child achieve this aspect of life. Self-actualization may be furthered when the child is able to do certain things independently as this makes him/her realize that each person is an autonomous being in this world (Sroufe and Cooper, 1988).

Children, in the preschool years, are beginning to become socially conscious about what their peers are wearing. Therefore they want similar or same clothing as their peers. Some even want to make their own choices during the purchasing of any new clothing items. The love and esteem needs of children relate to seeking acceptance, peer-approval and friendship formation for purposes of group identification as well as play activities. These needs are important to consider when thinking of the preschoolers clothing requirements. When a child's clothes are too different from

those of their friends, i.e. over - or under - dressed, it leads to rejection by the peers and the child may become less self-confident.

Many forces from the consumers' environment can affect the patterns and levels of consumption for products such as clothing (Horn, 1975; Paola and Mueller, 1980; Sproles, 1979). Some of the most significant ones are; the changing state of the national economy, demographic trends, technological developments, and socio-cultural conditions.

The government of Kenya has expressed concern over the impact the rapid socio-cultural and economic changes have had on the family. Since the family is the basic institution for the transmission of culture, changes related to urbanization, educational opportunities, economic, and technological developments are contributing to family upheaval (Development Plan 1988- 1993). One of the results could be changes in parents clothing choices for their preschoolers.

In the wake of urbanization (Obudho, 1983), many people are moving to urban areas for various reasons. According to the World Development Report (1988), the annual growth rate of the urban population in Kenya between the years 1980-85 was 6.3%. Nairobi alone had 57% of the total urban population in Kenya and the figures were noted to be steadily rising. By 1989 the annual population growth rate in urban areas had risen to over 7% (KDHS, 1989). As parents are exposed to other cultures and styles of clothing, they may depart from

selections that have traditionally been considered appropriate for preschool children. For example, parents may not make any differences in the types of clothing selected for boys and girls.

Since increasing numbers of young parents have advanced levels of education, their social values are changing correspondingly. Many of these parents become quite conscious of their social positions. Therefore, they may select clothes for their preschool children which will provide an indication of their improved status. As noted by Horn (1975), "minority groups may subconsciously use clothing to compensate for a lack of recognized status in other areas of life because clothing is less expensive than other status symbols such as housing, furnishings, and automobiles" (p. 235).

A conflicting influence is the rapidly deteriorating economic situation in Kenya. According to the Central Bureau of statistics, as noted in the Economic Review, (1993) the Kenyan shilling is facing rapid depreciation against major hard currencies. The rate of inflation was 50% higher in December 1992 than at the same time in 1991. According to Opinion ("Economy requires clear thinking", The Standard, April 22, 1993), with further 30% devaluation of the Kenyan shilling meant that the rate of inflation then, at about 40%, was bound to take a long leap to around 60% or so. This implies that families may be facing a difficult task in meeting the basic needs of their children including clothing.

Technological advancement in the textile industry has led to a wider variety of fabrics from which parents have to make clothing choices for their children (Horn, 1975; Paola and Mueller, 1980). In addition, the development of communication systems have improved trade areas in textiles in both new - and used-clothing markets. Thus, in order for parents to make wise choices regarding their preschoolers' clothing, additional information about various fabrics is required.

Problem Statement

This study is focused on investigating factors influencing parents' choice and purchase of clothing for their preschool children in Nairobi. In Kenya, decisions regarding the selection and purchase of clothing for preschool children is the responsibility of adults. The clothing needs of preschool children are: "independence" or self-help, freedom of movement, safety, peer-group identification, and future-growth features. However, Kenyan parents may be unaware of these needs as they select and purchase clothing for their preschool children. Or if aware, they may be less concerned with these needs and place them lower on a priority scale than other factors.

Quite often, children are seen over - or under - dressed. Expensive suits, oversize, too long, and/or tight clothes are not conducive to the child's play activities. Also, unless the occasion calls for special clothing, children cannot keep

clean or be careful in delicate, frilly, over-trimmed clothes without infringing on their freedom of play. Most preschoolers' may wish to select new clothing items for themselves which are usually similar or same as those of their peers. It is common practice in Kenyan households parents not to seek their preschool children's company or consult with them, as they select and purchase clothing items for them. Instead, most parents do the selection by themselves. Some of the purchased items are rejected by the child or worn only when forced to do so by a parent or any other concerned persons.

The changes taking place in the Kenyan society today may be influencing parents in meeting the basic needs, including clothing, of their children. The changes include economic deterioration, technological advancement, urbanization, increased educational opportunities, and socio-cultural transitions. Increasing unemployment and the rising rate of inflation may have placed a big strain on family finances. Technological advancement is leading to an ever-increasing variety of fabrics from which parents have to choose their children's clothing. In urban areas, individuals are exposed to other cultures and hence adoption of diverse dress styles. Educational advancement and the resulting changes in values may influence clothing selection in families. Due to these changes, parents may be considering preschool children's clothing needs to be primarily related to modesty, warmth and

protection. Hence, other factors such as economic and socio-cultural changes may be more influential than those related to the preschoolers' clothing needs. Therefore, research regarding the factors which influence Kenyan parents as they select and purchase clothing for their preschool children is needed.

Purpose of the Study

The purpose of this study was two-fold; the first was, to determine whether or not parents in Nairobi are aware of the clothing needs of preschool children, the second was, to identify the factors which influence parents in Nairobi as they select and purchase clothing for their preschool children.

Objectives of the Study

This study sought to accomplish the following specific objectives:

1. To identify demographic factors of selected parents of preschool children in Nairobi.
2. To identify the product characteristics influencing parents in Nairobi as they select and purchase clothing for their preschool children.
3. To determine whether parents in Nairobi are aware of the clothing needs of their preschool children.

4. To determine information sources for parents in Nairobi regarding clothing for their preschool children.
5. To identify the outlets for preschoolers' clothing among the Nairobi households.
6. To determine the existence of any relationship between selected product characteristics and selected parents' demographic characteristics in the choice and purchase of clothing for the preschool children.
7. To determine the existence of any relationship between the child's gender and the parents considerations when selecting and purchasing clothing for the preschool child.

Significance of the Study

The clothing needs of preschool children are "independence" or self-help, freedom of movement, safety, peer-group identification and "future-growth" features (Glisson and Tate, 1967). Kenyan parents may be unaware of these needs as they select and purchase clothing for their preschool children. Or if aware, they may place these needs lower on a priority scale than other factors. While research has been conducted to identify the factors which influence Kenyan adults' clothing selection (Otieno, 1990), no study has been carried out regarding factors involved in parents' selection and purchase of clothing for their children. Otieno (1990) identified a need for research regarding the factors

that influence parents as they select and purchase clothing for their children. This study is seeking to identify those factors, specifically for parents of preschool children. The findings of this study may be helpful: (a) in designing educational programmes, through the Ministry of Culture and Social Services, for parents as well as informing nursery school administrators who make decisions regarding school uniforms; (b) to the designers and manufacturers of children's clothing, through the Ministry of Commerce and Industry and the Kenya Bureau of Standards, who are concerned with the standardization of consumer products; and (c) as a contribution to the literature pertaining to the field of home economics.

Assumptions of the Study

The following assumptions guided this study:

1. Every respondent had had an experience in the selection and purchase of clothing for preschool children.
2. All the respondents were able to read and write English or the respondent would seek help from someone who could read to them if need be.

Limitations of the Study

This study was conducted bearing in mind the following limitations :

1. Due to limited funds and time this study covers only a small area of Nairobi.

2. Because the study is limited to a sample of the population of Nairobi, any implications and generalizations of the study findings to other areas in Kenya should be done with caution since clothing selection priorities of Kenyans may differ from one area to another because of inherent variations in different localities.
3. There is likely to have been some marginal error due to respondent's bias in answering some of the questions by those subjects who did not practically go selecting and purchasing the preschoolers' clothing hence answered based on opinion and not on practical experiences.

Definition of Terms

1. Needs: A need is something that is a necessity or a requirement e.g. shelter (Neufeldt and Sparks 1988).
2. "Independence" or "Self-Help" Features: These are features on a garment that enable the child to put on or take off clothes with little or no help from another person, e.g. convenient positioning of big buttons, button-holes and long zippers, simple styles, one piece garments, etc.
3. Growth Features: These are features on a garment that can be released or expanded at a later time to allow for better fitting as the child rapidly grows in height and width. Examples are: deeper hems, kimono or raglan sleeves, tucks, etc.

4. Preschool Child: In this study, this term refers to children between the ages of 3-6 years who have not yet entered class one level of education.
5. Socially Conscious: This refers to the child's awareness of the need to belong to a group of agemates and also beginning to notice that certain objects i.e. same or similar items of clothing, are necessary for the groups' membership approval.
6. Safety: This refers to fabric treatments or characteristics used to reduce danger inherent in certain kinds of clothing e.g. flame resistance, elimination of neckline strings or other loosely hanging features, and garments that are of proper sizes.
7. Clothing: In this study, this term refers to the outer garments made of woven fabrics. The terms clothing, apparel, dress and garment are used synonymously in the study.
8. Nursery School : It is an institution for young children taking care of them in many ways. While most of the time the children are engaged in play activities, some educational activities may also be undertaken (Neufeldt and Sparks 1988). In this study, this term refers to the institution that involves children of the age bracket 3-6 years old. This comprises: baby-class, nursery class, and pre-unit class.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, literature has been reviewed under the following sub-topics: Clothing as a personal concern and social issue, the preschool child, functions of clothing, clothing and the preschool child, parental demographic characteristics, product characteristics, clothing acquisition outlets, and consumer clothing information sources.

Clothing as a Personal Concern and Social Issue

There is more to clothing than just what meets the eye. It denotes the individual's lifestyle, status, religion, profession, civilization, acts as a "prop" on the stage of human social interaction, a medium for personality or individualistic self-expression, and a manifestation of a changing socio-cultural environment. Thus, clothing is not only of intimate concern to the individual but also reflects the values, conditions and development of society as a whole (Horn, 1975; Kaiser, 1985; Sproles, 1979). According to Sproles (1979), clothing may be a purposefully selected object of consumer behaviour to meet personal needs as well as entailing more implications for the broader society. The author further explains that a consumer's clothing decisions

are influenced by a wide range of forces within the consumer's mind, environment, as well as from far and wide.

Clothing refers to any purposeful addition of material or appearance modification made to the human body (Craig, 1963; Horn, 1975; Kaiser, 1985; Phillips and Stanley, 1961; Storm, 1987). Bodily adornment or appearance modification include features such as body painting and mutilations, tattooing, cicatrization, cosmetic use and hairstyles. The encyclopedia Americana International Edition (1978), defines clothing as "a great range of materials that people wear or apply to their body. In addition to garments made of woven fabrics, clothing is made from such varied materials as body paints, fur, feathers, and Jewels" (p. 99). Clothing specifically includes outer garments, headgear, underwear, footwear and accessories (Otieno, 1990; Wingate and Mohler, 1984; Paolla and Mueller, 1980).

Outer garments include blouses, dresses, skirts, sweaters, slacks, trousers, coats, jackets, shirts, and shorts; while underwear includes: brassieres, panties, slips, petticoats, vests, nightdresses and pyjamas. Headgear includes: headscarfs, turbans, hats and caps. Footwear includes: shoes, socks, sandals, stockings and boots. Clothing accessories are any articles worn or carried as part of one's clothing, for example: gloves, jewellery, scarves, belts, handbags, hats and caps (Craig, 1963; Paolla and Mueller, 1980; Wingate and Mohler, 1984).

While there are many theories that attempt to explain why man wears clothes or decorates his body, it is still not quite clear when this practice began (Buckley and Roach, 1974; Craig, 1963; Horn, 1975; Kaiser, 1985; Sproles, 1979; Storm, 1987). The authors concluded that many forces influence a person's choice and use of clothing. Horn (1975), asserted that the factors are not only many and complex, but they are also often in conflict while Sweat and Zenter, (1985) observed that some of the facts are not yet even clear.

The forces outlined to influence people in the choice and use of clothing are: physical, aesthetic, social-cultural, psychological, socio-economic, political, managerial, environmental and technological developments. Physical factors that may influence clothing decisions are: utility, comfort, health, convenience, and the individual's anatomical structure. Aesthetic attributes in clothing will encompass factors such as creativity, self-expression, search for individual taste, and a sense of "the spirit of the times". Cultural mores, values, standards, attitudes towards clothing and cohesiveness of the members of a given society comprise the social-cultural factors that influence clothing selections. Other social factors that are important include the use of clothing for sex-role identification, reference groups' approval, social status, and the pressure to conform to groups in which one desires membership.

Psychological satisfactions are derived from the use of

clothing for self-expression which may boost an individual's self-esteem if there is consistency in the person's desires and core of feelings about the clothing worn. Other psychological forces motivating a consumer's choices of clothing include: personal values, interests, attitudes, awareness and knowledgeability. Clothing is an expression of the individual's personality, inseparable from a person hence "the second skin" (Horn 1975). Socio-economic factors include demographic factors and the economics of goods in relation to the available money. Patterns and levels involved in the production and distribution of clothing, consumer demand, prices of clothing, and the income in relation to clothing needs and desires all have a bearing on the final decision a consumer makes. Thus, the economic system exerts a substantial degree of control over the forms of clothing a society uses. In practice, as explained by Sproles (1979), consumers always have a wide range of forms of clothing from which to choose in order to cater for the different economic abilities of the society's members among other factors. Probably this could be one of the reasons second-hand clothing are so popular on the Kenyan clothing markets (Otieno, 1990).

Political-legal environment of a country includes sumptuary laws, foreign policy and trade regulations (Paolla and Mueller 1980). Sumptuary laws are defined as laws which prohibit or regulate the mode of and even expenditures on

lavish and luxurious items. Generally, such laws reflect the prevailing social, religious, and/or moral beliefs of a society at a given time. Foreign policy will determine the extent to which a country is exposed to the outside community and the exchange of ideas including goods such as clothing from other countries. Similarly, trade regulations will influence the rate and amount of foreign fashion inspiration. This makes it possible for people to use clothing from foreign countries (Sproles, 1979; Paola and mueller, 1980).

A family's or individual's needs and desires, value patterns, management of resources as well as buying habits and practices form the managerial factors in clothing decisions. Environmental forces which exert some control on clothing choices are the availability of clothing resources and the climate in a geographic area. These factors combine to encourage the adoption of certain forms of clothing while virtually excluding the acceptance of others in a society. Although the human body can provide some adaptation to climate and climatic changes, clothing is normally used to substantially increase human adaptability to the conditions (Craig, 1963; Horn, 1975; Sproles, 1979).

According to Paola and Mueller (1980), the strides made in technology have left no part of our lives unaffected. The four areas of technological improvements directly related to the textile industry and fashion change are: mass media, textile technology, advancement in machinery and the improved

communication and transport systems. Mass communication and transport systems have dramatically shortened the time span for disseminating clothing information and an increased number of people easily reached. Textile technology having introduced new methods of production has greatly revolutionalized the utilitarian and fashion characteristics of textiles. Advancement in the textile machinery has also made it possible for the manufacture of very delicate or sheer fabrics otherwise not possible much earlier. Consumers therefore have a great variety of fabric qualities from which a selection of their clothing has to be made. All these developments have improved trade areas in textiles in both new-and used-clothing markets (Horn, 1975; Sproles, 1979; Paola and Mueller, 1980).

As other forms of non-verbal communication, clothing and other appearance factors provide symbols or cues that people use to interact with and understand one another's thoughts, feelings, and actions. Clothing is one variable that may be selectively perceived to aid us, either appropriately or inappropriately, in making meanings of everyday happenings (Buckler and Roach, 1974; Kaiser, 1985). The authors asserted that changes within a society have far-reaching influence on clothing which is viewed as one of the important media of communication on matters of broader social concern and implications. For example, new social opportunities created by a changing society establish new settings for use of fashions.

According to Horn (1975), an erosion of the culturally defined symbols of sex-differentiation in the United States as a result of women's liberation movement aroused great concern among child development specialists. The specialists believed that this led to a confusion of sex-role identity in children especially the preschool children who were in the process of acquiring this important aspect of their life. The author asserted that prior to the women's liberation movement, some parents who may have been disappointed in the sex of a baby imposed a masculine or feminine clothing pattern on their child that was in conflict with the genetically defined sex. Such a practice, as the author puts it, could often be blamed for maladjustments in the child's later life stages. However, in Kenya, this is an issue that could be verified through research.

Clothing, apparel, garment and dress are often thought of as synonymous terms although each contains subtle differences in meaning (Sproles, 1979). Clothing is a generic term for any covering of the human body. The term apparel also refers to bodily coverings but includes the added connotation of a decorative aspect. Garment refers to any article of clothing (Neufeldt and Sparks, 1988). Dress, the most inclusive of all the terms, includes the total presentation of all the coverings and ornamentations worn on the human body (Sproles, 1979). In this study, the terms clothing, apparel,

dress and garment will be used synonymously. The study deals with the outer garments only.

The Preschool Child

People have long held differing ideas about what children are like and how they should be raised to become decent, socially acceptable and useful adults (Steinberg and Belsky, 1991). Citing Looft (1971), Papalia and Olds (1987) asserted that childhood is a recent concept because, for centuries, children were considered nothing more than smaller, weaker, less intelligent versions of adults. Adults did not see children as being qualitatively different from themselves, as having any special needs or as making any significant contributions to their own development.

The idea so commonly accepted today, that the child's nature is unique and to be distinguished from youth and adulthood did not exist. Indeed, children were regarded as miniature, already-formed adults as portrayed by much of the artwork in which children were depicted in dress and expression as the adults (Craig, 1968, Paola & Mueller, 1980; Papalia and Olds, 1987).

Not until the seventeenth century did the concept of childhood become exalted in art as well as in life. Among other things, parents began to dress children differently instead of just putting them in adult-styled garments cut in smaller sizes, (Craig, 1968; Horn 1975; Kaiser, 1985; Papalia

& Olds 1987). However, the authors noted that it is possible that some parents in the present generation view children, and even treat them, as it were in the medieval times.

Until fairly recently, most children did not go to school before age 6 and the years from age 3 to 6 were known as "Preschool years". Today the term preschool is no longer accurate since most children do go to some kind of school by the age of 3 years or even earlier (Papalia & Olds, 1987). Another name given to this period between ages 3 to 6 years is "early childhood". While great diversity characterizes the interests and concerns of the thousands of investigators who study child development, there is consistency in the stages or periods at which significant changes are recorded in the development of a child. The first 2 years of life form the stage of infancy, 2 to 3 years toddlerhood, 3 to 6 years early childhood, middle childhood from 6 to 12 years and from 12 to 18 years is adolescence (Berk, 1989; Glisson & Tate, 1967; Horn, 1975; Kaiser, 1985; Marion, 1987; Papalia & Olds, 1987; Santrock, 1990; Sproles, 1979; Sroufe & Cooper, 1988; Steinberg & Belsky, 1991).

Physical Growth

According to Berk (1989), physical growth is not just a matter of becoming taller and larger, it involves a higher complex series of changes in body size, proportion, and composition - changes that proceed according to a carefully

regulated growth plan. It is a result of heredity as well as a variety of important environmental influences which include nutrition, disease, climate, seasonal changes, culture, familial and socio-economic factors. There is increasing agreement among the child psychologists that although a basic overall plan for growth is shared among all members of the human species, there are marked individual differences among children in the rate at which physical growth proceeds at all ages (Berk, 1989; Papalia & Olds, 1987; Santrock, 1990; Sroufe and Cooper, 1988; Steinberg & Belsky, 1991).

In comparison to infancy and adolescence, bodily growth during the preschool and elementary school years is slow but steady. Increments in height averages 2 inches per year and weight about 2.5 to 3.5 kg. During these years, children lose their round toddler look and take on the more slender, athletic appearance of childhood. Their potbellies slim down as their trunks get longer, along with their arms and legs. Their heads may still be relatively large but other parts of their bodies are catching up, and their proportions are steadily becoming like those of adults. Over the next few years, children will grow at this steady rate until they reach the growth spurt of puberty. Boys and girls are very similar, with the typical girl just slightly shorter and lighter than the typical boy at all ages before adolescence.

In relation to clothing, various researchers feel that the growth rate of the preschool child is quite high (Glisson

and Tate, 1967; Kaiser, 1985; Storm, 1987; Thompson, 1975). In addition to the rapid physical growth, children of this age are extremely active and adventurous in their pursuits (Santrock, 1990). The preschool years are considered to be the child's most active part of their life ever. The children want to climb, jump, run, carry, and push with ease and skill hence clothes should facilitate their development in all these areas.

According to Glisson and Tate (1967), the greatest need for this age group is for longer-wearing clothing that maintains both good fit and appearance through its life. The authors cautioned that buying garments too large for the child to "grow in them" is false economy. The clothes soon wear out due to frequent laundry. This practice is not only psychologically bad for the child, but also affects the child's physical comfort and appearance. The researchers also observed that not only is clothing for the preschool child expensive for the short time it can be worn, but it is often unsuited for the use to which it is put. Therefore, the clothing should be easy to maintain and also adaptable to frequent laundry.

Cognitive Development.

Cognition refers to the inner processes and products of the human mind that lead to "knowing" which include remembering, relating, classifying, symbolizing, imagining,

problem solving, creating, fantasizing and even dreaming (Berk, 1989; Papalia & Olds, 1987; Sroufe and Cooper, 1988; Steinberg and Belsky, 1991). Citing Sroufe & Ward, (1980) Marion (1987) noted that during the preschool years, autonomy, compliance and impulse control are cardinal issues. The child develops mental powers of choosing and deciding. This could be the reason young children wish to make their own choices in the purchase of new clothing items (Sproles, 1987). The struggle for autonomy i.e. independence from the confines of infancy is brought about by the child becoming aware of oneself as a separate person. Among the many things children want to do independently is dressing hence the need for clothing with self-help features. Research supports the idea that the independence achieved fastens the development of a positive self-concept as the child becomes more confident of one's capabilities (Kaiser, 1985; Rea 1950; Read 1950; Read, 1975). The authors noted that the independence achieved at this age could be useful in other areas of the child's later life stages.

The development of sex-role identity begins with gender-constancy i.e. an appreciation of the fact that one's own gender is a permanent dimension of the self regardless of the superficial variations in appearance of characteristics (Berk, 1989; Papalia & Olds, 1987; Santrock, 1990; Sroufe & Cooper, 1988; Steinberg & Belsky, 1991). Between the ages of 2 and 7 years, children gradually acquire a cognitive

appreciation of the constancy of their own gender by moving through stages. Gender labelling is below 3 1/2 years when children can only label their gender correctly but do not understand its constancy. For example, they believe gender changes with mere changes in the type of clothes worn. As explained by Berk (1989),

"Even when a doll's clothing is transparent and children can see a girl's genitals beneath masculine clothing, or a boy's genitals beneath feminine clothing, children of this age still think the gender of the doll fits its most obvious outward appearance. Genital differences hidden beneath clothing and observed far less than other gender-linked attributes, are of little importance in the preschool child's definition of male and female" (p. 573).

From 3 1/2 to 4 1/2 years of age, children have partial understanding of the permanence of their gender. However, they continue to assert, as they did at younger ages that changing hairstyle, clothing and sex-appropriate activities will lead a person to switch genders as well. Between 4 and 7 years of age children become certain of their gender consistency. However, though they know that their gender will remain same even if they dress in the "opposite-sex" fashion, they are influenced by irrelevant perceptual variations in a person's clothing or hairstyle. It is only until around 7 to 9 years of age, middle childhood, that children are fully aware their sex is solely determined by their genitals, thus, then their knowledge of gender constancy is complete (Berk, 1989; Kaiser, 1985; Papalia & Olds, 1987; Santrock, 1990; Sroufe & Cooper, 1988).

Social and Moral Development.

Social Cognition (development) deals with the changes of perceiving, thinking and interpreting experience, behaviour and inner characteristics of the self and other people. Children, according to child psychologists, are active social thinkers who bring cognitive skills to social interactions and take meaning from these interactions (Berk, 1989; Kaiser, 1985; Steinberg and Belsky, 1991). Moral development refers to how human beings come to resolve discrepancies between their self-esteem, egoistic needs, and obligations to act in favour of the needs of others. As the social cognition develops, the child's moral values are also acquired since society outlines such values on the basis of gender among other things.

Increased self-awareness over the preschool years along with socialization experiences, leads to the emergence of complex emotions such as shame, guilt, envy, and pride. The children also begin to internalize other people's reactions about them. It is possible that a child whose clothes are inferior to the others may feel rejected and ashamed while the one who has the best clothes is envied by others and so develops a sense of pride. Friendship formations, and the interpretation of the world around children in early childhood, depends on the observable, concrete or peripheral cues including clothing. When children have same or similar clothing, it is easier for them to form friendship groups

than if their clothing is very different (Kaiser, 1985; Rea, 1950; Read 1950 ; Read and Fane 1975; Sproles, 1979).

Researchers have found out that children become increasingly sex-stereotyped during the preschool years (Berk, 1989; Papalia & Olds, 1987; Santrock, 1990; Sroufe and Cooper, 1988; Steinberg & Belsky, 1991). According to Berk (1989), direct reinforcement and modelling must be of formative importance in the preschool years. Thus, children will conform to what society expects of their specific genders, for example in dressing, if adults act as proper models to them and train them appropriately. However, since society attaches more value to masculine attributes, females do put on male clothing but society does not allow the reverse to happen. Even young girls who dress like "tomboys" comfortably play with "opposite-sex" and "same-sex" peers (Horn, 1975; Kaiser, 1985; Papalia & Olds, 1987; Sproles, 1979). The authors pointed out that with social and fashion changes as well as those in the individual's lifestyle and age, it is inevitable that one has to consistently modify the ideas of what is socially appropriate even for clothing. All these are linked to, hence a reflection of, an individual's self-concept.

Social Agents.

In their growth and development, children are influenced by various social agents including parents, siblings, and

peers among others. Three types of parenting styles: authoritative, authoritarian and laissez-faire (permissive) were identified. Authoritative (democratic) parents encourage the child to be independent but still place limits, demands and controls on the child's actions. Verbal give-and-take is extensive, parents are warm and nurturing toward the child. It is possible that such parents will encourage a young preschool child to dress independently. Also, while purchasing new clothing items, the child may be allowed to make the selection or at least seek the child's opinion. However, the parent may offer suggestions on what is affordable and appropriate without offending the child.

Authoritarian parents are restrictive, punitive, exhorting the child to follow their directions, they place limits and controls on the child. They control their children through dictatorship. Little verbal-give-and-take between the child and parent is offered. Most likely, such parents would hardly seek the child's opinion with regard to the clothing choices to be made. The parents themselves may choose the clothing and force the child to wear despite the child's dislike of the item(s).

The laissez-faire (permissive) parents may be caring yet allow the child a lot of freedom or they could be uncaring so much so that the child grows out of control. Such parents are likely to purchase any item the child demands on whims or others would not care at all about the child's requests for

new clothing items. However, the issue of parenting styles in relation to their children's clothing can be verified through further research. The influence of the different types of children on the parents also needs to be investigated (Berk, 1989).

Siblings are the children born of the same parents. Children's sibling relationships offer pleasant as well as unpleasant experiences. The siblings are emotional supports, rivals as well as communication partners. They could be a source of information for the preschooler's clothing since they may be more conversant with the child's preferences. In most cases, siblings of relatively the same age may wish to have same or similar clothing which will therefore, influence the kind of decisions made by parents on their children's clothing. Because of the many combinations of siblings, asserted Santrock (1991), it is difficult to generalize about sibling influences. Among the other factors to be considered are the number of siblings, age of the siblings, birth order, age spacing, sex of the siblings and each with parent relationship.

Peers are children who are about the same age or maturity level who serve as a source of information and comparison about the world outside the family (Berk, 1989; Horn 1975; Sproles, 1979; Steinberg & Belsky, 1991). Citing Hartup (1983), Santrock (1991) asserted that children's relationship with their parents serve as emotional bases for

exploring and enjoying peer relationships. It is therefore, possible that children whose views are honoured, by nurturing and caring parents, in the choice of new clothing items will have clothing that facilitate their peer group interactions, an important stage of their development.

Play.

Through play, children grow, learn, coordinate what they see and do, and also gain mastery over their bodies. As several preschool teachers put it, play is the work of childhood (Papalia & Olds, 1987; Santrock, 1990; Steinberg & Belsky, 1991). Therefore, it's important that children's clothing allows for freedom of movement, be flexible rather than binding, long-wearing, and also adaptable to frequent laundry. Too tight clothes may be restrictive while clothes with frequently falling features like loose shoulder straps may soon tire a child who will then be distracted from playing. Adults also infringe on children's freedom of play when they dress them in very expensive clothing or frilly, over-trimmed clothes on occasions that do not call for such kind of clothing. Thus, the children are forced not to play in order to take care of their clothing. Play means so much to children than the value of their clothing therefore, adults need to provide children with clothing that will help them enjoy play rather than miss play (Rea, 1950; Read, 1950; Read and Fane, 1975). Since children have little power in the

world dominated by adults, to a greater extent, their growth and development depends on what is done or provided for them. The value society places on children is captured in the words of Santrock (1990), "we reach back to our parents and forward to our children, and through their children to a future we will never see, but about which we need to care" (p. 301).

Functions of Clothing

The functions of clothing vary widely. Clothing analysts have identified the following functions: utility, modesty, adornment, sexual attraction, symbolic differentiation, communicative tool, social affiliation, psychological self-enhancement, and modernism (Chambers, 1961; Craig, 1963; Horn, 1975; Kaiser, 1985; Sproles, 1979; Storm 1987).

Clothing as a utilitarian product performs practical functions like protection, comfort and convenience to the wearer. The protective function occurs when clothing effectively screens out direct contact between the body and the natural environment i.e. adverse weather conditions or injuries. Comfort is enhanced when clothing maintains the consumers preferred body temperature and perhaps when the consumer receives pleasant sensations from contact between body and fabric. As a convenience, clothing allows the wearer's freedom of movement, performance of activity, and

opportunity to carry things, say in pockets (Horn, 1975; Kaiser, 1985; Sproles, 1979).

"Perhaps the most significant and universal function of dress is personal decoration and adornment" (Sproles, 1979, p. 31). This refers to an individual's personal demand for aesthetic quality or external attractiveness through their clothing. Sometimes this desire for aesthetic appeal may be so overpowering as to submerge the more rational, utilitarian functions of clothing.

As suggested by various researchers (Horn, 1975; Kaiser, 1985; Sproles, 1979) dress can facilitate the presentation of the human body to entice the opposite sex by drawing attention to the sexual attractiveness and desirability of its wearer. Thus, dress may be intentionally used to stimulate sexual consciousness and attraction between people.

Many specialized forms of dress exist which consumers may use to differentiate themselves symbolically from other consumers with regard to: occupation; social roles, groups, and status; activities; personal identity and esteem; and self-actualization (Horn, 1975; Kaiser, 1985; Sproles, 1979). Dress, therefore, communicates various bits of information about its' wearer.

Individuals' may satisfy affiliative needs like social acceptance or approval as well as a feeling of belonging through clothing. This is accomplished by adopting similar styles of dress. Social norms governing dress emerge from

within the group and the similarities in dress serve to identify the group members. The deviant invites disapproval or rejection from the group (Horn, 1975; Kaiser, 1985; Sproles, 1979).

Psychological self-enhancement emphasizes the individualistic use of dress for self-centred satisfactions especially enhancing one's self-image and self-concept. An individual may select unique clothing that expresses personal creativity, aesthetic skills and good taste. This positively reinforces the person's affective or emotional state of self-approval and self-worth (Horn; 1975, Kaiser, 1985, Sproles, 1979).

According to Sproles (1979), modernism through clothing refers to the new forms of dress which may indicate that their wearers are up-to-date with a changing social and cultural environment.

Clothing and the Preschool Child

Studies indicate that clothing affects children more than adults may realize (Blake, Glisson and Tate, 1953; Horn, 1975; Kaiser, 1985; Middemas, 1967; Rea, 1950; Read, 1950; Read and Fane, 1975; Tate and Glisson, 1967). Awareness of clothing is thought to begin in the early childhood years and to continue throughout other life stages. Socialization as to the functions and meanings of clothing are foundational to self and interpersonal relationships. During the preschool years,

children learn to discern society's evaluation as to their physical attributes both those that are innate and those acquired such as clothing. As a result, children develop prejudicial attitudes towards others as well as perfectionistic expectations, insecurities and/or anxieties about themselves. Kaiser, (1985) noted that children make judgements about other people based on their clothing since outer cues are easier to perceive than inner ones like personality traits. Therefore, clothing represents an environmental stimulus important in the socialization of children.

With the child's need to master physical skills involved in caring for self as well as interacting within the world with ease and skill, clothing should possess certain characteristics. In other words, all items of clothing should be flexible rather than binding, absorbent, easily laundered, soft yet durable, light in weight, conducive to self-help or independence, appealing to the child's sense of aesthetics, adaptable to frequent toileting as well as adjustable to a rapidly growing body (Neal, 1976; Storm, 1987; Glisson and Tate, 1967). According to Blake, Glisson and Tate (1953), most parents were not aware of, nor familiar with, self-help and future-growth features on the preschoolers' clothing.

Approval of the child in one's social group is thought to encourage a positive self-concept (Horn, 1975; Kaiser, 1985). Due to an awakening social consciousness, or awareness of what

others think about the appropriateness of clothing, preschool children become aware of what their playmates wear. These children may wish to have clothes like their peers in order to acquire group approval. Since early childhood peer experiences, including the formation of friendships (Kaiser, 1985), are affected by peripheral cues like clothing, it may subsequently influence how children respond to each other. If children's clothes are too different from their peers', the difference may be noticed, and feelings of rejection may occur. This can easily result in acting out or withdrawing behaviours. Thus, over - or under - dressing has significant influences on children.

Clothes have symbolic value to children in many ways. For example, identification with a certain gender-role (Horn, 1975; Kaiser, 1985). Children as young as two or three years of age use clothes as cues to help them discern the gender of people they are observing. According to Kaiser (1985), children are not able to acquire an understanding of gender-constancy until they are about five years of age. At this time, they begin to understand that a mere change in the type of clothes worn do not change one's gender. Before then, children think that with a mere change in the type of clothes worn, one's gender miraculously changes too. "During this period, children strongly wish to identify with like-gender objects, e.g. clothes that they believe would maintain their gender-role identities" (Kaiser, 1985, p. 101).

Kaiser (1985) noted that children tend to be aware of the element of colour at a relatively early age. Citing Hunt (1959), the author asserted that during preschool years, children enjoy clothes of their favourite colours especially bright colours like reds and yellows. However, with increase in age, there is a decrease in the desire for bright colours in clothing. The children prefer subtle colours that enhance their own hair and skin tones. These children also become quite attentive to fabric textures and style features. According to Sproles (1979), a wise adult needs to build on the child's interest slowly and carefully with respect. The author explains that, apart from being socialized into styles to be worn, the child develops personal aesthetic tastes in dressing as well as consumption preferences to be used in later life stages.

Parental Demographic Characteristics

Selection and purchase of children's clothing are determined by parental values and orientations toward clothing (Sproles, 1979). The values and orientations are determined by factors such as income, education, occupation, age, gender, marital status and number of dependants.

The amount of money a family has to spend on clothing is an important factor in the type of selections and purchases made (Frisbee, 1985; Horn, 1975; Otieno, 1990; Sproles, 1979). Clothing expenditures compete with the prices of

other essential needs like shelter, health, education, and food. Since the stage of the family's life cycle influences the financial commitments of the family, the amount of money to be spent on clothing will vary accordingly. Britton (1973) conducted a study on clothing budgets for children. The findings revealed that clothing budgets for younger children were relatively low compared to those of older ones in all three income levels. The researcher attributed this to the younger children acquiring more garments from supplementary sources like gifts and hand - me - downs. However, the author still noted that regardless of the percentage of the family income spent on clothing, younger children's clothing was still a burden.

Education may open up opportunities for increased income hence, the money available for clothing expenditures as well as increased aesthetic values and fashion tastes (Paola and Mueller, 1980). Otieno's (1990) findings indicated that factors influencing the higher educational status group also influence the higher income group. As cited in Horn (1975), Daub (1968) conducted a study of demographic variables related to family clothing expenditures. The findings revealed that education of the family head had the greatest relative importance to the proportion of family income spent on clothing. The author also noted that education increased an individual's awareness of their social position which results in striving to maintain the standards of the group in which

one desires membership. However, as observed by Sproles (1979) clothing as a status symbol is not so significant in today's society where people strive to emulate the clothing of social classes to which they do not belong.

People in higher-income occupations with more money may have more to spend on their children's clothing than those in low-income occupations. As cited in Horn (1975), Delp (1970) and Smith (1968) found significant differences between the children from economically-advantaged and-disadvantaged homes in their awareness of clothes considered appropriate for different occasions. They found that by the age of four or five, children from the economically advantaged families had already been conditioned to the nuances of dress that would make one costume suitable for play and another suitable for parties. Those from lower economic groups apparently had less opportunity to develop such sensitivity.

A number of studies indicate that age has significant influence on clothing choices (Horn, 1975; Kaiser, 1985; Kundel, 1985; Littrel, 1985; Otieno, 1990; Sproles, 1979). Every society maintains some differentiation in clothing norms for each stage in the life of an individual. Horn (1975) asserted that clothing expectations for various age categories are seldom enforced as rigidly as they are for gender-roles. The author noted that permissiveness in theories of child growth and development lead to great variability of acceptable forms and styles of clothing for children.

Gender-role identification for children begins very early in life. Children use outer cues like clothing to differentiate between males and females (Horn, 1975; Kaiser, 1985). They also wish to identify with like-gender objects, for example clothing, of the adult they wish to associate with. However, as pointed out by Kaiser (1985), there is greater ambiguity in western culture for girls' clothing but boys' clothing which tends to be more rigidly defined. The author asserted that clothing helps to identify the gender of a child and may indirectly influence adults' interactions with the child. Traditionally, girls are treated gently while boys are treated roughly. Hence, a girl in masculine clothing e.g. pants and T-Shirts is treated roughly while one in feminine, frilly dresses receives gentle treatment (Kaiser, 1985). In Kenya this practice may be true in some rural areas where there are strict rules as to how girls and boys should dress. However, in urban areas there may not be any strict rules in most families for the boys or girls clothing due to permissiveness and the foreign influence. Economic constraints may also make parents allow any kind of clothing to be used by children regardless of what society may consider appropriate for the gender. However, this may be so mainly for girls than boys whose clothing is still boundaried by strict mores related to masculinity. This is an issue to be verified in the present study.

Married persons have more commitments and urgent

priorities and therefore, spend a smaller percentage of the family income on clothing (Frisbee, 1985; Otieno, 1990). However, other influencing factors are the household size and the family's life cycle stage. According to Frisbee (1985), households with more persons in the teenage bracket and young adults have a remarkably higher household clothing expenditure than those with members who are below fifteen and above sixty-five years of age. It's an indication that the middle aged members may have higher interest in clothing than others. Winakor's (1975) research on household textiles consumption by farm and city families revealed an opposing view. The researcher found clothing young children a burden for most households due to rapid physical growth. The same could be the case in Kenya.

Otieno's (1990) research found the number of dependants to be a very significant factor in clothing selections and purchases for the Kenyans. This factor rated second while amount of money available was the first and most significant factor. Those with more dependants have more family clothing needs and other financial commitments such that they spend more money on what's useful not necessarily fashionable. This finding closely agrees with study findings by Frisbee (1985) on clothing expenditure patterns by canadian families. Frisbee's results showed a positive relationship between number of household dependants and the household clothing expenditures.

Product Characteristics

The idea of choices based on product characteristics has long been recognized in clothing consumption (Horn, 1975; Kundel, 1976; McCullough and Morris, 1980; Otieno, 1990; Sproles, 1979). According to Horn (1975), intelligent consumer choice is imperative in almost all modern societies where goods are abundant and the number of alternatives increase each year. However, he noted that this is a fundamental problem for most people. Clothing being one of the many goods to be provided for in the average household requires that choices be carefully made to help individuals in the effective management of their personal and family incomes.

Product characteristics in clothing include colour, style, fashion appeal, fitting qualities, end-use or performance properties, care and maintenance, price, size, brand name, colour-fastness, informative labels, durability, workmanship and fabric properties.

McCullough and Morris (1980) developed a model for quality grading of textile products using children's clothing. During their research, McCullough and Morris (1980) found that consumers have limited information available to judge quality or to predict end-use performance. Price and brand name may be the only criteria available to the consumers for the prediction but both are poor criteria for textiles. The study findings revealed that parents considered

comfort, ease of care and durability to be the end-use properties most important to consumers in selecting children's clothing. Safety was the end-use property considered least important. The parents were of the view that if they had a way of judging quality in clothing, they would purchase low quality clothing when the child was growing rapidly and high quality clothing when the child's growth rate began to slow down.

Otieno's (1990) findings concerning factors that influence Kenyan adults as they select and purchase clothing revealed that consumers could not predict standards of quality and wear-life as they selected and purchased clothing. The consumers were dissatisfied with clothing labels in that they are often falsified or provide both inadequate or misleading information. 71% of the respondents were dissatisfied with unfair pricing of clothing items and the sale of low quality goods.

Clothing selections and purchases by Kenyan adults were influenced mostly by good construction and finishing qualities, colour, and design of fabrics. Other significant factors included fitting characteristics, purpose for use, and style acceptability. Those that were of least importance were fabric construction, uniqueness of style, and weather appropriateness (Otieno, 1990).

Clothing Acquisition Outlets

Different families acquire their clothing from different sources (Horn, 1975; Otieno, 1990; Sproles, 1979; Winakor, 1975). The sources include outright purchase of ready-made, gifts, used, and made-to-order (custom-made) clothing.

Ready-made clothes are those which have already been constructed based on standard measurements. They are available in very many varieties and are sold in many different places. The clothes vary in sizes, quality and price among other things. These kinds of clothing may be found in new clothing stores, boutiques or the open-air markets. The findings of Otieno's (1990) research showed that the majority of Kenyan adults (81.3% of the respondents) preferred purchasing clothing from new-clothing stores. The respondents felt that this source offered items of better satisfaction. The researcher attributed this preference to the fact that these respondents lived in an urban area which had more new-clothing shops available.

Family members may receive gifts in the form of clothing articles from relatives and friends on special occasions such as Birthdays, Christmas, and Easter. These provide added sources of clothing. The practice is particularly true in the area of children's clothing (Britton, 1973; Horn, 1975). However, there are various problems associated with such gifts. For example, the item may be inappropriate for the recipient in terms of design, style, fabric quality, colour,

and/or size. It is important that those purchasing the gifts consider the clothing needs of the recipient (Horn, 1975).

Used clothing include made-overs, hand-me-downs and second-hand clothes. Made-overs and hand-me-downs are acceptable practices in families with many members (Britton, 1973; Horn, 1975). The term "Made-overs" refers to clothes originally made for a specific size of a person then later adjusted to fit another size. In this case, it is necessary to consider durability, texture, colour and design of the fabric as well as the child's developmental needs. "Hand-me-downs" are those garments worn by one person for a period of time and then passed on to another (child) without adjustments.

Second-hand clothing in Kenya is normally imported, and are popularly known by a Kiswahili name "Mitumba". Common opinion is that imported clothing is superior to, and less expensive than locally produced clothing. According to Horn (1975), the purchase of used clothing can be a very satisfactory way to obtain garments without investing a great deal of money. The author noted that children's clothing that are quickly outgrown are common items on the used clothing markets.

Second-hand clothing is usually available in open markets as well as door-to-door sales in neighbourhoods and offices. Door-to-door sales are thought to be particularly convenient for the consumer in two ways. First, the consumer does not waste time going to shop. Second, most of the sellers give

goods on credit and allow payment in instalments (Kenya Times, 1992). The second-hand clothes also have some unique styles that enable consumers seeking self-enhancement, through clothing, to satisfy that need.

Made-To-Order clothing includes professional tailoring services where family members have garments custom made. In this case, one goes to a professional tailor to have a specific style of garment made according to specific body measurements. However, these services may be expensive. Home sewing, in which a family member with sewing/tailoring skills constructs garments for other members is also a viable option. According to Horn (1975), the desire to save money is probably an incentive to home-sewing. Other important considerations that may influence the success of home-sewing as an option include: time available for the sewing, space required, and the relative cost of the finished item among others.

Consumer Clothing Information Sources

Consumers receive information on clothing through many channels which affects their decisions to adopt or reject an item (Horn, 1975; Otieno, 1990; Sproles, 1979). These information sources include fashion magazines and shows, newspapers (articles related to clothing, advertisements, and sales announcements), television or radio advertisements, observations of others' clothing including salespersons,

friends, community leaders, entertainment stars, and clothing displays.

Otieno's (1990) study indicated that clothing displays in Kenya were the most popular source of information for consumers. 60% of the respondents were heavily influenced by clothing displays. Fashion magazines were used by only 6.7% of the respondents while 75.3% never referred to them at all. The fashion magazines were said to be expensive and featured only foreign clothing not necessarily suitable for Kenyans. Sales-persons were never referred to by 57.3% of the respondents for lack of confidence in their information. The findings also revealed that 91.3% of the respondents never used fashion shows because they were not within most consumers' reach. Fashion shows were held in expensive hotels, thus, not accessible to most Kenyans.

According to Hess and Croft (1981) the effort to protect citizens from exploitation should begin in the preschool years. Training young children to make sensible choices and to become careful consumers, prepares them for when they have their own money to spend. However, children's vulnerability and lack of experience as consumers makes them especially dependent on adults for information and training. Hess and Croft asserted that agencies that prepare advertising know that young children have a powerful influence on the market place. Hence, commercials are created which are appealing to the preschool market. Items are displayed at eye level to

interest young children who, in turn, influence the purchasing choices made by parents. Thus, the children themselves are objects of promotional strategies intended to stimulate and influence their parents consumer behaviour.

Summary

The literature reviewed in this chapter is related to the factors influencing parents as they select and purchase clothing for their preschool children. Clothing functions were found to vary widely as indicated by the various studies.

Amongst the issues discussed was the significance of clothing to the pre-school child. It was established that among the many functions clothing offers a pre-school child, it represents an environmental stimulus important in the socialization, hence development of children. Children make judgements about other people based on their clothing since outer cues are easier to perceive than inner ones such as personality traits. Specific studies reviewed indicated that it is only at about 5 years of age that children begin to acquire an understanding of gender-constancy. They then know that a mere change in the type of clothes worn does not change one's gender. During this period, children strongly wish to identify with like-gender objects e.g. clothes that they believe would maintain their gender-role identities.

The literature further revealed that during pre-school years, children enjoy clothes of their favourite colours especially bright ones though this desire decreases with an

increase in age. It was also learned that a wise adult needs to build on the child's interest slowly and carefully with respect. Apart from being socialized into styles to be worn later, the child gradually develops personal aesthetic tastes in dressing as well as consumption preferences to be used in later life stages. Thus, over- or under-dressing has significant influences on children. Since most Kenyan parents may be unaware of the significance of clothing to the pre-school child, an investigation into the factors influencing their selection and purchase of clothing for the children is the aim of this study. Available literature did not reveal evidence of studies done in this area in Kenya and it seems to be a consistent trend in other developing countries.

The other inter-related aspects that were reviewed in the literature are parents' demographic characteristics, product characteristics, clothing acquisition outlets, and consumer clothing information sources. To illustrate how all these factors may influence parents in the selection and purchase of children's clothing, specific variables were identified and discussed at length. The children themselves are viewed as objects of promotional strategies intended to stimulate and influence their parents' consumer behaviour. Again, this study therefore addresses itself to the factors that influence parents in their selection and purchase of their children's clothing.

CHAPTER THREE

METHODOLOGY

The purpose of this study was two-fold; first, to determine whether or not parents in Nairobi are aware of the clothing needs of their preschool children, and second, to identify the factors which influence the parents as they select and purchase clothing for the preschool children. This chapter contains the following sections: research design, location of the study, sample selection, instrument of data collection, pretesting, data collection procedure, data analysis techniques, and measurement of variables.

Research Design

This was a descriptive survey study seeking to identify the factors influencing parents as they select and purchase clothing for their preschool children. The study used selected parents of preschool children in Nairobi. The independent variables considered were; educational level, income, gender, occupation, age, and marital status of the parents; family size, number of preschoolers; product characteristics; clothing outlets (markets); and consumer clothing information sources. The dependent variable was the selection and purchase of the preschoolers' clothing. The information on the dependent variable was based on regular clothing consumption experiences of parents with regard to

choice and purchasing practices for their preschool children. Since there was no control of the variables, an ex post facto research design was used i.e. there was no manipulation of the variables (Kerlinger, 1973).

Location of the Study

The study was carried out using parents of selected nursery school children drawn from randomly selected nursery schools within the Nairobi area, Kenya. Nairobi is the capital city of Kenya as well as the headquarters of major commercial, industrial, educational, and other institutions at both national and international levels. According to the Central Bureau of Statistics (CBS), Statistical Abstract (1990), Nairobi Municipality has a total land area of 684 square kilometres. The Municipality is divided into eight (8) administrative areas namely: Kibera, Embakasi, Dagoretti, Kamukunji, Mathare, Starehe, Westlands and Makadara. The divisions are also the residential areas for the city residents. However, due to various reasons, parents may take their children to schools in other divisions which are not necessarily the areas in which they reside. Therefore the responses from the parents of the selected children do not necessarily reflect the demographic characteristics of the populations in the areas in which the selected schools were located.

According to the population census of 1979 (CBS, 1990),

the population of Nairobi was estimated at 821,775 people. The density (persons per square kilometre) was 1,210. The population growth rate in urban areas was more than 7% per year in 1989 (KDHS, 1989). As a result, the population of Nairobi increased from 897,000 in 1980 to an estimated 1,429,000 in 1989. The increase can be attributed in part to rural-urban migration. Nairobi's residents vary in their cultural backgrounds, age, educational attainment levels, and socio-economic status, among other things.

Sample Selection

The target population for this study consisted of all parents of preschool children in urban areas. The accessible population were parents of preschool children in Nairobi. Parents of preschool children in the four randomly selected nursery schools in Nairobi formed the sampling frame from which the sample for this study was derived. The sample size for the study was 120 parents of 120 randomly selected preschool children.

Stratified, multi-stage cluster sampling method was used in this study for the selection of the sample. The divisions and nursery schools were the clusters while gender i.e. boys and girls, was the stratum used. The researcher went to the Nairobi Municipal Education Office and requested for a list of all the eight (8) divisions within the Nairobi area. Using the secret ballot (lottery) method, four (4) divisions were

randomly selected out of the eight (8) divisions. The researcher then requested for a list of all the registered nursery schools in the four (4) randomly selected divisions. All the nursery schools which were exclusively foreign-oriented were eliminated from the list and not used in the study. Then for each of the four (4) randomly selected divisions, the researcher randomly selected one nursery school by the lottery method. Thus, a total of four (4) nursery schools were selected.

The researcher then visited each of the selected nursery schools and explained the purpose of the visit to the school administration. The researcher then requested the school administration for the list of the children in the school. With the help of the school administrators, only Kenyan children were identified. In other words, the parents of children from other countries were not included in the study. Foreign-oriented parents were excluded because of their minority status as well as the possibility of having unique clothing tastes and consumption practices given their different cultural backgrounds. Thirty children, 15 boys and 15 girls from each school, used in the study were randomly drawn by the lottery method. Therefore, a total of 120 children participated in the study. The children served only as intermediaries for their respective households. The parents of the selected children were the respondents for the study.

Instrument for Data Collection

A self-administered questionnaire was the sole data collection tool used in this study. As suggested by Bless and Achola (1987), the questionnaire is a suitable method of data collection in a survey study for several reasons: (a) a large coverage of the population can be realized with little time, personnel, and cost, (b) anonymity of the respondents filling the questionnaire may enhance honesty in their answers, (c) avoids bias due to personal characteristics of interviewers as none are used, and (d) allows respondents time on questions that would require reflection or consultation before answering to avoid hasty responses.

The instrument was designed to address itself to the various variables that formed the basis of this study. Thus, the questionnaire sought information pertaining to the parents' demographic characteristics; child's gender, product characteristics; clothing outlets, clothing information sources; and the shopping practices. The questionnaire consisted of some close-ended questions to provide for structured responses which facilitate ease of tabulation and analysis. It also included open-ended questions to provide in-depth information.

Pretesting

The questionnaire was administered to a number of randomly selected parents at Kenyatta University Nursery

School for pretesting. Pretesting was done to specifically assess the suitability of the questionnaire items and the wording of the questions. The consistency in the responses and the type of responses helped to enhance clarity of the instrument and making of structural changes. The consistency observed in the pretesting also provided the necessary confidence in the responses to the questionnaire items. In addition, the pretesting enabled the researcher to have a first-hand experience in administering the questionnaire.

Data Collection Procedure

With the help of the school administration, the researcher addressed the questionnaires to the selected parents. A cover letter was sent along with each questionnaire. The letter explained to parents the purpose of the study and also requested their co-operation while guaranteeing confidentiality for any information offered. The cover contained a section for the head of each school to sign and rubber-stamp, instructions for returning the questionnaire to the nursery school's head, as well as a return date. This section indicated the school's awareness and approval of the study involving their pupils. This helped increase the response rate.

The addressed questionnaires were then given to the selected children to convey to their respective households, ~~were~~ included within the cover letter. The researcher then

made arrangements to collect the completed questionnaires from each nursery school later. The involvement of the school administration was also to enable the researcher make follow-ups of respondents in case of delays in submitting the completed questionnaires.

Data Analysis Techniques

The data obtained from the respondents were compiled, tabulated, and presented in form of frequencies and percentages to accomplish objectives 1,2,3,4 and 5. The chi-square test at $P < 0.05$ significance level was used to accomplish objectives 6 and 7. Thus, the chi-square was used to determine the existence of any relationship between (i) the child's gender and parental considerations of selected product characteristics (colour, style acceptable for gender, trimmings), and (ii) selected parents' demographic characteristics (income, education, number of dependents) and their considerations of selected product characteristics (price, maintenance, growth features, self-help features) in their choices of the preschoolers' clothing. The chi-square tests for the existence of a relationship between the dependent and independent variables (Oppenheim, 1966). It was also used given that the data in the study were basically of nominal and ordinal scales in nature. Thus, data analysis in this study was done in line with the Statistical Package for Social Sciences (SPSS) programme (Nei, 1975).

Measurement of Variables

The Independent Variables

A) Parents' Educational Status: This was measured by asking the respondent to indicate the highest level of education attained (Primary level Standard 7, 8 or below, Secondary level, High School 'A' level, College training, University graduate).

B) Household Income: This was measured by asking the respondent to indicate the total income of the family members who earn, under any one of the categories (2,000 KSh. and below; 2,001 - 4,000 KSh.; 4,001 - 6,000 KSh.; 6001 - 8,000 KSh.; above 8,000 KSh.).

C) Product Characteristics: These were measured using a three score matrix (3-very important, 2-important, 1- not important). The respondent was asked to indicate on this scale how she/he rates various garment characteristics in the selection and purchase of the preschoolers clothing. Such characteristics include quality, end-use/performance properties, price durability etc.

D) Clothing Outlets (Markets): These were measured by asking the respondent to indicate where most of the shopping for the preschooler's clothing is done and explain why those sources are preferred.

E) Clothing Information Sources: The influence of the clothing information sources to parents in the choice and purchase of clothing for the preschool child was measured on a 4 - score matrix (4 - very often, 3 - often, 2 - rarely, 1 - never). The respondent was asked to indicate on this scale how often she/he uses each of the information sources in relation to the preschoolers' clothing. The sources include fashion magazines, newspaper articles on clothing and advertisements of sales, Television and Radio clothing advertisements, Family members, Friends or Peers, Shop/Store clothing displays, Fashion Shows, and Salespersons.

Dependent variable

The dependent variable in this study was selection (choice) and purchase of clothing. This referred to the respondents regular clothing consumption experiences. The variable was measured by obtaining information on the choosing and buying practices of the preschoolers' clothing by their parents/guardians.

CHAPTER FOUR

RESULTS AND DISCUSSIONIntroduction

This study had a two-fold purpose; first, to determine whether or not parents in Nairobi are aware of the clothing needs of pre-school children and secondly, to identify the factors which influence parents in Nairobi as they select and purchase clothing for their preschool children. To achieve these purposes, the study addressed the following objectives:-

1. To identify demographic factors of selected parents of preschool children in Nairobi.
2. To identify the product characteristics influencing parents in Nairobi as they select and purchase clothing for their Pre-school children.
3. To determine whether parents in Nairobi are aware of the clothing needs of pre-school children.
4. To determine the information sources for parents in Nairobi regarding clothing for their pre-school children.
5. To identify the outlets for pre-schoolers clothing among the Nairobi households.
6. To determine the existence of any relationship between selected product and parents' demographic characteristics in the choice and purchase of clothing for the pre-school child.

7. To determine the existence of any relationship between the child's gender and parents considerations of selected product characteristics when selecting and purchasing clothing for the pre-school children.

To accomplish these objectives, frequencies, percentages, and the chi-square test of significance were used. Frequencies and percentages, were used to accomplish objectives 1, 2, 3, 4 and 5. The chi-square test of significance was used to accomplish objectives 6 and 7 as will be shown and discussed in this chapter. The findings of the study are presented as follows:

1. Demographic characteristics of the respondents.
2. The preschool child's clothing
3. Influence of product characteristics in the choice and purchase of clothing for the pre-school child.
4. Sources of clothing information
5. Clothing outlets
6. Relationship between selected product and parents' demographic characteristics in their choices of preschoolers clothing.
7. Relationship between the child's gender and parents considerations of selected product characteristics in their choices of the preschoolers' clothing.

Demographic Characteristics of the Respondents

In the first part of the research questionnaire, the researcher intended to find out some demographic

characteristics of the respondents. The results are shown in the tables below.

Gender

Table 1: Respondents' gender

Gender (sex)	Frequency	Percentage
1. Female	66	55.0
2. Male	54	45.0
Total	120	100.00

The results presented in Table 1 show that of the total one hundred and twenty (120) respondents, sixty-six (55%) were females and fifty-four (45%) males. This could be so because in most Kenyan households, a common practice is that women are assigned the task of taking care of the young children's needs including clothing.

Marital StatusTable 2: Respondents' Marital Status

Marital Status	Frequency	Percentage
1. Single (never married, divorced, separated, widowed)	66	55.00
2. Married	54	45.00
Total	120	100.00

Over half of the respondents (55%) reported being single while fifty-four respondents (45%) were married as shown in Table 2. While some of the reasons for single parenthood include death of a spouse, divorce or separation, in urban areas, it is common to find parents who have never married in increasing numbers.

AgeTable 3: Age of the Respondents

Age Category	Frequency	Percentage
1. Below 20 years	1	0.8
2. 20 - 30 years	31	25.8
3. 31 - 40 years	73	60.8
4. 41 - 50 years	12	10.0
5. Over 50 years	3	2.6
Total	120	100.0

The most represented age category as indicated in Table 3 was that of 31-40 years with seventy-three respondents (60.8%) followed by age 20-30 years with thirty-one respondents (25.8%). This majority representation indicates that most parents in the child-bearing age still have young children. Twelve respondents (10.0%) were aged between 41-50 years. The age categories least represented were 20 years and below with one respondent (0.8%), and over 50 years with three respondents (2.6%) This finding could suggest that in Kenya, below 20 years of age, not many people have children while most of those over 50 years of age may have older children.

Educational LevelTable 4: Educational Level of the Respondents

Educational level	Frequency	Percentage
1. Primary level	13	10.8
2. Secondary level	40	33.4
3. College training	42	35.0
4. University graduate	25	20.8
Total	120	100.0

Results presented in Table 4 show that most respondents, who numbered forty-two (35.0%), had college training followed closely by those with only secondary level of education represented by forty respondents (33.4%). Primary level of education and university graduates were thirteen (10.8%) and twenty five (20.8%) respondents respectively. In a national Urban Household Budget Survey, UHBS (CBS, 1990) the findings revealed that for most households in Nairobi, the highest level of education, 'A' level and above, was represented by only 29.1% respondents. It therefore, appears to be a consistent trend in Kenya for the higher levels of education to have fewer people. The total 89.2% of the respondents who had secondary education and above indicates that most parents

who take their children to Preschools are those who have a reasonable level of education.

Occupation

Table 5: Occupations of the Respondents.

Occupation	Frequency	Percentage
1. Salaried, professional office jobs	85	70.8
2. Non-professional jobs	10	8.3
3. Self-employed	16	13.4
4. Religious duties	2	1.7
5. Unemployed	7	5.8
TOTAL	120	100.0

Results presented in Table 5 show a diverse range of occupations as represented by the study's sample. Over two-thirds of the respondents (70.8%) were in salaried professional and office jobs. This category included professionals in different fields and disciplines, technical experts, administrative and management staff, salespersons, and many others. This finding is quite reflective of what most people expect of the urban dwellers. Thus, many people move to towns in search of jobs that are regarded highly by

society as this not only helps improve their socio-economic status, but also boosts their self-esteem. Another reason could be that Nairobi being the capital city of Kenya, offers more chances for professional training as well as the job opportunities. Other researchers (CBS 1990, Otieno 1990) have come up with similar findings.

There were only ten respondents (8.3%) in the non-professional jobs. This category included the manual workers, casual labourers, subordinate staff and house-helpers. Such jobs are viewed with low regard in society hence not many people are willing to join this sector. Only an eighth of the respondents (13.4%) were self-employed while just a small proportion of the respondents (5.8%) were unemployed. The least represented category was religious duties with only two respondents (1.7%).

Monthly IncomeTable 6: Monthly Household Income

Household income	Frequency	Percentage
1. 4000 and below Ksh.	32	26.7
2. 4001 --- 8,000 Ksh.	34	28.3
3. Above 8,000	54	45.0
TOTAL	120	100.0

An analysis of the total monthly household earnings, as shown in Table 6, revealed that slightly over a quarter of the households (26.7%) earn Ksh. 4,000 and below. Those were representative of the low income Kenyan households. This finding is contradictory to the study findings by the UHBS (CBS, 1990) which revealed that in Nairobi, almost three quarters of the households (74.79%) were in the lower income group. Thirty-four households (28.3%) earn between Ksh. 4001 and Ksh. 8000 per month, representing the average or middle income households. According to the UHBS, (CBS 1990) study findings, almost one-fifth (22.74%) of the Nairobi households were in the middle income group. The higher income group was represented by fifty-four households (45.0%) who earn a total of Ksh. 8001 and above, per month. This finding is also contradictory to the study findings by the UHBS, (CBS, 1990)

which revealed that in Nairobi, a very small fraction of the households (2.47%) were in the higher income group with an average of Ksh. 14,020 per month. Based on the findings on Tables 5 and 6, one may argue that, for most people to be able to support their families and even educate their children in an urban area, when the economic situation of the country is deteriorating badly (Economic Review, 1993), they have some definite source of income.

Household Dependants

Table 7: Dependants in the Household.

Dependants	Frequency	Percentage
1. 5 and below	74	61.7
2. Above 5	46	38.3
TOTAL	120	100.0

Results in Table 7 show that in almost 62% of the households, there were five dependants or less. The figure would appear to suggest that in urban areas, more families have a tendency of being smaller in size due to various reasons such as economic constraints among others. This finding closely agrees with Otieno's (1990), findings which revealed that 66.7% of the households had 5 dependants or below. Forty-six households (38.3%) had more than five dependants.

Children in the HouseholdTable 8: Number of Children in the Household

Number of children	Frequency	Percentage
1. One	7	5.8
2. Two - Four	93	77.5
3. Five - Seven	19	15.8
4. Above seven	1	0.8
TOTAL	120	100.0

The number of children in the home varied in different households as indicated in Table 8. Over three quarters of the households (77.6%) had between two and four children. According to the study findings of the Kenya Demographic and Health survey, KDHS (1989), the mean ideal number of children in Nairobi households as preferred by the husbands was 3.8 while by the women was 3.6. This consistent trend would imply that in urban areas, most people prefer fewer children probably because of economic constraints among other factors. There were only seven (5.8%) households with one child, while nineteen households (15.8%) had between five and seven children. Only one household (0.8%) had more than seven children. Horn (1975), noted that the practice of Hand-

me-downs and made-over clothing is quite common in larger households.

Preschoolers in the Household

Table 9: Distribution of Preschoolers in the homes

Number of preschoolers	Frequency	Percentage
1. One	73	60.8
2. Two	38	31.7
3. Three and above	9	7.5
TOTAL	120	100.0

Almost five-eighths of the households (60.8%) had only one Pre-schooler, (see Table 9). Slightly over a quarter of the households (31.7%) had two and only nine households (7.5%) had three or more preschoolers. In some Kenyan households, it is an acceptable practice for children of relatively same age and size to exchange and freely use each others clothes. For some parents, this practice helps them cut down on costs of frequent clothing purchases required, but for health reasons, such a practice should be discouraged.

The Preschool Child's Clothing

In the second part of the questionnaire, the researcher

intended to find out some general information about the preschool child's clothing.

Table 10: Selection of the Preschoolers' Clothing

Selection by	Frequency	Percentage
1. Mother	38	31.7
2. Father	3	2.5
3. Mother and Father	69	57.5
4. All members	9	7.5
5. Child	1	0.8
TOTAL	120	100.0

Results in Table 10 show that selection of clothing for the pre-school children was done mainly by both mothers and fathers as indicated by sixty-nine respondents (57.7%). This finding seems to suggest that both parents in most households are concerned about their young children's clothing. In some other cases, may be the parents shop together in order to make better decisions faster than if one is alone. Thirty-eight respondents (31.7%) were mothers who did the clothing selection for the preschool child all on their own as opposed to only three fathers (2.5%). This could be attributed to the fact that in most Kenyan societies, women are usually assigned

the task of taking care of the young children's needs including clothing. In nine households (7.5%), all the family members including siblings, participated in the selection of the pre-schoolers clothing while in only one household (0.8%), the child alone was allowed to do the selection. Probably this is so because most people consider the pre-schooler too young to know exactly what to choose and also inexperienced to be sensible about the selections.

Table 11: Budgeting for the Preschoolers Clothing

Frequency of budgeting	Frequency	Percentage
1. Never	20	16.7
2. Sometimes	77	64.2
3. Always	23	19.1
TOTAL	120	100.0

A majority of seventy-seven respondents (64.2%) occasionally budgeted for their pre-school children's clothing, (see Table 11) . This implies that budgeting for the youngsters clothing was not considered a necessity. Probably the parents are too busy with some other commitments or are not used to budgeting as a guideline for their shopping. Another reason for this finding could be that some people consider budgeting time-consuming. In some other cases, unless the purchasing of clothes is regular, then budgeting may not be adhered to strictly. Those with a generous income who can afford to spend extra on clothing the child may also not budget all the times. Only a sixth of the respondents (16.7%) never budgeted for the preschoolers clothing but close to a fifth of the respondents (19.2%) always budgeted. Those parents who never budgeted could be ignorant of the importance of budgeting while some may find it too involving

and time-consuming. The difficulty in sticking to a budget may also be discouraging for some parents while some of those with generous means would not find this practice a necessity. The parents who always budgeted for the preschoolers clothing might be those who know the importance of budgeting especially when there are other important financial commitments to be met. In households where purchasing of clothing is done regularly, budgeting may be practical. Another reason could be that people with smaller incomes may have no extra to spend on the preschooler's clothing and therefore always budget to cater for other commitments as well.

Table 12: Annual Clothing Expenditure on Child

Amount	Frequency	Percentage
1. No specific amount	75	62.5
2. Less than Ksh. 500	9	7.5
3. Ksh. 501 to Ksh. 700	4	3.3
4. Ksh. 701 to Ksh 1000	6	5.0
5. Above Ksh. 1000	26	21.7
TOTAL	120	100.0

As indicated in Table 12, five-eighths of the

respondents (62.5%) did not have a specific amount of money annually to be spend on purchasing the preschoolers clothing. This could be attributed to the fact that not many people did regular budgeting in order to assess how much they spent specifically on the preschool child's clothing. Nine of the respondents (7.5%) spent less than Ksh. 500 annually purchasing the clothing while four respondents (3.3%) spend between Ksh 501 to Ksh 700. Those respondents who spent between Ksh 701 to 1000 numbered six (5.0%) and above Ksh. 1000, they were twenty-six respondents (21.7%). The findings could imply that those who did not spend much money on the preschooler's clothing might have smaller incomes that had to cater for other basic needs like shelter and food. Others may not be purchasing the clothing regularly while others did their shopping in places where the clothing was cheaper for example in the markets selling second-hand clothing. On the other hand, households that spent more money on the preschooler's clothing may be those with higher incomes, or those who purchased the clothing regularly. Other parents could be purchasing the clothing from expensive stores like boutiques or new clothing stores with higher prices even if their frequency of purchasing is not high.

Table 13: Purchasing Frequency

Interval	Frequency	Percentage
1. Monthly	2	1.7
2. Every six months	26	21.7
3. Yearly	40	33.3
4. No specific interval	52	43.3
TOTAL	120	100.0

Results presented in Table 13 show that a very small proportion of the respondents (1.7%) did the purchasing of the preschoolers clothing monthly while slightly over a fifth of the respondents (21.7%) purchased after every six months. The regular and frequent purchases could be possible in the households with generous means. One-third of the respondents (33.3%) purchased the clothing yearly and those who did not have a specific interval for the purchasing numbered fifty-two respondents (43.3%). Households that did not purchase the clothing regularly might be those with a lot of financial commitments competing with the clothing needs of the children and therefore purchased only when there was a function or an inevitable need like torn or outgrown clothes. Parents who did not purchase clothing for the preschool child at any specific interval might have been impulsive buyers who

bought a clothing item without prior planning may be because of the attractiveness of the item, availability of the money or from the second-hand clothing door-to-door sellers who lure their customers in various ways at unpredictable intervals.

Table 14: Reason for the Interval of Purchasing Clothing

Reason	Frequency	Percentage
1. Impulsive	26	21.7
2. Financial constraints	31	25.8
3. Wear, tear, fast growth	54	45.0
4. Yearly functions	5	4.2
5. Sales	4	3.3
TOTAL	120	100.0

Asked to give one of the most influential reason that determined the interval of purchasing the preschooler's clothing, (see Table 14), wear, tear and fast growth were the most influential factors as indicated by fifty-four respondents(45.0%). This finding could be attributed to the fact that characteristic of this age category is the fast physical growth in children who are also so adventurous and actively involved in the exploration of their environments. Therefore the clothes may be quickly outgrown or they get worn out faster. Other reasons given included impulsive buying represented by twenty- six (21.7%), financial constraints represented by thirty-one (25.8%), yearly functions represented by five (4.2%) and sales represented by four

(3.3%) of the respondents. Sales are not frequent on the Kenyan clothing market and some are usually not genuine (Otieno, 1990).

Table 15: Mode of Payment for Clothing

Payment Mode	Frequency	Percentage
1. Cash instantly	106	88.3
2. Cash by instalments	5	4.2
3. Both 1 and 2 above	9	7.5
TOTAL	120	100.0

Regarding the mode of payment for the clothes, a majority of one hundred and six respondents (88.3%) preferred paying cash instantly, as indicated in Table 15. A very small proportion, of the respondents (4.2%) paid the clothes by instalments, and nine respondents (7.5%) sometimes paid for the clothes instantly or by instalments. Probably, those parents who paid cash instantly had required money and therefore did not want to accumulate debts. On the other hand, the parents who preferred paying cash by instalment might have had financial constraints and purchased from those with whom they could negotiate on a mode of payment.

Table 16: The Importance of Child's Gender on Clothing
decisions

Child's gender influence	Frequency	Percentage
1. Not important	14	11.7
2. Sometimes important	22	18.3
3. Important	50	41.7
4. Always important	34	28.3
TOTAL	120	100.0

On how parents regarded the child's gender when making decisions on the clothing for the child, (see Table 16), thirty-four respondents (28.3%) indicated gender influence to be always important. Fifty respondents (41.7%) considered gender influence important while twenty-two respondents (11.3%) sometimes considered it important. Those who did not consider the child's gender an important factor at all on the clothing decisions made numbered fourteen (11.7%). This could be so because in an urban society some parents are permissive and therefore, they do not adhere to what is thought appropriate for each gender by their rural societies. Horn (1975), asserted that permissiveness in theories of child growth and development lead to greater variability of acceptable forms and styles of clothing for children. It is

also possible that most of those who did not consider this factor important, were parents of girls since boys' clothing in most societies is boundaried with strict mores.

Table 17: Child's Preference

Preference	Frequency	Percentage
1. Girl preferring girls' clothes	52	43.4
2. Girls preferring boys' clothes	10	8.3
3. Boy preferring boys' clothes	54	45.0
4. Boy preferring girls' clothes	4	3.3
TOTAL	120	100.0

Results presented in Table 17 show that fifty-two respondents (43.4%) indicated that girls preferred to have girls' clothing purchased, this number was very close to that of boys who preferred boys' clothing as indicated by fifty-four respondents (45.0%). However, more girls preferred boys' clothing, represented by ten respondents (8.3 %) as opposed to only four respondents (3.3%) who indicated boys

preference for girls' clothing. The figures could appear to suggest that most societies generally have strict mores bounding the appropriate boys clothing than for girls hence most parents may train boys to always wear boys' clothes. Boys' clothes are associated with masculinity, (Horn 1975), which is a sign of strength. Any tendency for boys to like girls' clothing is considered a weakness or a sign of abnormality hence, discouraged immediately. On the other hand, girls may be allowed to wear boys clothes without any restrictions. Some girls feel more free in boys' clothing to jump around while playing. Others even behave roughly than when in frilly feminine dresses (Kaiser, 1985).

Table 18: Child's Preference on Clothing decisions

Preference	Frequency	Percentage
1. Not important	19	15.8
2. Sometimes important	41	34.2
3. Important	36	30.0
4. Always important	24	20.0
TOTAL	120	100.0

Asked about how the child's preference of the types of clothing for the different genders influenced the decisions made, only one-fifth of the respondents (20.0%) considered this always an important factor, as indicated in Table 18. Thirty-six respondents (30.0%) considered the child's preference an important factor while forty one (34.2%) sometimes considered it important in making clothing decisions for the child. Almost a sixth of the respondents (15.8%) felt it was not important at all to consider the child's preference in making the clothing decisions. Probably this could be the reason why some parents do not consult their children to seek their opinion before making clothing choices for them. In such cases it may be that the parents' choice is based on what the parents like or prefer rather than the child's preference. As a result, some of the items purchased

may be rejected or worn by the child only when forced to do so.

Product Characteristics Influencing parents' Choice of the Preschooler' Clothing

The influence of product characteristics on the parents' choice of the preschoolers' clothing has been ranked in order of importance. Seventeen product characteristics were considered.

Table 19: Most Influential Product Characteristics

Characteristic	3		2		1	
	Always		Sometimes		Never	
	Important		Important		Important	
	No	%	No	%	No	%
How well it fits	88	73.3	29	24.2	3	2.5
Durability	78	65.0	40	33.3	2	1.7
Well constructed	77	64.2	40	33.33	3	2.5
Fabric quality	73	60.8	40	33.3	7	5.8
Price	71	59.2	38	31.7	11	9.2

n = 120

The five most influential product characteristics in the respondents' choice of the preschoolers clothing were :- how well it fits, durability, well constructed, fabric quality and

price, (see Table 19). A majority of eighty-eight respondents (73.3%), showed high value on how well a garment fitted by considering this factor "always important" when selecting and purchasing clothing for their preschool children. Probably it is because good fit may ensure comfort and enhance satisfaction with the garment by the wearer. The finding is similar to that by Otieno (1990) in which fitting characteristics ranked third among the ten physiological factors that influenced Kenyan adults in their clothing selections.

Durability of the garment was given high value by almost two-thirds of the respondents (65.0%). This can be attributed to the fact that since children of this age-group are so actively involved in the exploration of their environments, durability of their clothing is important. The clothes have to be laundered frequently and are exposed to a lot of strain when the children play and jump around. This finding is consistent with the findings of McCullough and Morris (1980) in developing a model for grading quality in textiles using children's clothing. The study found that parents considered comfort, ease of care and durability to be the properties most important to consumers in selecting children's clothing.

Over five-eighths of the respondents (64.2%) considered a well constructed garment as a factor "always important" because quality construction enhances clothes' durability and their aesthetic appeal. This finding concurs with that of

Otieno (1990) in which "a well constructed garment" ranked first among the ten physiological factors that influenced Kenyan adults in their clothing selections.

Seventy-three respondents (60.8%) gave high value to fabric quality by considering this factor "always important" during the selection of the preschoolers clothing. Similar findings by Johnson and Saville (1970), revealed the importance of considering fabric quality in the selection of garments for young children. Fabrics for young children's garments should be light in weight, comfortable, and soft to the feel as well as resistant to flames and other fires (Johnson and Saville 1970; Neal 1976). This contributes to the safety of children's clothing.

A total of seventy-one respondents (59.2%) always considered price of the garment important when making clothing choices for their preschool children. In Otieno's (1990) study, price ranked second among the influential physiological factors in Kenyan adults clothing selections. The findings would appear to suggest that Kenyan consumers are influenced mostly by the economic factors. This could be true due to the rapidly deteriorating economic situation in Kenya. The rate of inflation in Kenya is 40% which is quite high and still skyrocketing (The standard, April 22, 1993). Parents may be more concerned now than ever before about how much they spend on children's clothing in relation to other household financial commitments. In such cases basic needs like food and

shelter compete highly for a share of the family's income just as does clothing.

Table 20: Moderately Influential Product Characteristics.

Characteristic	3		2		1	
	Always		Sometimes		Never	
	Important		Important		Important	
	No	%	No	%	No	%
Freedom of movement	65	51.7	45	37.5	13	10.8
Weather suitability	59	49.2	50	41.7	11	9.2
Maintenance	54	45.0	49	40.8	17	14.2
Garment style	41	34.2	67	55.8	12	10.0
Colour	41	34.2	51	47.5	22	18.3
End-use performance	39	32.5	61	50.8	20	16.7
Fabric design	42	35.0	50	41.7	28	23.3

n = 120

Results presented in Table 20 show that among the product characteristics that had moderate influence on the respondents in their selection of the preschoolers clothing are freedom of movement, maintenance, end-use performance and fabric design. However, one could have expected factors such as freedom of movement and maintenance to be of greater influence in the selection of the preschoolers clothing.

Freedom of movement which a garment offers a child was considered

important by over half of the respondents (51.7%). Forty-five respondents (37.5%) sometimes considered the factor important while the thirteen respondents (10.8%) who never considered this factor important at all may have been ignorant of the importance of this factor in young children's clothing. As a convenience, clothing allows the wearer's freedom of movement and performance of activity among other things (Horn 1975; Kaiser 1985; Sproles, 1979). Since children play most of the time, their clothing should be flexible rather than binding (Neal, 1976; Storm, 1987).

Less than half of the respondents (45.5%) considered clothing maintenance an important factor in the choices made. Forty-nine respondents (40.8%) sometimes considered this factor important while seventeen respondents (14.2%) never considered maintenance important at all. Since children's clothes are to be laundered frequently, they should be easy to care for. Clothes that require dry-cleaning may be expensive for most parents to maintain while those who select that kind of clothing out of ignorance may easily spoil them by wrong methods of care. This finding is contrary to findings by McCullough and Morris (1980) which revealed that parents considered ease of care one of the factors most important to consumers in selecting children's clothing.

End-use performance, i.e. the purpose of the item, was always considered important by almost one third of the respondents (32.5%) while over a half of the respondents (50.8%) sometimes considered this factor important. One sixth of the respondents (16.7%) never considered the end-use performance an important factor at all. Probably this is the reason why some parents purchase clothing for their children that do not

suit the various activities the children are engaged in. For example, children in clothing of expensive or delicate fabrics on occasions that do not call for such clothing will not feel free to play around for fear of ruining their clothes, warranting punishment by their parents. The ones who play around, with such clothing spoil them. Since children play alot, clothing should cater for this need. The finding seems to suggest that some parents are ignorant of the need to consider end-use performance in their children's clothes as they do the selection. Non-absorbent fabrics are also uncomfortable for children. Thus, among other things, children's clothing should be absorbent, soft yet durable, light in weight, and adaptable to frequent laundry. Only forty-two respondents (35.0%) considered fabric design in the preschoolers clothing always important. Fifty respondents (41.7%) sometimes considered fabric design important while twenty-eight respondents (23.3%) never considered this factor important at all. Probably this could account for some adults using fabric designs meant for adults, on children's clothing even when unsuitable. It is common in Kenya to see parents and children in clothing of the same fabric design regardless of the appropriateness to the children. Fabric design refers to the pattern of prints used on a fabric and the size of a single unit. The patterns, for example, floral designs, dots, stripes, and wild game are popular for children's clothing. Small, clear and simple fabric designs are thought appropriate for young children rather than very big, confused and complicated ones (Neal, 1976).

Table 21: Least Influential Product Characteristics

Characteristic	3		2		1	
	Always		Sometimes		Never	
	Important		Important		Important	
	No	%	No	%	No	%
Fibre content	31	25.8	54	45.0	35	29.2
Trims	25	20.8	60	50.0	35	29.2
Growth features	25	20.8	56	46.03	39	32.5
Information labels	17	14.2	46	38.3	57	47.5
Self-help features	14	11.7	46	38.3	60	50.0

n = 120

Results in Table 21 show that the five least influential product characteristics influencing parents' choice of the preschoolers' clothing were, fibre content, trims, future-growth features, information labels, and self-help features.

Just slightly over a quarter of the respondents (25.8%) considered fibre content "always important, fifty-four respondents (45.0%) sometimes considered the factor important while thirty - five respondents (29.2%) never considered this factor important in the selection and purchase of the preschoolers clothing. This could imply that most Kenyan parents are unaware of the importance of having some knowledge about the fibre content in the garments selected for their

children. Fibre content gives an indication of the safety and care required for a garment. Garments subjected to wrong methods of care may be damaged, and therefore not serve the purposes for which they are intended well enough, nor last long enough. The finding is similar to Otieno's (1990) findings which revealed that fibre content was not very influential in the adults clothing selections as it ranked sixth of the ten physiological factors. The author attributed this to the fact that not many Kenyan consumers had a knowledge about fabrics so as to be concerned with such details as fibre content in garments they purchased. However, with the rapidly increasing varieties of fabrics on the Kenyan clothing market, it is important that consumers have some knowledge about the fabrics of the clothing choices they make.

Half of the respondents (50.0%) indicated that trims was a factor that could sometimes be considered important while thirty-five respondents (29.2%) never considered trims important at all. Only slightly over a fifth of the respondents (20.8%) always considered trims important in the selection of their preschoolers clothing. Probably, a majority of those who considered trims "always important" were for girls' clothing which usually has elaborate trims as opposed to the boys'.

Just slightly over a fifth of the respondents (20.8%) considered "future - growth" features always important on

their preschoolers' clothing. Fifty-six respondents (46.7%) sometimes considered future-growth features important while almost a third of the respondents (32.5%) never considered this factor important at all in their selection of the preschoolers clothing. The figures seem to suggest that most Kenyan parents are not aware of the importance of "future-growth" features in young children's clothing. Adaptation of a child's clothes to a rapidly growing body requires incorporation of growth features. However, in Kenya it is common to observe children in very long and oversize clothes, hoped to be useful for a longer time though this is not conducive to the child's play activities. Some of the clothes get worn out due to frequent laundry. Before the child gets to fit in them well and again a similar size is purchased. Hence, some children will keep on "growing up" in clothes that are not only physically inconveniencing, but may also have adverse psychological effects (Glisson and Tate, 1967).

As many as fifty-seven respondents (47.5%) never considered information labels important while slightly over three-eighths of the respondents (38.3%) sometimes considered the labels important in the selection of their preschoolers clothing. Only a small proportion of the respondents (14.2%) showed high regard for information labels by indicating "always important" in their preschoolers' clothing selection. One reason for this finding could be due to the respondents

lack of confidence in the information given on the labels. In Kenya, most labels are deceptive, giving inadequate, misleading or false information that does not seem to convince the consumers, or in extreme cases, the labels are absent altogether (Otieno 1990). However, the finding could also be an indication of the respondents' ignorance of the presence and usefulness of labels or tags on clothes. This finding is similar to Otieno's (1990) study findings which revealed that Kenyan adults hardly referred to the information labels in their clothing selection for lack of confidence in the information offered.

The least important factor influencing parents' selection of their preschoolers' clothing was self-help features. A minority of the respondents (11.7%) always considered self-help features important, slightly over three-eighths of the respondents (38.3%) considered the factor "sometimes important", while half the respondents (50%) never considered self-help features important at all in their preschoolers' clothing. The figures imply that Kenyan parents may not be aware of the significance of self-help features in their preschool children's clothing or may not be familiar with such features. During the preschool years, there's a craving for autonomy or independence from the confines of the infancy stage (Sroufe & Cooper, 1988; Read 1975). The child wants to do things like dress independently which could be enhanced through the incorporation of self-help features on

garments. The independence achieved helps a child develop self-confidence that may be helpful in other areas of life (Read 1950; Read, 1975).

Sources of Information on the Preschoolers' Clothing

The sources of information for the preschoolers clothing have been ranked according to the importance.

Table 22: Most Popular Sources of Clothing Information

Source	3		2		1		0	
	Very often		Often		Rarely		Never	
	No	%	No	%	No	%	No	%
Shop/Store display	43	35.8	40	33.3	24	20.0	13	10.8
Family members opinion	10	8.3	54	45.0	39	32.5	17	14.2
Child's peers opinion	6	5.0	43	35.8	45	37.5	26	21.7

n = 120

The most popular source of information used by the respondents was shop or store displays of clothing, (see Table 22). Over a third of the respondents (35.8%) very often used

the displays while one third (33.3%) often used this source. This could be so because clothing displays were readily available to the consumers, free of charge; and are also usually very attractive. The displays allow consumers to do comparative shopping before a decision is made. Support for this finding is in the work of Otieno (1990) in which clothing displays ranked first among the clothing information sources used by Kenyan adults in their clothing selection.

Family members opinion was very often used by ten respondents (8.3%) while fifty-four respondents (45.0%) often used this source for information on the preschoolers' clothing. Probably it is because family members are much more familiar with the child's preferences and therefore they are a more reliable and cheap source of clothing information that is readily available.

Six respondents (5.0%) very often used the child's peers' opinion, and over a third (35.8%) often sought the peers opinion on the preschoolers clothing choices. This finding could imply that some parents prefer to see their children in same or similar clothing as those of the other children presumably to facilitate the child's acceptance in play groups. This could be much more so for the fashionable clothing which are usually more noticeable and highly regarded. It could also be an indication of social class identification or a sign of keeping up with the changes in fashions as a sign of the changing times.

Table 23: Moderately used Sources of Clothing Information

Source	4		3		2		1	
	Very		Often		Rarely		Never	
	No	%	No	%	No	%	No	%
Clothing sales	4	3.3	27	22.5	58	48.3	31	25.8
T.V. and Radio clothing advertisement	2	1.7	29	24.2	51	42.5	38	31.8
Child's opinion	1	0.8	20	16.7	70	58.3	29	24.2
Newspaper Clothing articles	2	1.7	16	13.3	60	50.0	42	39.2

n = 120

Results presented in Table 23 show that Sales advertisements in newspapers or Television were very often used by a very small proportion of the respondents (3.3%). Less than a quarter of the respondents (22.5%) often used the sales advertisements while as many as fifty-eight respondents (48.3%) rarely, and over a quarter of the respondents (25.8%)

never used this source of information on clothing. This could be attributed to the fact that not all the respondents purchased newspapers neither did they all have Television sets (Otieno, 1990).

The results further show that a very small proportion of the respondents (1.7%) very often used Television and Radio advertisements on clothing while close to a quarter (24.2%) often used this source of information. Fifty-one respondents (42.5%) rarely, and thirty-eight respondents (31.8%) never used such advertisements for clothing information. This could be so because the commercials may be too brief to be understood hence not convincing. Another reason could be that the designers who advertise their clothing are quite expensive or in reality they do not offer good quality clothing as that advertised (Otieno, 1990).

The child's opinion was very often sought by only one respondent (0.8%) and one sixth of the respondents (16.7%) often used this source of information for the child's clothing choices. A majority of seventy respondents (58.3%) rarely sought the child's opinion while twenty-nine of the respondents (24.2%) never sought the child's opinion at all. Such parents may therefore purchase clothing items regardless of whether or not the child likes them. According to Sproles (1979), a wise adult needs to build on the child's interest, slowly and carefully with respect. Similarly, citing Hunt (1959), Kaiser (1985) noted that children tend to be aware of

the element of colour, style, and even texture at a relatively early age. Therefore, the children not only enjoy clothes of their favourite colours but also wish to make the choices of new clothing items by themselves.

Half of the respondents (50.0%) rarely, and over a third of the respondents (35.0%) never used clothing information from newspaper articles on "fashion and clothing" for the preschool child. Probably it is because the featuring of such articles in the newspapers was so unpredictable, and not all the respondents bought newspapers (Otieno, 1990).

Table 24: Least Popular Clothing Information Sources

Source of information	4		3		2		1	
	Very often		Often		Rarely		Never	
	No	%	No	%	No	%	No	%
Fashion magazines	2	1.7	14	11.7	57	47.5	47	39.2
Sales persons	4	3.3	15	12.5	39	32.5	62	51.6
Fashion shows	3	2.5	8	6.7	40	33.3	69	57.5

n = 120

Fashion Magazines, Salespersons, and Fashion Shows were the sources of information on clothing least popular among the respondents, (see Table 24). Fifty-Seven respondents (47.5%)

rarely, while forty-seven respondents (39.2%) never referred to fashion magazines for information regarding the preschoolers' clothing. This finding concurs with Otieno's (1990) findings which revealed that fashion magazines were quite unpopular as a source of clothing information for the Kenyan adults in choosing their clothing. Otieno's (1990) findings cited several reasons affecting Kenyans in the use of this source of information on clothing. One, the magazines are not easily available and whenever available, they may be too expensive for most consumers. Two, the magazines are exclusively foreign in origin, therefore, feature foreign clothing. Three, the clothing featured may be unsuitable for the Kenyans or unavailable in Kenya, and whenever available, the clothing could be too expensive for most consumers to afford.

Over half of the respondents (51.6%) never used salespersons at the shops or clothing stores for any information on the preschoolers clothing. One reason for this finding could be that the respondents had no confidence in the information offered by the salespersons (Otieno, 1990). It is also possible that the salespersons generally do not have adequate time to spend on a single customer hence not much information offered.

Fashion shows was the source of clothing least used by the respondents. Sixty-nine respondents (57.5%) never used the fashion shows for any information regarding the preschoolers'

clothing. This could be attributed to the fact that the shows were not within the reach of most consumers (Otieno, 1990). One could also argue that hardly do the fashion shows feature children's clothing but deals mainly with clothing for adults. The irony is that even among Kenyan adults, fashion shows were hardly used for information in their clothing selections as revealed in Otieno's (1990) study findings. This consistency could imply that fashion shows are very unpopular among the Kenyan consumers. Probably the shows are viewed as a foreign event, time consuming and very expensive for most consumers. Hence, the readily available cheaper sources of information on the preschoolers' clothing are sought.

Clothing Acquisition Outlets (Markets)

A variation of outlets were used by parents in Nairobi in acquiring clothing for the preschool children.

Table 25 : Preschoolers' Clothing acquisition outlets (Markets)

Outlet	Frequency No	Percentage %
1. New-clothing stores/ Boutiques	48	40.0
2. Second-hand clothing stores/Boutiques	3	2.5
3. New, ready-made clothing open-air markets	1	0.8
4. Second-hand clothing open-air markets	8	6.7
5. Door-to-door (office to office) sales	5	4.2
6. Others (e.g. Abroad, home-made, custom- made)	1	0.8
7. Combination of sources	54	45.0

n = 120

Results presented in Table 25 show that as many as fifty-four respondents (45.0%) used a combination of sources

in acquiring clothing for their preschool children. One might argue, based on this finding, that different factors affected the consumers in the choice of a clothing market at different times therefore they could not purchase from the same source always. For example, with a desire for new, clean clothing whose origin is predictable, new-clothing stores or shops are used; when looking for unique but good quality clothing items at reasonable prices as well as in times of financial constraints, second-hand clothing outlets may be preferred. In other cases, those with tailoring skills could make garments for their children while those with friends and relatives overseas could receive clothing gifts for their children from them at times. This indicates that most Kenyan consumers are flexible in the sources chosen for acquiring the preschoolers' clothing. Consumers use whatever source is available, convenient or more satisfactory to their motives with regard to the prevailing circumstances at any given time. Forty-eight respondents (40.0%) preferred purchasing clothing for their preschool children from the new clothing shops or stores. This is an indication that for a considerable number of consumers, their needs are satisfied by the new products given on the Kenyan clothing market. Such consumers may be particular about the cleanliness of the clothing items, source of origin, quality of the items, and the adequacy of the clothing information offered. The new clothing stores offer a great variety of the items in terms of size, colour, style and

even quality. New-clothing stores also make comparative shopping possible for the same item before a decision is made. In case of any defect on the item, the consumer is able to go back for an exchange because the seller is in a specific shop and can be located later. This finding supports Otieno's (1990) findings which revealed that a majority of the respondents (81.3%) preferred purchasing clothing from new-clothing stores. The researcher attributed the finding to the availability of more new-clothing stores for the respondents since this is an urban area. The same may not be true for a rural setting.

Only eight respondents (6.7%) purchased the preschoolers' clothing from the open-air markets that sell second-hand clothes. This could be attributed to the fact that most of such markets are not well organized, they have too many clothing items heaped together that look rather confusing, one requires a lot of time, patience, and good judgement to be able to make worth-while purchases. Another reason for this finding could be that some Kenyan consumers may be hesitant about the source of origin of such clothing and therefore these clothing pose a potential health hazard. Horn (1975) noted that children's clothing are a very common feature on the second-hand (used) clothing markets, children grow first and quickly outgrow clothes while still in good condition. The author explained that one could make good quality choices of children's clothing on such markets without

investing a great deal of money. Otieno's (1990) findings revealed that second-hand clothing is quite popular among the Kenyan adults who believe that they are superior to, and less expensive than locally produced clothing.

A small proportion of the respondents (4.2%) acquired clothing for the preschool child through the door-to-door sales method. One reason for this could be that this source was so limited in terms of variety of the clothing items since the seller cannot carry a big load at a go. Also most of the sellers in this method allow customers to purchase on credit but some people may not like to buy clothing on credit frequently as this leads to accumulated debts that strain the family finances. Therefore, to avoid developing the habit of accumulated debts, some people avoided the sellers any time they were in the vicinity. On the other hand, the sellers who demanded cash instantly may have gone round to places when people had no money to spend on clothing. People who budget for their money will try to resist impulsive purchases as in the cases of door-to-door sales.

Very few respondents (2.5%) preferred purchasing clothing for the preschool child from the second-hand clothing stores or boutiques. Probably clothing in such places costed higher than what most people could afford when in fact similar items could be acquired at reasonable prices from other places or sources.

Only one respondent (0.8%) preferred open-air markets

that sell new-ready-made clothes as a source of acquiring the preschoolers clothing. May be this could be a result of the common opinion that clothing items in open-air markets are factory rejects with faults hence, sold cheaply.

Other sources, for example clothing from overseas sources, home-made, custom-made, and gifts were made use of by only one respondent (0.8%). Overseas sources would include those who had relatives or friends abroad who sent them children's clothing. Home-made clothing required skill and time that most people may not have. Custom-made clothing at times take too long to be ready or were expensive hence not a popular source of acquiring the pre-school children's clothing. The finding also indicates that not many people received clothing gifts for their preschool children.

Relationship between variables

Chi-square test of significance was the statistical technique applied to test the existence of any relationship between the (i) Selected product and parents' demographic characteristics; and (ii) Child's gender and parents' considerations of selected product characteristics in their choice of the preschoolers' clothing. The existence of any relationship was sought first between selected product characteristics such as: price, growth-features, self-help features, maintenance; and parents' demographic characteristics such as: educational level, income and number

of dependants; and secondly between parents considerations of selected product characteristics such as colour, trims, and acceptable style by society in relation to child's gender. $P = 0.05$ was the confidence level for this study. None of the tests showed any significant relationship. However, this being an exploratory study, the results are nevertheless presented because they are indicators of potential relationships.

The relationship between respondent's educational level and consideration of growth features

Table 26: Educational level and growth features

Educational Level	Growth Features		Row Total
	Not Important	Important	
Secondary and below	16.7% (20)	27.5% (33)	44.2% (53)
Above Secondary	15.8% (19)	40.0% (48)	55.8% (67)
Column total	32.5% (39)	67.5% (81)	100.0% (120)

$$X^2 (1, n=120) = 0.80, P = 0.371$$

As indicated by results in Table 26, the variable of educational level of the respondent did not reveal any significant relationship with consideration of future growth-features in the preschoolers clothing selected. At $p = 0.05$ confidence level, the chi-square value of 0.80, $p = 0.371$ was not significant.

Slightly over two-thirds of the respondents (67.5%) considered growth-features important in the choices of the preschoolers clothing regardless of one's educational level. Based on the figures of this finding, higher educational attainment level is not necessarily an indication of one's awareness of the need for such features in the preschoolers clothing. Probably the education that the respondents had was not related to the preschoolers clothing. Although of the eighty-one respondents who considered growth-features important 59.3% had above secondary education as opposed to the 40.7% with secondary education and below, the difference could be attributed to the fact that a bigger proportion of the sample (55.8%) had higher education while only 44.2% had lower educational attainment level.

Relationship between respondents' educational level and consideration of clothing maintenance.

Table 27: Educational level and maintenance

Educational Level	Maintenance		Row Total
	1 Not Important	2 Important	
Secondary and below	5.0% (6)	39.2% (47)	44.2% (53)
Above Secondary	9.2% (11)	46.6% (56)	55.8% (67)
Column total	14.2% (17)	85.8% (103)	100.0% (120)

$$X^2 (1, n=120) = 0.63, P = 0.43$$

The respondent's educational level and one's consideration of clothing maintenance did not show any significant relationship, (see Table 27). The chi-square value 0.63, $P = 0.43$ was not significant for the study at $P = 0.05$ confidence level.

A majority of the respondents (85.8%) considered

maintenance an important factor in their choices of the preschoolers clothing regardless of educational level attained. Maintenance of a garment is important information required prior to purchasing the item to ensure its durability and efficiency in the end-use performance. Though of the one-hundred and three respondents who considered maintenance important 54.4% had above secondary education while 45.6% had secondary education and below, again the difference could be attributed to the fact that a bigger proportion of the sample (55.8%) had higher education as opposed to 44.2% with lower educational attainment. Apparently higher educational attainment is not an advantage in the consideration of maintenance in the choices of the preschoolers clothing by the respondents.

Relationship between child's gender and acceptable style by society.

Table 28: Child's gender and style

Child's gender	Style		Row Total
	1 Not Important	2 Important	
Boy	4.2% (5)	45.8% (55)	50.0% (60)
Girl	9.2% (11)	40.8% (49)	50.0% (60)
Column total	13.4% (16)	86.6% (104)	100.0% (120)

$$X^2 (1, n=120) = 1.62, P = 0.20$$

Results presented in Table 28 show that no significant relationship was established between the child's gender and parents consideration of style society considers appropriate. At $p = 0.05$ confidence level of the study, the chi-square value 1.62, $p = 0.20$ was not significant.

A majority of the respondents (86.6%) considered society's acceptable style in the preschoolers' clothing

choices important although these were a representation of both boys and girls. Specific styles thought appropriate by society for each gender may not be adhered to strictly as a factor for distinction between boys and girls when clothing choices are made. In an urban society, parents tend to be more permissive due to the foreign influence and therefore do not adhere to what their rural societies consider appropriate for the different genders. Horn (1975) asserted that permissiveness in the theories of child growth and development lead to greater variability of acceptable forms and styles of clothing for children. According to Kaiser (1985) there's greater ambiguity in western culture for girls clothing than boys which tends to be more rigidly defined. This may be true even in Kenya. Of all the respondents who considered acceptable style important, 52.9% were for boys as opposed to the 47.1% for girls. Thus, the figures could be an indication that society's acceptable style is adhered to more by those parents with boys than girls.

Relationship between child's gender and trimmings on the clothing.

Table 29: Child's gender and trims

Child's gender	Trims		Row Total
	1 Not Important	2 Important	
Boy	17.5% (21)	32.5% (39)	50.0% (60)
Girl	11.7% (14)	38.3% (46)	50.0% (60)
Column total	29.2% (35)	70.8% (85)	100.0% (120)

$$X^2 (1, n=120) = 0.85, P = 0.36$$

As indicated by the results presented in Table 29, no significant relationship between the child's gender and parents consideration of trims in the clothing choices was established. The chi-square value 0.85, $p = 0.36$ was not considered significant at 0.05 confidence level for the study.

Over two-thirds of the respondents (70.8%), a representation of both boys and girls, considered trims on

the preschoolers clothing important. Of all the eighty-five respondents who considered trims to be important, 45.9% were for boys while 54.1% for girls clothing. Though the relationship was not significant, one is bound to argue that trims on clothing is a factor influencing the choices made with regard to the child's gender because girls' clothes usually have more elaborate trims than boys'. The trims are included on the clothing definitely for a purpose. Probably it could be true that attractiveness in girls clothing is associated with the trims and therefore a feminine feature. On the contrary, boys clothing with elaborate trims may not be considered appropriate thus, boys clothing may still be appreciated without the trims. However, this is an issue that could be verified through further research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The two-fold purpose of this study was: to determine whether or not parents in Nairobi are aware of the clothing needs of their preschool children, and to identify the factors which influence parents in Nairobi as they select and purchase clothing for their preschool children.

Summary of the findingsSample

The study was done using a sample of 120 randomly selected respondents. 120 preschool children were randomly selected from four randomly selected nursery schools in Nairobi to act as intermediaries to the various households. It is the parents/guardians of the children who were the respondents of the study. Thus, the choice of the respondent was predetermined by the choice of the preschool child. This was derived by a stratified multi-stage cluster sampling method.

Data Collection

A questionnaire was used to elicit information pertaining to the research objectives. The data obtained were analyzed by use of frequencies, percentages, and the chi-square test of significance.

Findings

The study's sample consisted of more female respondents (55.0%) than male (45.0%) an indication that it's mostly women who make the clothing choices for the younger children. Over half of the respondents (55.0%) were single parents as opposed to the 45.0% married. Most of the respondents (60.5%) were in the age category 31 - 40 years hence mature persons.

All levels of formal education ranging from primary level to University graduate were represented. The study's sample was representative of a diverse range of occupations which included salaried professional jobs (70.8%), non-professional jobs (8.3%), self-employed (13.3%), religious duties (1.7%) and a small proportion (5.8%) who were unemployed.

An analysis of the total monthly household earnings showed that all the three levels of income were represented, thus, 45.0% in the higher income, 28.3% in the middle and 26.7% representing the low income group.

In most households (61.7%), there were five dependants or less while 38.4% had more than five, indicating that more urban families have a tendency of being nuclear. The number of children varied in the different households with a majority of 77.5% households having between two and four children. This finding is consistent with the national survey figures according to UHBS (CBS, 1990) which revealed that in Nairobi

households, husbands preferred an average number of 3.8 while women preferred 3.6 children.

The results showed that clothing selection and purchases were done mainly by both mother and father as indicated by 57.5% of the respondents. Only a very small proportion of the households (0.8%) allowed the child to do the selection which implies that most other households prefer to have the selection done by anybody else except the child for various reasons. Very few of the respondents (19.2%) always budgeted for the preschoolers clothing while the rest did not. This could explain why a majority of the respondents (62.5%) not being able to state their specific annual expenditure for the child. Similarly, more of the respondents (43.3%) had no specific interval at which the selections and purchases were done.

Frequent tear, wear and fast growth, as indicated by 45.0% of the respondents, were the most influential reasons governing when new purchases were to be made. The three most influential product characteristics in the parents selection of the preschoolers clothing were how well it fits, durability, and well constructed. The least influential ones were growth -features, information labels and self-help features. Apparently parents seem to be unaware of the significance of such features on the preschoolers clothing. Or they may not be familiar with such features to identify them on the preschoolers clothing.

As indicated by 35.8% of the respondents, the most popular source of clothing information was shop or store clothing displays as they are readily available. The least used source of clothing information was fashion shows by only 2.5% of the respondents. Results showed that most parents in Nairobi as represented by 45.0% of the respondents acquired the preschoolers clothing from a combination of sources due to various reasons.

At $P=0.05$ confidence level, the chi-square test of significance revealed no significant relationship between:-

(1) Selected product characteristics (price, growth-features, self-help features, maintenance) and parents' demographic characteristics (educational level, income and number of dependants).

(2) Child's gender and parents' consideration of selected product characteristics (trimmings, colour, acceptable style by society). However, this being an exploratory study, results are nevertheless presented because they are indicators of potential relationships.

Conclusions and Implications

The findings of this study serve as the contributions of the study to the literature pertaining to the field of home economics, to the clothing and textiles consumer behaviour, and as a basis for further studies.

This research contributes to the understanding of the

preschool children's clothing needs that have to be considered whenever any choices are to be made. These needs are self-help (independence) features, future growth-features, safety, freedom of movement and peer-group approval. The statistical data analysis using frequencies and percentages, showed that parents considered safety (i.e. fabric quality), freedom of movement and peer group approval (opinion) to be of some importance while self-help features and growth-features were of least importance in the clothing choices made. This implies that parents in Nairobi are unaware of the significance of such features in the preschoolers clothing. Or if aware, did not rate them highly on the priority scale due to the influence of other factors.

Another contribution is the knowledge on the various aspects in the selection of the preschool children's clothing by their parents in Nairobi. It was found that clothing displays and person dominated channels such as family members and peers' opinion were sources used mostly for clothing information by the parents. It is important that these sources provide the relevant information which will lead to the appropriate selections of clothing to fulfil the clothing and developmental needs of the preschool child. The parents themselves must be aware of the kind of information to seek from the various sources.

Though the child's opinion was one of the moderately used clothing information sources, it is important that parents

attach greater importance to first seeking the child's opinion before any new clothing purchases are made. Apart from being socialized into styles to be worn, the child develops personal aesthetic tastes in dressing as well as consumption preferences to be used in later life stages. A wise adult needs to build on the child's interests slowly and carefully with respect (Sproles, 1979). Fashion shows and fashion magazines with a local touch in them could promote the use of such sources of information for clothing than is the case now. Thus, fashion shows should be organized to include practical styles for children and in venues that are accessible for most people. Local designers need to come up with fashion magazines that have styles that are appreciated locally, the magazines have to be readily available and at reasonable prices. Salespersons need to be trained and also attend seminars regularly to update their skills in public relations in order to promote the consumer-seller relationships.

Concerning the clothing outlets, the study has shown that in acquiring the preschoolers clothing, parents in Nairobi do not have a specific source. Though they use a variety of sources, the new clothing stores/boutiques are more popular. The designers and manufacturers of children's clothing need to know the clothing needs of the preschool children so as to avail clothes in the different outlets which satisfy these needs.

It was also noted that very few parents budget for their preschool children's clothing. Based on this finding, parents need to be educated on the importance of budgeting as a guideline for their expenditure to help one make worthwhile purchases within one's financial limits.

The findings of this study may be helpful (a) in designing educational programmes (i) through the Ministry of Culture and Social Services for parents and nursery school administrators concerned with the clothing decisions of the preschool children so as to be made aware of the children's clothing needs; (ii) through the Ministry of Commerce and Industry to the designers and manufacturers of children's clothing to avail appropriate clothing that meet the preschool children's needs, and (b) as a basis for the (i) Kenya Consumer Organization (KCO) in identifying producer - consumer related problems and seeking possible solutions to the problems (ii) Kenya Bureau of Standards (KBS) in establishing standards of children's clothing appropriate for the child's clothing and developmental needs.

Recommendations

Based on the findings of this study, it is recommended that:-

1. The Ministry of Culture and Social Services may design educational programmes to create awareness of the preschool children's clothing needs to:-

- (i) Parents through women groups or parents' days at nursery schools.
 - (ii) Nursery school administrators who are concerned with making decisions on the children's school uniforms.
 - (iii) Designers and manufacturers of children's clothing to provide clothing on the market that meets the preschoolers clothing needs.
2. The Kenya Bureau of Standards (KBS) in conjunction with the Kenya Consumer Organization (KCO) to always ensure that consumers avail children's clothing on the market which meets the required specifications. Thus, apart from just putting seals of approval on the goods, random but frequent checks be made on the market stocks at the various outlets.
3. The various Trade and Business bodies may frequently organize seminars to train the sales-personnel to update their public relations skills so as to ensure a satisfactory business environment for both consumers and sellers.
4. The local fashion designers ought to come up with fashion magazines with a local touch to make them practical in our Kenyan situation. These should also feature children's clothing, be readily available and at reasonable prices. Fashion shows may also be organized on similar lines to enable many consumers to benefit from such a source of clothing information.

5. Special emphasis be given to the designing of appropriate children's clothing in institutions that teach Home Economics or Dressmaking like schools, dressmaking centres, women groups and in teacher training institutions. This has to be addressed by the different curriculum developers for the various institutions or educational levels.

Suggestions for future studies

Further research is recommended in the following areas:-

- (1) A comparative study on the factors that influence parents choices of the preschoolers clothing in urban versus rural settings.
- (2) Since this study was done using just a few selected nursery schools in Nairobi, a more comprehensive study on the same topic be done with a larger sample in a different urban locality.
- (3) A study be carried out to determine the factors that influence parents in their clothing choices for the infants and elementary age children.
- (4) A study be carried out to establish how preschoolers perceive their clothing.
- (5) A Study be carried out to determine parents' satisfaction and dissatisfaction with the children's clothing available on the Kenyan Clothing market.

- (6) A study be carried out to investigate how the practice of "hand-me-down" and made-over clothing in families with older children influences the clothing decisions made for the younger children and the role this practice plays in the family clothing budget.
- (7) A study be carried out to investigate the influence of "mitumba" on the decisions made by parents on their children's clothing.
- (8) A study be carried out to determine how adequate Home Economics Education is, to individuals who receive it through various institutions, in preparing them to meet the younger children's clothing needs.

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COVER LETTERS

APPENDIX A

KENYATTA UNIVERSITY
HOME ECONOMICS DEPARTMENT
P.O. BOX 43844
NAIROBI, KENYA.

Dear Parent/Guardian,

I am a Postgraduate student at Kenyatta University. I am conducting a study on factors which influence the selection and purchase of clothing for your preschool child. The findings of this study may be helpful in designing educational programmes for parents, informing nursery school administrators who make decisions regarding school uniforms, as well as for designers and manufacturers of children's clothing.

The purpose of this letter is to seek your assistance in completing the attached questionnaire. Please answer all the questions. Any information offered will be treated as strictly confidential. The completed questionnaire should be returned to the school Headmistress/Master on

(SCHOOL STAMP)

Thank you very much in advance for your co-operation and useful contribution.

Yours sincerely,

Fletcher Njororai
Student (Researcher)

Dr. Olive Mugenda,
Senior Lecturer,
Supervisor,
Department of Home Economics,
Kenyatta University.

APPENDIX B

Dear Parent/Guardian,

This is to inform you that I _____, the Headmistress/Master of this Nursery School is aware of the purpose of this study. I've therefore endorsed the participation of our school in the study. Meanwhile, I request your full co-operation to enable the researcher to have the completed questionnaire in good time. Please give your child the completed questionnaire to return back to school promptly on the date indicated.

Yours sincerely,

(HEADMISTRESS/MASTER)

- 1. Below 20 years
- 2. 20 - 30 years
- 3. 31 - 40 years
- 4. 41 - 50 years
- 5. Over 50 years

(SCHOOL STAMP)

4. What is the highest level of your education?
1. Primary level (Standard 7, 8 or below)
2. Secondary level

5. What is your occupation?

6. How many children do you have at home?

7. How many children do you have in school?

- 1. 1-5
- 2. 6-10
- 3. 11-15
- 4. 16-20
- 5. 21 and above

APPENDIX CSECTION A: PARENTS' SOCIO-ECONOMIC FACTORS

I would like to ask you some few general questions about yourself. Instructions: Please tick () against what applies to you.

1. What is your gender (sex)?
 1. Female
 2. Male.

 2. What is your marital status?
 1. Single
 2. Married
 3. Separated
 4. Widowed
 5. Divorced

 3. In which of the following age categories do you belong?
 1. Below 20 years
 2. 20 - 30 years
 3. 31 - 40 years
 4. 41 - 50 years
 5. Over 50 years.

 4. What is the highest level of your education?
 1. Primary level (Standard 7, 8 or below)
 2. Secondary Level
 3. High School 'A' Level
 4. College Training
 5. University Graduate.

 5. What is your occupation?
-
6. Which is your current residential estate?
-
7. What is your monthly household income (i.e. total for all income-earning family members)?
 1. 2,000 KSh. and below
 2. 2,001 - 4,000 KSh.
 3. 4,001 - 6,000 Ksh.
 4. 6,001 - 8,000 KSh.
 5. Above 8,000 KSh.

8. How many people within your household are dependent on your income (excluding yourself)?
1. One
 2. Two to Five
 3. Six to Ten
 4. Above Ten.
9. How many children do you have in your household?
-

10. Of this number, how many are preschool children (i.e. children who are between 3 - 6 years)?
-

SECTION B; CLOTHING FOR THE PRESCHOOL CHILD

Instructions: The following questions refer to the preschool child who brought you this questionnaire. Please tick () that which is applicable to the child.

11. What is the gender (sex) of the child?
1. Boy
 2. Girl.
12. What is the age of the child?
-
13. Who chooses the clothes to be bought for the child? (More than one answer allowed).
1. Mother
 2. Father
 3. Both Mother and Father
 4. Child
 5. Other family members (Specify)
-
14. How often do you plan or budget before buying clothes for this child?
1. Never
 2. Sometimes
 3. Always.
15. Do you have an annual budget for clothing for your entire family?
1. No.
 2. Yes.

16. What is your annual clothing expenditure on the child?
1. No specific amount
 2. Less than Ksh. 500
 3. Ksh. 501 to Ksh. 700
 4. Ksh. 701 to Ksh. 1000
 5. Above Ksh. 1000
17. (a) How often are the clothes for this preschool child purchased?
1. Monthly
 2. Every Six months
 3. Yearly
 4. Any other (specify) _____
- (b) Please explain why you purchase them as you have indicated above.
- _____
- _____
- _____
18. How are the clothes paid for?
1. Cash all on the spot
 2. Cash by instalments
 3. Credit Cards
 4. Other means (specify) _____
19. How would you consider the influence of the child's gender on the decisions you make during the selection and purchase of the child's clothing?
1. Not Important
 2. Sometimes Important
 3. Important
 4. Always Important.
20. (a) What are some of the clothing preferences you've noticed in your preschool child?
1. Girl prefers girls' clothes.
 2. Girl prefers boys' clothes.
 3. Boy prefers boys' clothes.
 4. Boy prefers girls' clothes.
- (b) How does the child's preference influence the decisions you make during the selection and purchase of the child's clothing?
1. Not Important
 2. Sometimes Important
 3. Important
 4. always Important

SECTION C: PRODUCT CHARACTERISTICS

Instructions: Below are some factors that you may consider when selecting and purchasing clothing for your preschool children. Please tick () how important you think each one is when you purchase clothing for this child.

21.

Selection Factor	3 Very Important	2 Important	1 Not Important
(a) Well constructed			
(b) How well it fits			
(c) Purpose or end-use performance			
(d) Suitability for weather			
(e) Quality of fabric			
(f) Information labels			
(g) Fibre content			
(h) Maintenance (care)			
(i) Colour			
(j) Fabric design (i.e. patterns e.g. lines, flowers)			
(k) Garment style			
(l) Durability			
(m) Price			
(n) Growth features (e.g. deep hems)			
(o) Self-help features (e.g. big buttons)			
(p) Trimmings/Decorations			
(q) Freedom of movement			

SECTION D: SOCIAL FACTORS

I would like to know how the social factors influence your decision-making when selecting and purchasing clothing for the preschool child. Please tick () to indicate how you consider each of them to be.

22.

Factor	3 Very Important	2 Important	1 Not Important
(a) Child's social activities (e.g. Parties, games)			
(b) Acceptable style by society (i.e. appropriate for the child's gender)			
(c) What the child's peers/friends wear			
(d) Child's opinion			
(e) Religious beliefs/norms			
(f) Latest style/fashion			
(g) Uniqueness of outfit			
(h) Popularity of:			
(i) shop/market			
(ii) Brand name			

SECTION E: CLOTHING INFORMATION SOURCES

Instructions: Please indicate below how often you use each of these information sources in the decisions you make while selecting and purchasing clothing for the preschool child.

23.

Information Source	4 Very Often	3 Often	2 Rarely	1 Never
(a) Fashion Magazines				
(b) Newspaper articles on clothing				
(c) Newspaper advertisement of sales				
(d) T.V. or Radio clothing advertisement				
(e) Family members				
(f) Friends/peers of the child				
(g) Shop/store clothing displays				
(h) Fashion Shows				
(i) Salespersons				

24. Please explain the reason(s) why you use or do not use the information sources listed in this table:

Information Source	Reason(s)
(a) Fashion Magazines	
(b) Newspaper articles on clothing	
(c) Newspaper advertisements of Sales	
(d) T.V. or Radio clothing advertisements	
(e) Family members	
(f) Friends/Peers of the child	
(g) Shop/store clothing displays	
(h) Fashion shows	
(i) Salespersons	

SECTION F: SHOPPING OUTLETS

Instructions: More than one answer is allowed.

25. Where do you usually buy your child's clothes?

1. Clothing stores/Boutiques selling new clothes
2. Clothing stores/Boutiques selling second-hand clothes
3. Open-air new (ready-made) clothing
4. Open-Air second-hand clothing markets
5. Place of work/door-to-door sales
6. Other sources (specify) _____

26. Why do you prefer the above indicated sources?

THANK YOU FOR ANSWERING THESE QUESTIONS.

KENYATTA UNIVERSITY LIBRARY