

**FACTORS INFLUENCING CLOTHING SELECTION AND BUYING  
PRACTICES AMONG PRIMARY SCHOOL TEACHERS: A CASE  
OF MWIMBI DIVISION, MERU SOUTH DISTRICT**

**BY**

**DOROTHY M. RIUNGU**

**H60/12994/05**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENT OF THE AWARD OF THE DEGREE OF  
MASTERS OF SCIENCE, DEPARTMENT OF FASHION DESIGN  
AND MARKETING IN THE SCHOOL OF APPLIED SCIENCES OF  
KENYATTA UNIVERSITY**

**NOVEMBER 2009**

**DECLARATION**

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

DOROTHY M. RIUNGU

Signature \_\_\_\_\_

Date. \_\_\_\_\_

**Supervisors:** We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

Signature. \_\_\_\_\_

Date \_\_\_\_\_

DR. DINAH TUMUTI  
DEPARTMENT OF FASHION DESIGN AND MARKETING  
KENYATTA UNIVERSITY

Signature. \_\_\_\_\_

Date \_\_\_\_\_

DR. ALICE ONDIGI  
DEPARTMENT OF TOURISM AND HOSPITALITY.  
KENYATTA UNIVERSITY

## **DEDICATION**

This thesis is dedicated to my parents, to my late father who took me to school against very many odds, and to my mother, who has always inspired me to achieve the best of education.

AND

To my family; My dear husband George Riungu, who has supported me and to my children Nicholas, Collins, Christine, Sharleen and Noreen, who gave me reason to struggle on with life even when hope was almost lost.

## ACKNOWLEDGEMENTS

I am greatly indebted to my supervisors, in particular, Dr. Dinah Tumuti and Dr. Alice Ondigi for having faith in me and giving me great support. Without their encouragement, support and diligence in supervision, this thesis would probably never have seen the light of day.

I wish to acknowledge with gratitude all head teachers and the teachers of the schools where the data was collected. Without their permission and cooperation this thesis would never have been written.

The staff at the Moi library, Kenyatta University, gave me much needed support whenever I needed to refer to the various sources either in the Africana Section of the library or accessing the internet for information. Without their cooperation and support it would have been extremely difficult to source information for the research.

I am indebted to my husband who has been a great source of encouragement and support. My children also deserve to be acknowledged for their unwavering support, love and faith in me. I also wish to acknowledge the contribution of Newton A. Mukolwe, of Kenyatta University, for being there for me when I needed level-headed person around me. And to my sister Carol Munyua for her continued support and encouragement.

I owe the Almighty a great deal for all His guidance and grace to finish the course.

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Title.....	i
Declaration.....	ii
Dedication .....	iii
Acknowledgments.....	iv
Table of contents.....	v
List of tables.....	viii
List of figures.....	Ix
List of plates.....	x
Abstract.....	xi

### CHAPTER ONE: INTRODUCTION

1.1 Background Information.....	1
1.2 Problem Statement.....	4
1.3 Purpose of the Study.....	4
1.4 Research Objectives.....	5
1.5 Significance of the Study.....	6
1.6 Conceptual Framework.....	6
1.7 Scope and Limitation of the Study.....	7
1.8 Underlying Assumptions.....	8
1.9 Conceptual Definition.....	8

### CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction.....	10
2.2 Sources of clothing information.....	10
2.3 Clothing shopping outlets.....	11.
2.4 Physical characteristics of clothing and functions of clothing.....	12.
2.5 Psychological factors.....	22.
2.6 Socio-economic factors.....	24.

### **CHAPTER THREE: RESEARCH METHODOLOGY**

3.1 Introduction.....	28
3.2 Research Design.....	28
3.3 Location of the Study.....	28
3.4 Target Population.....	32
3.5 Sample.....	32
3.6 Sampling Procedures.....	32
3.7 Research Instrument.....	33
3.8 Pre- Testing Instruments.....	33
3.9 Data Collection Procedure.....	34
3.10 Data Analysis.....	35
3.11 Operational Definition of Variables.....	35
3.11.1 Independent variables.....	35
3.11.2 Dependent variables.....	36

### **CHAPTER FOUR: RESULTS AND DISCUSSIONS**

4.0 Introduction.....	37
4.1 Demographic characteristics of respondents.....	37
4.2 Sources of information.....	47
4.3 Shopping Outlets.....	50
4.4 Characteristics of clothes of the respondents.....	52
4.5 Psychological factors of the respondents.....	55
4.6 Socio-economic factors of the respondents.....	58

### **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.0 Introduction.....	61
5.1 Summary.....	61
5.2 Summary of the findings.....	62
5.3 Conclusions.....	64

5.4 Recommendations of the study.....	64
5.5 Recommendations for further research.....	64
<b>References</b> .....	66
<b>Appendix</b>	
<b>Covering letter</b> .....	70
<b>Teachers Questionnaire</b> .....	71

**LIST OF TABLES**

Table 4.1 Distribution of Respondents by gender .....	37
Table 4.2 Respondents age distribution.....	38
Table 4.3 Distribution of respondents by income.....	40
Table 4.4 Distribution of respondents by level of education.....	41
Table 4.5 Distribution of respondent by number of dependant.....	42
Table 4.6 Distribution of respondent by means of transport.....	43
Table 4.7 Frequency of purchasing clothes .....	44
Table 4.8. Distribution of respondent by persons who buy them clothes.....	45
Table 4.9 Sources of information.....	47
Table 4.10 Shopping outlets.....	50
Table 4.11 characteristics of clothes.....	52
Table 4.12 Psychological factors.....	55
Table 4.13 Socio-economic factors.....	58

**LIST OF FIGURES**

Figure 1.1 Interaction of factors for clothing selection and practices.....	7
Figure 4.1 Distribution of respondents by gender.....	38
Figure 4.2 Respondents age distribution.....	39
Figure 4.3 Distribution of respondents by income.....	40
Figure 4.4 Education of level.....	41
Figure 4.5 Distribution of respondents by means of transport.....	43
Figure 4.6 Frequency of purchasing clothes .....	44
Figure 4.7 Distribution of respondents by persons who buy them clothes.....	46
Figure 4.8 Sources of information and cloth selection and practices.....	48
Figure 4.9 Shopping outlets and cloth selection and practices.....	51
Figure 4.10 Physical characteristics of clothes and cloth selection and practices...	53
Figure 4.11 Psychological factors and cloth selection and practices.....	55
Figure 4.12 Socio-economic factors and cloth selection and practices.....	58

**LIST OF PLATES.**

Plate 1. Map of Kenya.....29

Plate.2. Map of Meru South District.....30

Plate 3. Map of Mwimbi Division.....31

### **ABSTRACT**

Clothing is a factor in every day human life and interactions with others. Clothing is a systematic means of transmitting information about the wearer. Teachers should dress in order to succeed as role models to their pupils. When teachers dress professionally they obtain the respect and credibility necessary from pupils, parents and the community in general. However teachers are not easily recognized in the rural areas by the way they dress. They have lost identity and respect they used to command in society. This study was designed to find out factors influencing the way they dress. The purpose of this study was to determine factors influencing clothing selection among primary school teachers in rural areas with reference to Mwimbi division in Meru district. The main objective in this study was to identify the physical, psychological and socio-economic factors influencing teachers' clothing selection. The study was confined within 22 random sampled schools in Mwimbi division, Meru south, Eastern province, in which a total of 327 teachers were selected at random. The study adopted a descriptive design, since it is concerned with gathering of facts. The data for this study was collected using questionnaire, which was administered by the researcher to a sample of primary schools teachers in Mwimbi division. A pre-testing of the research tool was carried out in 4 schools in order to ascertain its validity and reliability. The data collected was analyzed using descriptive statistics, such as use of frequencies and percentages. The study established that sources of information on clothing that teachers use includes family members, friends, tailors, window shopping and fashion magazines. The various shopping outlets used by teachers include boutiques, tailoring stores, retail stores, open air markets, Mitumba markets (second hand clothes) and exhibitions. The physical characteristics of the clothes influencing clothing selection includes item construction and finishing, fabric quality, work suitability and cleaning and care. Psychological factors such as smart looking, acceptable style personal beliefs and values, latest style and unique outfit influenced clothing selection. Teachers' remuneration influenced clothing selection and buying practices. The researcher recommends the government to improve teachers' remunerations so as to enable them to afford the ever competitive clothing fashion world. Further research is recommended with regard to teachers' attitudes towards exotic styles of dressing. Further research should also be done on this topic in urban areas.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background Information

The use of clothing is one of the most important factor that differentiates humans from animals and it is not only used to provide micro-climate for the wearers body but also to conceal the body and reveals its wearers' status and personality to others. Since prehistoric times, people in almost all societies have worn some kind of clothing. Many theories have been advanced as to why humans began wear clothing. One of the earliest hypotheses is the Modesty/Shame theory, which is based on the Biblical story of creation. In the book of Genesis 3:6-7, Adam and Eve, the first human beings realized they were naked after they ate fruits from the tree of knowledge. Ashamed of their nakedness they sewed fig leaves together and made loincloth (a strip of cloth wrapped around the waist and between the legs) for themselves.

Most human beings have never been contented with unadorned and uncovered bodies. Because of this they used a variety of articles such as skin, leaves and dyes to cover their bodies (Storm, 1987). Gradually, these coverings and adornment items have become more sophisticated with plants, animal and synthetic materials being used to create fabrics, thus leading to the evolution of clothing. Since then, clothing has been defined as any body covering and appearance modification made on the human body (Kaizer, 1990; Horn, 1975). Clothing is a tangible impression of personal values and is recognized as one of the symbols of communication that leads to social acceptance and is important to the development of self concept and individual's personality (Horn, 1975). Clothing is a

factor in everyday human life and interactions with others. It can transmit a vast array of meanings such as identity, value, mood and attitude. Jensen (1998) emphasized that clothing was a systematic means of transmitting information about the wearer, meaning that multiple messages might be sent to the perceiver.

In most cultures, clothing was introduced as a method of protecting the human body from extreme weather conditions such as strong winds, intense heat, cold and precipitation. People also wear clothes for functional as well as social reasons. Apart from the practical function of putting on a piece of garment above the skin, wearing clothes also carries specific cultural and social meanings. In the past, the manner of clothing has been used to differentiate between the elites and non-elites, males and females. However, to day clothing may be used to distinguish between those of low socio-economic status and those of high socio-economic status.

Dressing expectations relate to people's psychological and socio-economic backgrounds within a given community. The elements of cultural identity and socialization may be altered from time to time due to various influences from the surrounding environment. Such influences include mass media, changes in dress fashion and style, among others, According to the System theory (Boss et al., 1993) a system is set of element standing in the interaction among each other and with the environment. Thus, systems can only be understood as whole, and affect each other through environmental feedback. Clothing selection is a form of a system that can only be understood by studying the interrelation of elements among themselves and the effect of the environmental feedback on it.

Many times in real life situations a person is judged upon how well dressed he/she appears, and this holds true for teachers, whether in the classroom setting or during a job interview. When teachers dress professionally they obtain the respect and credibility necessary from pupils, parents and the community in general. Pupils will tend to ape the behaviour and appearance of their teachers. An effective teacher will therefore dress appropriately as a professional educator for good grooming.

The code of conduct for teachers as stipulated in the teachers Service Commission Code of Conduct under regulations 28(6), provide dressing code for teachers while on duty. It states that “*while on duty, teachers are required to dress in a manner that reflects credit to the teaching profession and set a good example to their pupils. They will therefore ensure that their clothes present a respectable neat and clean appearance*” (dated 24<sup>th</sup> February 2006, Ref. Tsc/ADM/192A/VOL.VIL/149). Indeed, even the Kenya National Union of Teachers (KNUT) believes that teachers should use their professional judgment to ensure their dressing is satisfactory and appropriate to their circumstances at their particular school, such as climate, age and maturity of pupils.

Teachers, therefore, need to wear clothing which is suitable for their duties at school, since they are the role models in the society. Teachers in the rural areas are respected members of the society and this respect is connected to their dress and how they carry themselves. Among many factors that may influence teachers in their clothing selection are income, fashion, age, socio-cultural factors and psychological factors. Since teachers have advanced levels of education and increases in their salaries, their social values are

changing accordingly, and many of them are quite conscious of their social positions. Therefore, many would select clothes which will provide an indication of their improved status.

As Otieno (1990) pointed out, although a lot of research has been done in the area of clothing, not much emphasis has been given to clothing from a consumer perspective in Kenya. This implies that clothing selection is a worthy focus of research. Hence, owing to this it was important to carry out a study in order to determine factors that influence clothing selection and practices among primary school teachers in Mwimbi division in Meru south district.

## **1.2 Problem Statement**

Sometimes back in 1970s and 1980s, it was possible to recognize teachers by the way they dressed in rural areas and this commanded respect for them. The scenario is not the same today. Teachers have lost identity and respect they used to command in society. Therefore, this study endeavored to determine factors influencing clothing selection and buying practices among primary school teachers in Mwimbi Division, Meru South District.

## **1.3 Purpose of the Study**

The purpose of this study was to determine the way psychological, physical and socio-economic factors influence clothing selection and practices among the primary school

teachers in rural areas of Kenya with special consideration in Mwimbi division, Meru south district.

#### **1.4 Research Objectives**

- (i) To establish the demographic characteristics of the respondents
- (ii) To determine the sources of clothing information for teachers in primary school in Mwimbi division.
- (iii) To identify shopping outlets that influenced teachers clothing selection and practices in primary school in Mwimbi division.
- (iv) To determine physical characteristics of the clothing that influenced clothing selection and practices
- (v) To identify psychological factors that influenced clothing selection and practices among primary school teachers in Mwimbi division
- (vi) To identify socio-economic factors that influenced clothing selection and practices among primary school teachers in Mwimbi division

### **1.5 Significance of the Study**

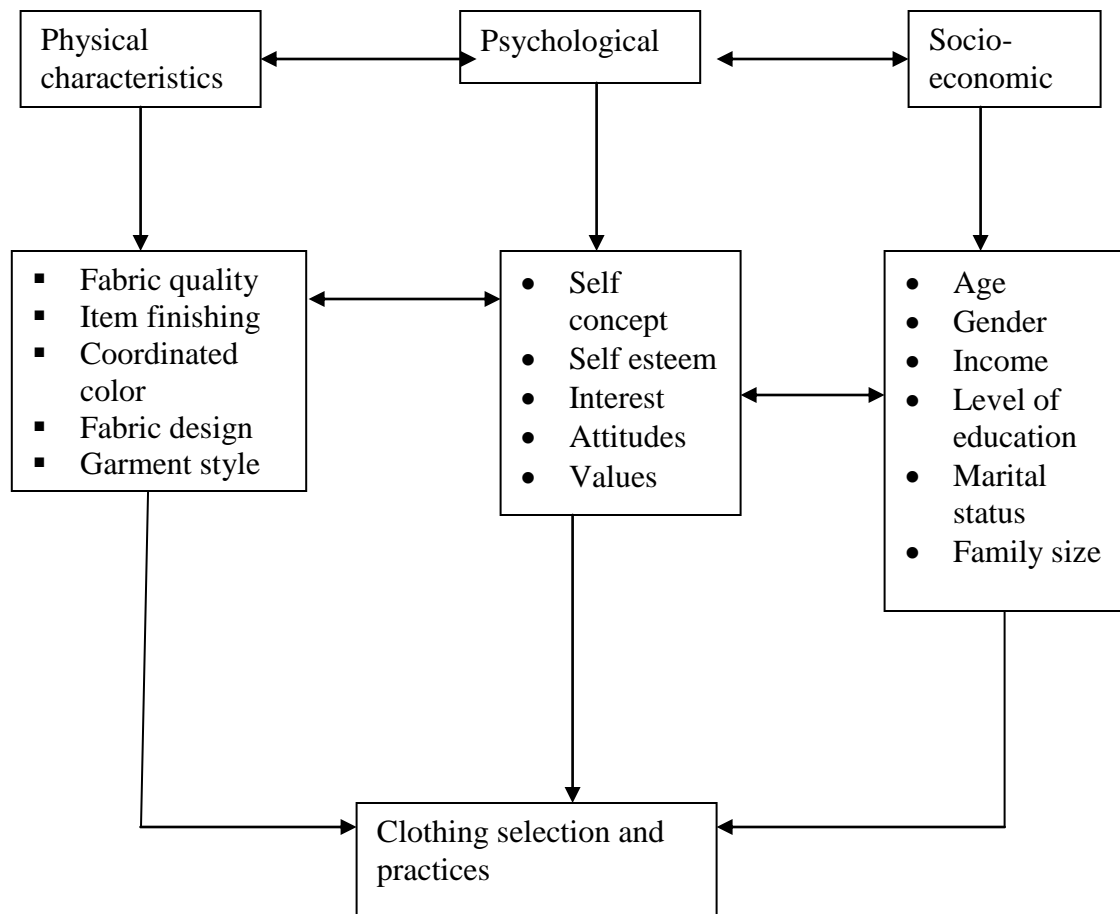
It was the hope of the researcher that the findings of this study would help policy makers (that is, Government through Teachers Service Commission) to understand factors that do determine clothing selection and practices, hence, aid TSC in their implementation of the 2006 dressing code for teachers.

Primary school teachers will be educated on wise clothing selection and buying practices through the findings. They will be enlightened about the shopping outlets available and sources of information on their clothing selection.

Of special significance, the findings of this study would aid clothing designers to determine specific clothing styles that would conform to teachers professional codes of dressing. The area of clothing selection and practices is less researched in Kenya hence the researcher believed that the findings of this study would contribute significant research literature for scholarly work in this area.

### **1.6 Conceptual Framework**

A number of factors influence the way we select clothing. These factors can be grouped in terms of physical, psychological and socio-economical as shown in Figure 1.1. They are such factors that would interplay to determine and eventually influence teachers clothing selection and practices.



**Figure 1.1 Interaction of factors for clothing selection and practices**

*Source: Model developed by author 2009.*

### **1.7 Scope and Limitation of the Study**

The study focused on primary school teachers in Mwimbi division; hence, the results may therefore not be generalized to teachers in other institutions of learning or even other urban areas in the country. This is because the methodology used only focused on Mwimbi division without sampling other areas to increase the external validity of the results.

Due to limitations in financial resources and time, the study was done only in the 22 sampled schools in one division, Mwimbi division, in Meru south district.

### **1.8 Underlying Assumptions**

It was assumed that teachers have physical, psychological, and socio-economic factors that influence their choice of clothes. It was also assumed teachers would be willing to respond to the questionnaire and more so provide valid and reliable information about their clothing selection and practices.

### **1.9 Conceptual Definition of terms.**

- Clothing:** Any body covering and appearance modification made on the human body.
- Clothing selection:** The decisions one makes about his or her clothing choice.
- Clothing practices:** Habitual way of dressing
- Fashion:** Refers to the kind of clothing that are in a desirable style at a particular time
- Clothing Fashion:** A style of dressing that is temporarily adopted by discernible proportion of members of a social group because that chosen style is perceived to be socially appropriate for the time and situation. (Sproles, 1979)

**Dress:** Refers to assemblage of modification to the body and or supplements to the body. It includes the total presentation of all coverings and ornamentation worn on the human body.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

In this chapter the review of related studies with reference to the specific objectives of the study are presented. Basically, the review centers on:

- (i) Sources of clothing information.
- (ii) Clothing shopping outlets.
- (iii) Physical characteristics of clothing and functions of clothing.
- (iv) Psychological factors.
- (v) Socio-economic factors.

#### **2.2 SOURCES OF CLOTHING INFORMATION**

Clothing information sources enlighten the individual about new products in the markets and this includes advertisements through mass media, web site, fashion magazines, fashion shows and sales persons. In order to keep teachers well informed about clothing, clothing producers or promoters have an obligation to communicate to teachers through various channels as an aid to clothing decision making and selection. In Solomon (1985) classify such channels as “personal dominated” and “marketer-dominated”. The marketer- dominated includes magazines, books, newspapers, sales persons and clothing displays.

These sources of information may have positive or negative influence on the teachers' decision making depending on how the teacher perceives their credibility or honesty. Otieno (1990), pointed out that clothing producers need to be cautious about how they channel information to consumers as consumers tend to rely on this information for decision making in clothing selection. The information provided includes usage and price of alternatives, the distribution channels through which the alternatives are available, comparative products, tastes of consumer's organizations and store sales, among others. According to Martin, Hurz and Fred (1996) the use of these sources by teachers depends on availability, affordability and reliability, among others.

For instance, Otieno (1990) observed that Kenya adult consumers underutilized marketer-dominated or impersonal channels such as fashion magazines, fashion shows and television. Reasons were that impersonal channels are highly priced, unavailable and of foreign origin. Person-dominated or reference person's channels such as friends, family and sales personnel in stores among others are highly utilized as they cost nothing and are readily available.

### **2.3 CLOTHING SHOPPING OUTLETS.**

These are locations from which clothes are purchased. Clothing outlets are available in various forms and the kind of outlet a teacher chooses to go to may be influenced by the time available for shopping, price and value of merchandise at the outlet. Otieno (1990) observed that clothing outlets that are exclusively used for in Kenya include boutiques, secondhand clothing stores, open air markets, tailoring stores and exhibitions.

Teachers acquire clothing from different shopping outlets that stock imported clothes (boutiques), second hand clothes (*mitumba*), tailoring stores for ready made and made-to-order. They may also get clothes in form of gifts from friends and family members.

Boutiques are common within the urban settings and often offer exclusive and high fashion clothing. Open air markets are common in both urban and rural areas dealing in both new and imported second hand clothing and are popular for bargaining. Tailoring stores are popular for providing tailoring services upon teachers demand.

## **2.4 PHYSICAL CHARACTERISTICS OF CLOTHING AND FUNCTIONS OF CLOTHING.**

Fiber is the basic unit from which fabric used for clothing construction is made. Each fiber has its independent characteristics that contribute to the performance quality of the final fabric or clothing item. Fibers are classified as natural and man-made fibers. Cotton, silk, linen and wool is natural fibers, while nylon, acrylic, rayon, viscose, polyester are man-made fibers (Gitobu, 1989). Natural fibers tend to be highly absorbent, crease easily and are subject to attack by mildew. Cotton can therefore be chosen, for underwear since it absorbs perspiration and thus makes the wearer feel comfortable, while silk can be selected for many garments since it maintains its shape and does not crease easily. Man-made fibers tend to build up static electricity, are strong, light in weight, crease resistant, resist moths and mildew. Therefore, natural and man-made fibers should be blended, mixed or combined during yarn formation/fabric construction so as to give the fabric

desirable properties.

Thurrow (1987) described fabric construction is the process by which yarns or fibers are put together to form a fabric that can be used for clothing construction. Methods of fabric constructions include knitting, weaving, and bonding. These determine the texture, appearance and durability of fabric. Fabric constructions is therefore an ideal factor to making clothing selection as it plays a significant role in determining comfort among other qualities of an item. For example, fabrics that are brushed are capable of holding or trapping still air between the skin and the clothing which keeps the individual worn in cold environment. Fabric construction also contributes to the wearing qualities of fabrics; for instance, loosely woven fabrics are prone to sagging contrary to the close woven ones that stand firm when worn.

The weaves of clothes prevent the circulation of air around the skin and thus, avoid the exit of the air reheated by the skin, which makes people feel uncomfortable and cold. Additionally, the clear weaves of clothing avoid the ultraviolet radiation of the sun and the burns in the skin, protecting it, therefore, from the heat. Finally, more impermeable weaves protect the human body from coming into contact with the water of rain. Since water is an excellent thermal storage cell, when the cold rain drops or snow flakes fall and touch the human skin, they immediately send through the nerve cells a message to the human brain that the exposed area is becoming colder than the rest of the body and causing people to feel discomfort. Hence, individuals need to select clothing according to the performance quality desired. Thurrow (1987) describes fabric finishes as the general

term for multitude of processes and treatments which fabrics may undergo after they have been made. These includes calendaring, mercerization, mothproof, flame resistance, shrink resistance, crease resistance, among others. For example, crease resistance finish is used on cotton, rayon and linen fabrics because they crease easily.

Cloth and clothing are related. Cloth means fabric or textile while clothing means fabric used to cover the body. The earliest garments were made of fig leaves, leather and non fabrics, rather than of cloth, but these non fabric garments are included in the category of clothing. Humans also decorate their bodies with make-ups or cosmetics, ornaments and they cut, dye and arrange their head, hair, and sometimes their skin (tattoo scarifications, piercing). All these decorations contribute to the overall effect and message of clothing, but do not constitute clothing (Wikipedia, 2006).

In primitive times, people use animal skin to cover their bodies and protect them from cold. In modern times, people put on coats and sweaters to keep their bodies warm. Animal skins and coats both are clothes that serve the same function of covering people's bodies and protecting them from cold. Clothes seen from this perspective stand merely for something that people wear.

Clothing is defined in its broadest sense as covering for the torso and limbs as well as covering for the hands (gloves), feet (socks, shoes, sandals, and boots) and head (hat, caps). Human beings nearly universally wear clothing, which is known as dress, garment, attire or

apparel (Wikipedia, 2006). Clothing is an integral part of human life and has a number of functions that is adornment, status modesty and protection.

However, the primary role of clothing is to form a layer or layers of barriers that protect the body against unsuitable physical environments. This protection of body fulfils number of functions like maintaining the right thermal environment to the body, which is essential for its survival and preventing the body from being injured by abrasion, radiation, wind, electricity, chemical and microbiological substances. This is possible when there is correct interaction of fibers, fabric density, fabric thickness and weight, fabric construction and fabric finish.

People wear clothing for functional as well as for social reasons. Clothing protects the vulnerable nude human body from the extremes of weather, other features of the environment and for safety reasons. People also decorate their bodies with make up or cosmetics, perfume and other ornamentations; they also cut, dye and arrange their hair of their heads, faces and bodies. They also mark their skin (by tattoos, scarification and piercing). All these decorations contribute to the overall effect and message of clothing.

Ideally, the practical function of clothing is to protect the human body from dangers in the environment: Kaiser (1990) identifies such environment dangers as weather (strong sunlight, extreme heat or cold and precipitations), insects, noxious chemicals, weapons and contact with abrasive substances and other hazards. Clothing can protect against many things that might injure the naked human body. .

Apart from the practical functions of placing a piece of garment above the skin, wearing clothes also carries specific cultural and social meanings. In numerous cultures, for instance, it is bad sight to show to others parts of the human body anatomy and particularly the genitals. Thus, clothes serve as a method to hide from the rest of the world the particular areas of a person's body. Religion, customs and of course, particular historically important circumstances have shaped the way different people in various times feel about clothing and exposure.

Clothes change our view of the world and the world's view of us. Fowler-Hermes (2001) asserts that “imagine walking on the street and you see a group of people in uniform walking towards you. You might draw the conclusion that may be they are studying at the same school or working in the same company. Their clothing conveys the message to you that they have something in common, or they might have the same occupation”. Therefore, clothing has the function of indicating the occupation of the wearer.

Clothing serves as a symbol of role and status of the individual in society it obtains for the wearer, the rewards, as recognitions, approvals and identification (Horns, 1975). For example, exclusive and expensive styles have been adopted by people in the upper class to indicate their superior social position over those in the lower class. Therefore, symbiotic differentiation takes with certain aspects of the person lifestyle. Storm (1987) asserts that consumers use different forms of clothing to differentiate themselves symbolically from other consumers.

Clothing also derives meaning from the environment in which it is worn. In most cultures brides and grooms as well as wedding guests wear special clothes to celebrate the occasion of a marriage. The clothing worn for rituals such as weddings, graduations, and funerals tends to be formal and governed by unwritten rules that members of the society agree upon. Clothing may also signal participation in leisure activities. Certain types of recreation, especially active sports, may require specialized clothing. For example, football, soccer, and hockey players wear matching jerseys and pants designed to accommodate such accessories as protective pads. People can also communicate with their clothing.

Paola and Muller (1980) noted that the language of clothes is influenced by the person's culture. Clothing can give important information about one's occupation, origin, personality, opinion, tastes, and current moods. However, misinformation can also be communicated as clothing can be used, to create illusions as noted by Tweten (1980). Hence, what we wear speaks volumes of what we think of ourselves and the world around us.

The concept of self is usually considered in terms of self image that is the type of a person you are, especially the way you normally behave, look or feel. Hence clothing as the part of the body image acts as 'second skin' in establishing the physical boundaries of the self (Storm, 1987).

Clothing is a significant force in the enhancement of the self and when used positively, it contributes to one's feelings of self acceptance; it conveys to others our impression of what one is, does and believes (Horn, 1975). Clothes then become a part of the body image and the same concerns that are attached to the body are often attached to the clothing.

Roach-Higgins, M.E. & Eicher, J.B. (1992) investigated whether individuals actually perceived their clothing to be close to phenomenal self. Their findings suggested that, the degree and kind of closeness of clothing to the real self varies from individual to individual and the nature of the link between clothing and self varies with sex and may be related to social roles and norms. For example, at early stage of development, clothing helps to establish the identity of individual. Like a baby boy is dressed in blue while a baby girl in pink. Thus, clothing can help to vary different sexes.

Clothing is a form of non-verbal communication that consists of an individual's outward assemblage of apparel on the body as well as all alterations and additions to the body. Roach-Higgins & Eicher (1992). On an individual level, clothing can provide information about the wearer's values, attitudes, interests, lifestyle and social and personal relationships.

Clothing and appearance are highly visible and allows others to formulate opinions or derives cues about the wearer including personal information. Personal and social values are communicated through clothing and the manner in which an individual dresses

expresses personal values (Damhorst, 1999). Individual's impressions may be created by use of dress and once formed, tend to remain stable and resistant to change. Negative first impressions have been found to inhibit future interaction between individuals, which adversely affects one's performance in many ways even at work.

Physical attractiveness greatly influences the personal attributes ascribed to an individual upon first impression. Persons who are perceived as more attractive are generally initially highly regarded and are judged as more intelligent, kind, sociable, competent and successful, than those less attractive (Fowler-Hermes, 2001). To day clothing can literally "make the man". It can make him unemployed man or, by modifying something as simple as dress, can make him a successful business tycoon, because people are willing to co-operate with others whom they find attractive (Mulford et al, 1998).

Molloy (1980) assert that the colour, pattern and style of a teacher's clothes affect the attitude, attention span and conduct in the classroom. For instance, dress may create or rob off teachers' authority such that the teacher is unable to control students in class. This then erodes one's self esteem and confidence, thus negatively affecting performance at work.

Appearance of teachers has been an issue in schools; hence, teachers should symbolize the social distance between themselves and students through their dress that is the importance of role modeling (Storm, 1987). Barton (2004) pointed out that male and female teachers

should dress not just to please themselves but to ensure that, they are seen by pupils in the best light. Teachers should be seen as successful, able (both mentally and physically) to perform their job and in turn, increase their personal status in the eyes of others. Well groomed person projects an image of cleanliness, knowledge, high self esteem and most of all confidence and sureness.

Clothes make a person; therefore, the socially accepted code in dressing becomes a useful device for a teacher to mask his or her identity. By manipulating clothes to disguise ones identity, it is not only manipulating the system of signification, but also transgressing the boundary of class and gender (Mulford et al, 1998).

Research on teachers dressing show that the way students respond and learn from teachers is substantially based on the perception of students about the teachers (Barton, 2004). Good dressing by the teacher greatly influences students to perform better or the reverse if the teacher does not dress well. Indeed, the better dressed you are, the better you will feel about yourself, the better service you will provide, because you are confident and you feel good. Professor Ann Fairhurst of the University of Tennessee pointed out "*let your clothes do the talking! What you are is what you wear!*" It is common knowledge in the business world and in our values of society, that the clothes we wear tell a lot about us to other people. Teachers are required to teach by example such as well grooming which is vital for effective teaching (Farrant, 1980).

Depaulo and Friedman (1998) defined non verbal communication as sending and receiving of thoughts and feelings without words. People who have special relationship might have special sensitivities of understanding the non verbal communication cues interactions (Buckley, 1983). Several researchers have explored the effects of clothing on social interaction and characteristics perception. Jensen (1998) found that fashionable clothing resulted in perception of greater sociability than did unfashionable clothing. Benssusen (1985) also found that clothing fashion ability was a factor in interpersonal distance. A person wearing fashionable clothing received more positive interactions with others than a person wearing out of date clothing. If the clothing worn does not reflect current fashions, the wearer may be considered as "different". This indicates that interpersonal distance in social interaction could be modifiable through the manipulation of clothing.

Paek (1986) tested the impressions of personal traits formed by perceivers of person wearing conservative, daring, casual or dress styles. Results indicated that a person wearing a conservative or casual style was perceived to be more understanding and dependable than a person in other styles. A person in daring style was more attractive and individualistic than a person in other styles. A person in dressy style was regarded to be conventional and dependant on others. Butler and Roesel (1989) examined the influence of teachers clothing styles on as student perception of teacher's characteristics. A teacher in a jean was judged as funny and approachable, not especially knowledgeable, commanding limited respect and not looking like a teacher, whereas the suited teacher was seen as not especially funny, unapproachable, an authority figure

who assigns homework and possessing the image of a teacher. A teacher should therefore dress well to command respect, that is, to dress professionally in order to be taken seriously and treated with professional respect.

## **2.5 PSYCHOLOGICAL FACTORS**

Psychological factors of clothing provide one of the most visual and easily manipulated means of presentation of an individual personality or self concept as asserted by Kaizer (1990). There are many psychological theories used by researchers in an attempt to explain clothing behavior of adults. One of them is self concept. Storm (1987) suggests that self concept is the individual's mental system of organizing his or her perception and concept about self. Clothing is a significant force in the enhancement of the self and when used positively it contributes to one's feeling of self-acceptance and self-respect.

The self concept involves a person's perception of his or her abilities, weakness, personal character, personal worth, appearance and attractiveness in relation to himself and other people. It is in this perspective of self that the individual uses clothing to portray a particular image to others. So, teachers will purchase clothing items of the symbiotic meanings they will have on themselves and in relation to others.

In clothing, values also guide ones perception and purchasing trends of clothing in relation to one self concept. For example, an individual uses clothing to communicate a particular self image to others as is appropriate for a particular situation or role he or she undertakes

in society or group. As Jensen and Ostergaard (1998) point out dressing contributes to express individuality as well as the need to conform to others. Teachers may select clothing that may be suitable in working situation or in school and at the same time conform to society's values.

Clothes are also used to boost or enhance one's self esteem. Self esteem involves feelings of self worth which are based upon cognition and self concept. According to Horn (1975) clothing provides a positive means of satisfying the need for self enhancement. It can enhance the appearance, make the physical self more desirable, increase acceptance by the group or prevent rejection. Hence teachers should choose fashionable styles so as to enhance their personal appearance. However, the impression one would wish to create through clothing may not always be perceived in the same manner as one would like to be. This is as a result of individuals perceiving clothing in terms of their own self concepts. However, expectations may also lack knowledge of the meanings conveyed through clothes

Psychological factors are more closely related to individual values and belief systems, and tend to provide an explanation or reasoning for an individual's perception of self as a social object. Psychological factors that are useful in determining appearance are typically those that are found in dress and appearance research. Psychological factors include self-consciousness, self-confidence, and fashion leadership, shopping enjoyment and spending behavior. Self-confidence and self-consciousness are two personality

characteristics that are capable of providing understanding regarding the individual in relation to self.

Apparel and fashion are means through which individuals may express their unique personalities and views of themselves (Goldsmith, Flynn & Moore, 1996). It is fashion leaders who are more fashion forward and strive for individuality or uniqueness in dress and appearance. Persons who emphasize their own individuality and personal interest in order to set themselves apart from others are inner-directed. An inner-directed person has an inclination to internalize standards in an effort to be a non-conformist in dress and appearance, a follower of a sub-cultural style, or a fashion leader (Mulford & et.al 1998).

Those individuals who strive to meet dress and appearance expectations of others are other-directed. Other-directed individuals adopt fashion in an effort to conform to others in dress (Miller, 1999, p. 208) and in doing so become a conformist or a fashion follower. Fashion leaders have different internal and consumer characteristics than fashion followers. Fashion leaders are more involved with fashion and apparel. They tend to be more abreast of fashion; they shop more, and spend more money on apparel than fashion followers.

## **2.6 SOCIO-ECONOMIC FACTORS**

Socio-economic factors that influence teachers clothing selection include fashion, social class, age, income, religion, educational level and price. According to Sproles (1979) clothing fashion is a style of dress that is temporarily adopted by a discernable proportion of

members of social group because that chosen style is perceived to be socially appropriate for the time and the situation. Isika (2006) pointed out that, fashion is a dynamic collective process yet it influences individuals' lives in a distinctively personal way. It is through the process of fashion that new styles are created, introduced to a consuming public and popularly accepted by that public, Kaiser (1990). Female teachers have been allowed to wear trouser suits even during working hours in schools. This fashion trend of female teachers to wear trouser suits is picking up even in the rural areas and is professionally accepted.

Social class status refers to the place of individual in his group based on a scale of prestige. For example, members of same social class will display their unity outlook and values in their clothing trend that may be easily identified by their style. Hence, teachers would choose clothes that adhere to the school's dress code as they have a desire to be accepted, approved by others and a feeling of belonging.

Educational level also affects clothing consumption patterns. Isika (2006) noted that educational level has a great significant on the clothing adoption behavior as professional women with higher levels of education may have better taste in clothing choice. This is because increased education gradually results in cultural sophisticated that makes one a more discriminating shopper out of the average consumer (Tveten, 1980). Therefore teachers with higher levels of education may have better taste in clothing selection.

Income plays a significant role in one's clothing selection patterns. The higher the income, the more the expenditure on personal clothing by teachers than their unemployed counter parts (Tweten, 1980). Individuals with high income levels may for instance be able to spare more money for clothing as opposed to those with low income. Income spent on clothing may also be affected by other family needs that are more urgent for instance health, food and shelter. Therefore, teachers may consider health, food or shelter as being more important and allocate a smaller percentage of their income to clothing compared to other needs.

Age also influences clothing selection as individuals tend to select clothing sizes and styles that are in line with their age category in their life cycle. For example an elderly person might purchase clothing that offers more physiological comfort, whereas teenager would pay greater attention to the latest fashion. Isika noted that professional women would tend to purchase clothing styles that will offer decency and make them appear well groomed. Frisbee (1985), found that age has a significant influence on the amount of money spent on clothing by a household, such that a household with persons of teenager and young adults spend more money on clothing as the clothing demands of this age groups were higher than any other. Teachers belong to different age group, thus Molloy (1980), suggests that dress can be one teacher's salvation and another's downfall. Hence, it is advisable to dress according to the demands of the age.

Religions are social structures reflecting people's relationships with supernatural and organizing the ethical codes, philosophies and natural conduct (Storm 19987). Each

religion embraces its unique set of beliefs and practices, some of which entails choice of clothing worn by its members, thus staunch followers strictly have to adhere to religious standards in their clothing selection (Storm, 1987). This implies that religious values play a significant role in clothing selection for teachers especially in rural areas.

A society's economic structure and its culture, or traditions and way of life, also influence the clothing that its people wear. In many societies, religious laws regulated personal behavior and permitted only members of an elite class to wear certain prestigious items of clothing assert Roach-Higgins (1992). Even in modern democracies, clothing may represent social standing. Clothing with a designer label tends to be relatively expensive, so it may function as an outward sign of a person's economic standing. Clothing most obviously defines a social role in the case of uniforms, such as those worn by police officers and nurses, and garments worn by clergy and other members of religious orders. Clothing metaphors—blue-collar and white-collar workers, for example—are used to distinguish between types of work (factory or office, in this example).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter will cover research design, location of the study, target population, sample and sampling procedures, research instruments, pre-testing of the instruments, data collection procedure and data analysis.

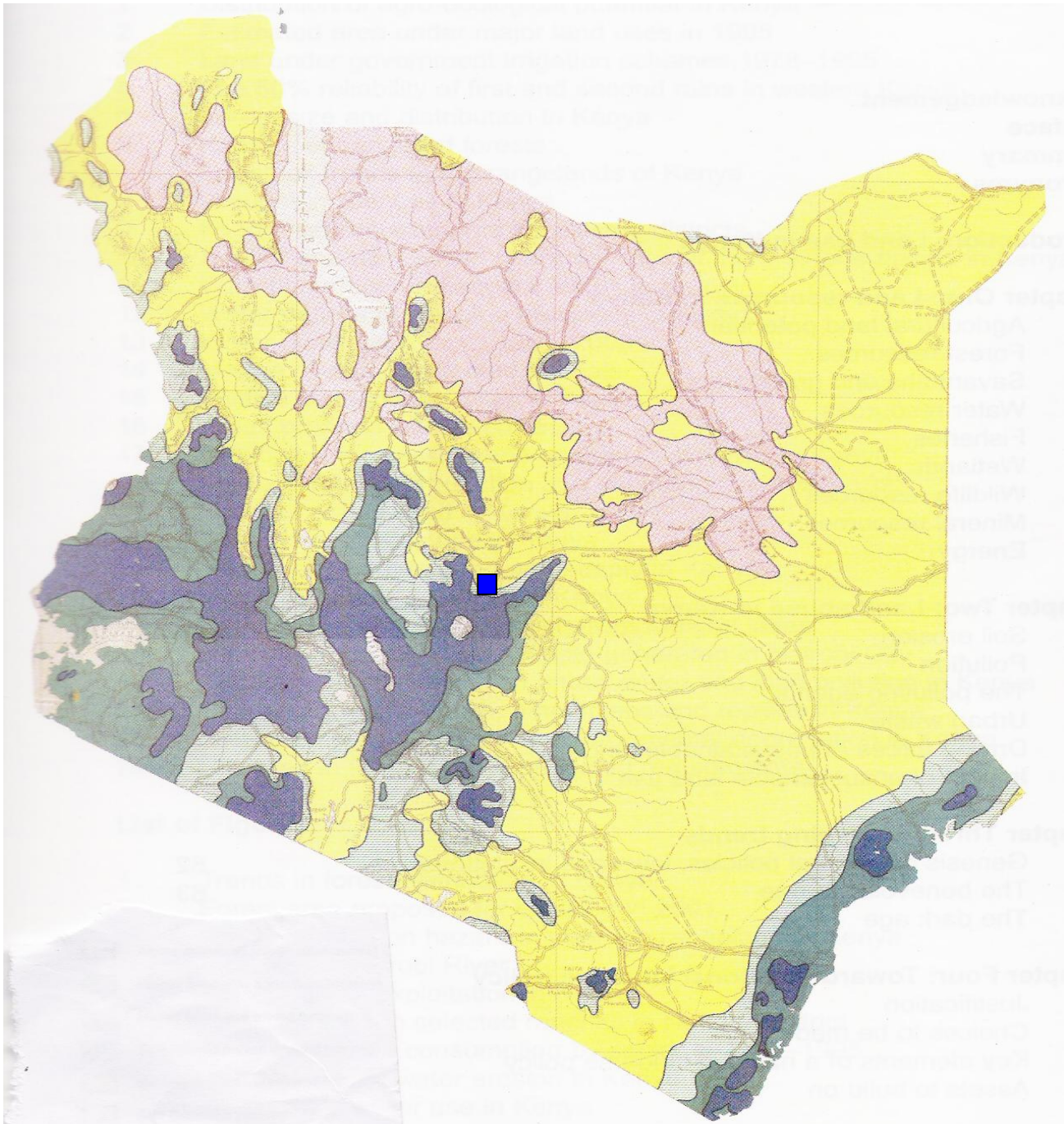
#### **3.2 Research Design**

This research adopted a descriptive research design to investigate factors influencing clothing selection among primary school teachers in Mwimbi Division in Meru South District. Descriptive research attempts to describe what is in a social system such as the school. In this case, teachers were studied in the school environment with regard to their clothing selection and practices.

#### **3.3 Location of the Study**

The study was carried out in Mwimbi Division in Meru South district. Mwimbi Division is one of Administrative division of Meru South District, which is divided into four zones namely Kiera, Ganga, Chogoria and Murugi. The area has favorable climatic conditions that make it thrive well in dairy farming and crops. Both cash crops (banana and coffee) and food crops (maize, beans, peas, and sorghum) are cultivated. The transportation network is good, has both *murram* and tarmacked roads, including water and electricity supply.

**PLATE 1: MAP OF KENYA**

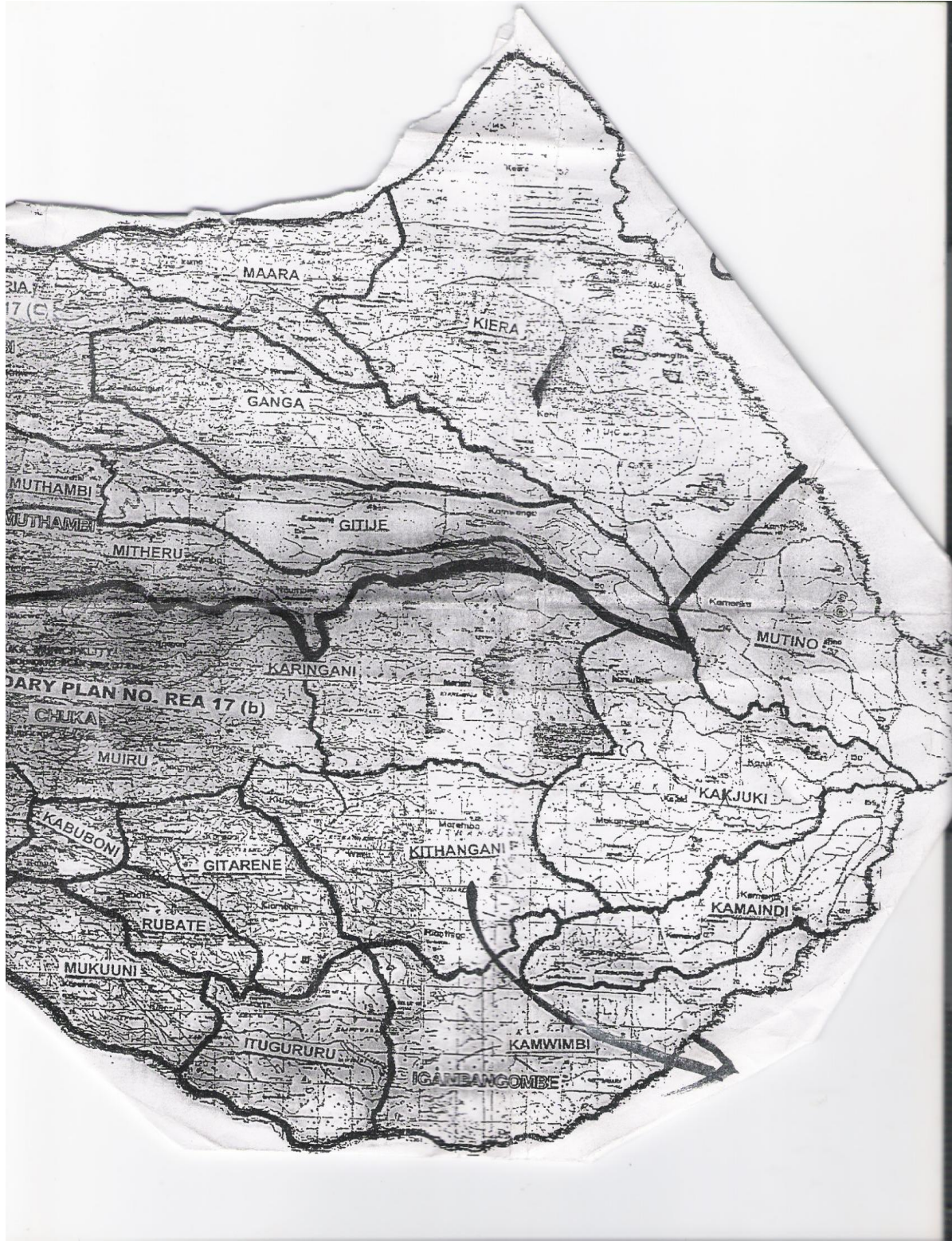


**KEY:**

■ Meru South District

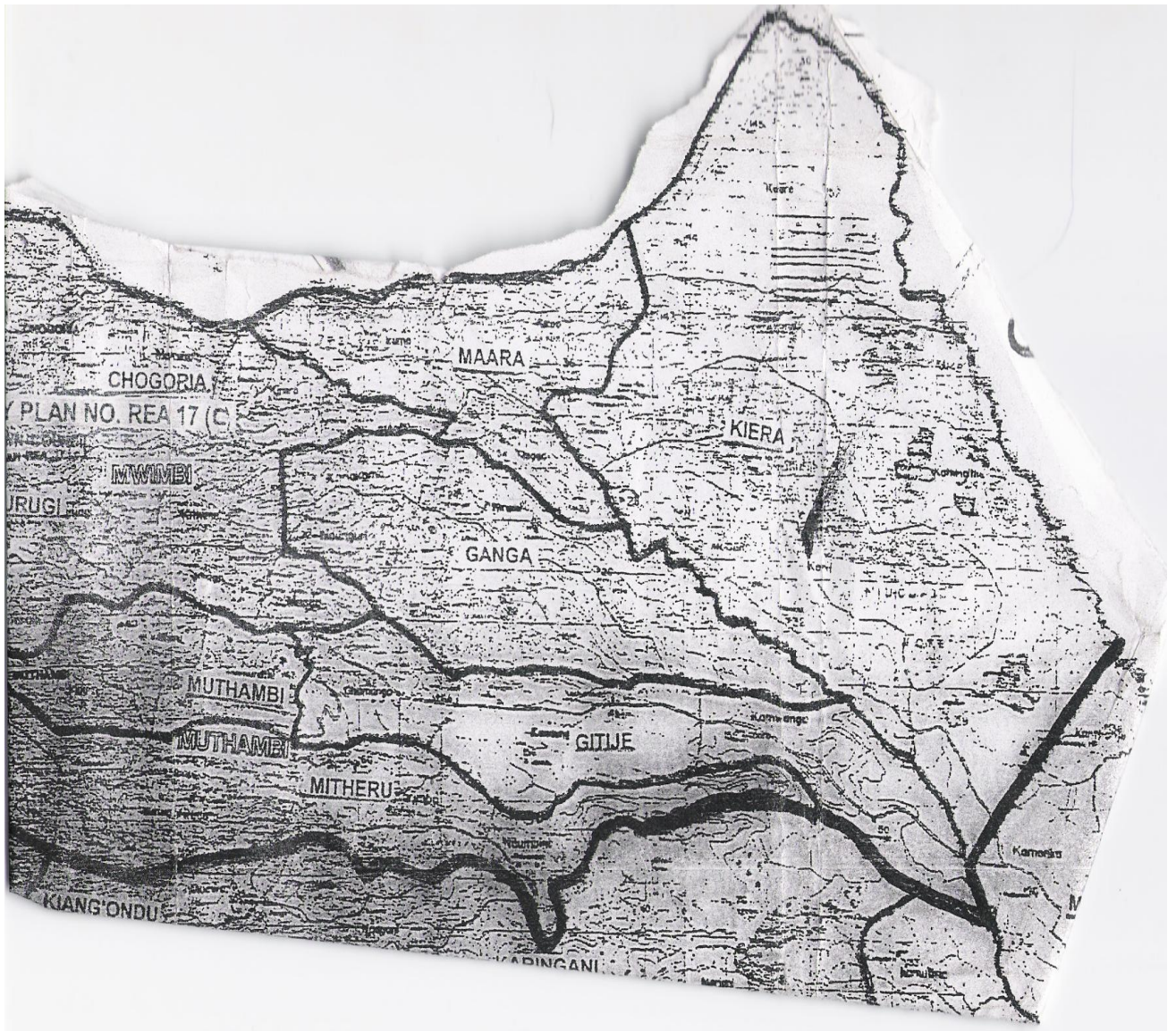
**Source: Kenya Land Alliance**

PLATE 2: Map of Meru South District



Source: Kenya Land Alliance

**PLATE 3: Map of Mwimbi Division**



**Source: Kenya Land Alliance**

### **3.4 Target Population**

The study targeted a population of 697 teachers in public primary schools in Mwimbi Division. The male population consisted of 245, while for female teachers was 452. The accessible population was drawn from all the four zones in Mwimbi Division. Mwimbi Division has a total of 133 public primary schools.

### **3.5 Sample**

A sample is a portion of large category of elements called population. The study's target groups were teachers in primary schools as they were assumed to have greater clothing consumption. The study's sample was drawn from public primary schools of Mwimbi Division and both male female teachers were included.

### **3.6 Sampling Procedures**

A sampling unit is the element or set of objects to be considered for selection in some stage of sampling. The sampling units for the study consisted of primary schools and teachers, both male and female. Out of the 133 primary schools in the division, 22 schools were randomly selected for the study. This is because the study was descriptive in nature hence it required a relatively large population sample. The 22 schools represented 17 percent of all the 133 public primary schools in the division.

In each of the sampled school, a total of eight teachers were sampled per stream. The population in each school was stratified according to gender (that is, males and females) , In this case, two lists were used one for male teachers and the other for female teachers.

Simple random sampling was chosen because it gave every member of the population an equal chance of being selected. These sampling procedures yielded a total population sample of 327 teachers.

### **3.7 Research Instrument**

A self administered questionnaire was used for data collection. According to Bless and Achola (1987) the questionnaire is a suitable method of data collection in survey study for several reasons: a large coverage of the population can be realized with little time, personnel and cost. The questionnaire sought information pertaining to teachers' demographic characteristics, physical, psychological and socio-economic factors, and information on clothing outlets, as they influence their clothing selection and practices. The questionnaire consisted of both open ended and close ended questions that provided for structured responses which facilitated tabulation and analysis.

### **3.8 Pre- Testing Instruments**

The research instruments were pre-tested in four randomly selected primary schools in the division, which were not included in the main study. This represented 3 percent of the 133 schools in the division. In these schools, a total of 24 teachers, 12 males and 12 females were sampled using stratified random sampling procedures. Here separate lists of male and female teachers' names in each school were randomly sampled to get 3 male and 3 female teachers from each school.

Validity of a research instruments is the degree to which it measures what is intended by the researcher. This is a judgment made better by a team of professionals or experts in the particular field (Mugenda and Mugenda, 1998). In this connection, the researcher established content validity by seeking expert judgments from her university supervisors while developing and revising the research instruments. Reliability of the items of the questionnaire was ascertained by running frequencies and editing errors. The pre-testing was also used to help in establishing the length of time that was needed to administer the questionnaire to the main sample. Thus, pre-testing assisted the researcher to identify ambiguities, inadequacies, insufficient spaces to unite the resources, cultured questions and wrong phrasing of questions.

### **3.9 Data Collection Procedure**

The researcher sought permission from ministry of Education, District education officer to visit the sampled schools and administer the questionnaire in the respective schools. The researcher also sought permission from the head teachers in the sampled schools to be allowed to administer questionnaire to the teachers, who were given two weeks to fill them before collection. The researcher made preliminary visits to the schools sampled out for the study and explained the purpose of the study verbally and made the necessary arrangements for actual administration of the instruments and data collection.

The researcher self-administered the questionnaires to each of the respondents for two weeks, a fact that helped achieve a good return. This also gave the respondents a chance to seek clarification on items that proved difficult

### **3.10 Data Analysis**

The data collected was analyzed using descriptive statistics. Items from the questionnaires were arranged and grouped according to individual research questions. Responses received from the questionnaires were organized, tabulated and analyzed using frequencies and percentages and presented in form of frequency, Percentage, tables and figures. Percentages have a considerable advantage over more complex statistics (Peil, 1995). The information from the document analysis was analyzed qualitatively by sorting out data into various themes according to the objectives of the study. This information was discussed and this aided in drawing of conclusions and recommendations.

### **3.11 Operational Definition of Variables**

#### **3.11.1 Independent variables**

The independent variables used in this study include physical, psychological and socio-economical factors. These were all operationalised using three score matrix questions to which a score 3 indicates that a respondent was always influenced, 2 sometimes influenced and 1 never influenced by the physical, psychological and socio-economic factors when selecting clothing items.

Physical factors.

These are defined as certain physical clothing indicators which influence teachers' decision making in clothing selection and buying practices. The following variables were

used to assess the physical factors; Item looking well constructed and finished, coordinated colors, design for figure type and work suitability.

#### Psychological factors

These are defined as psychological indicators which influence teachers' decision making in clothing selection and buying practices. The following variables were used to assess the psychological factors; clothes in which one looks smart, style accepted by community, personal beliefs and values, latest fashion and unique outfit.

#### Socio-economic factors.

The following variables were used to assess the socio-economic factors; availability of money, cost of the item, age of the respondent, level of education by the time research was being conducted and position held in school.

#### **3.11.2 Dependent variables**

In this study, the dependent variable was clothing selection and practices.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.0 Introduction

In this chapter the results of the study are presented and discussed in seven sections. Section I deals with description of demographic characteristics of the respondent. In Section II the data on sources of information, is presented. This will be followed by discussion on the shopping outlets of the respondents sections III. Section IV provides information on the characteristics of the clothes of the respondents. Then sections V and VI gives information on psychological factors of respondents and socio-economic factors of the respondents, respectively.

#### 4.1 Section I: Demographic characteristics of the respondent.

The following demographic characteristic related to gender, age, income and level of education are presented under this section and the following figures summarise the findings under each variable.

**Table 4.1 Distribution of respondents by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Females	167	51
Males	160	49
<b>Total</b>	<b>327</b>	<b>100</b>

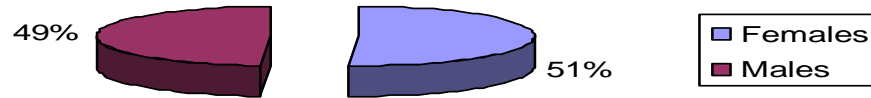
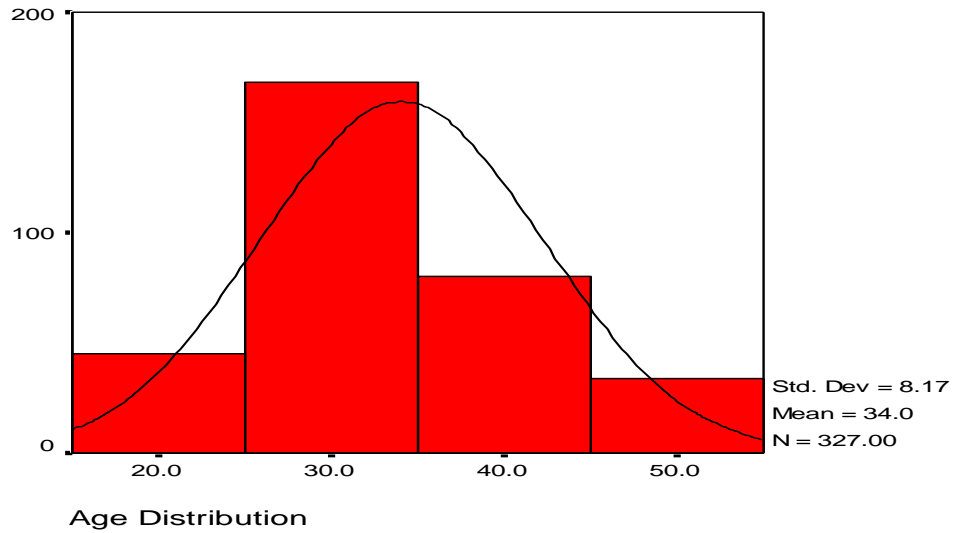
**Figure 4.1 Distribution of respondents by gender**

Figure 4.1 show that females constituted 51% of the study sample while males were represented by 49%. This implies that female teachers slightly constituted a relatively higher percentage than male teachers. This is because, as it is generally said, the teaching profession has many female teachers due to the fact that it is a noble job.

**Table 4.2 Respondents age distribution**

<b>Age Distribution</b>	<b>Frequency</b>	<b>Percent</b>
21-30	45	13.8
31-40	168	51.4
41-50	80	24.5
Above 50	34	10.4
<b>Total</b>	<b>327</b>	<b>100.0</b>

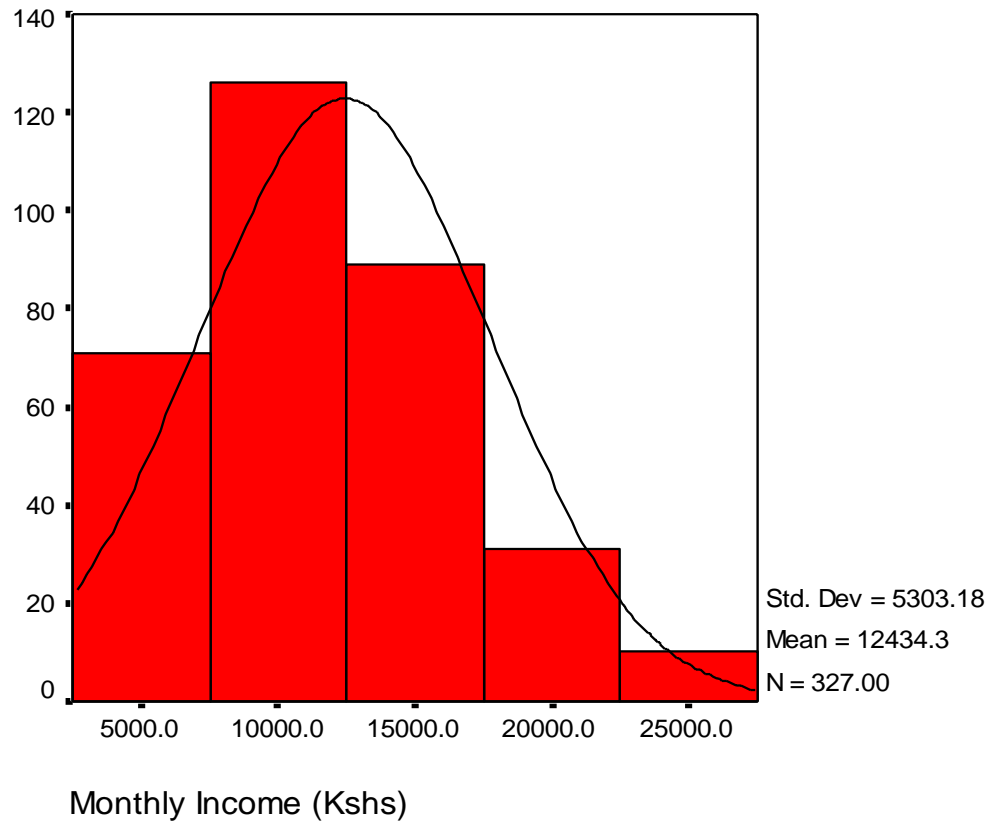
**Figure 4.2 Distribution of respondents by age**

The age of teachers is a crucial factor in determining their clothing selection. In this study the overall age of teachers ranged between 21-50years. This is shown on Table 4.1. By age 21 years individuals are expected to have completed studies, hence individuals can make independent clothing selection and buying practices.

As shown in Figure 4.2 the respondents' age distribution reflected the 'normal' curve, with the mean age of 34 years and a standard deviation of 8.17. In a study undertaken by Tweten 1980 indicated that clothing expenditure of most teachers were highest during 25-35 years age range. This could be due to the fact that most teachers usually complete formal education by age 25 years. Age was of importance in that among factors that influence teachers in their clothing selection were fashion, income and age have been identified as key factors (Sproles, 1979). Hence, majority of the respondents were young adults, who in the modern world are quite conscious about fashion.

**Table 4.3 Distribution of respondents by income**

Income Distribution	Frequency	Percent
5000-10000	71	21.7
11000-15000	126	38.5
16000-20000	89	27.2
21000-25000	31	9.5
Above 25000	10	3.1
Total	327	100.0

**Figure 4.3 Distribution of respondents by income**

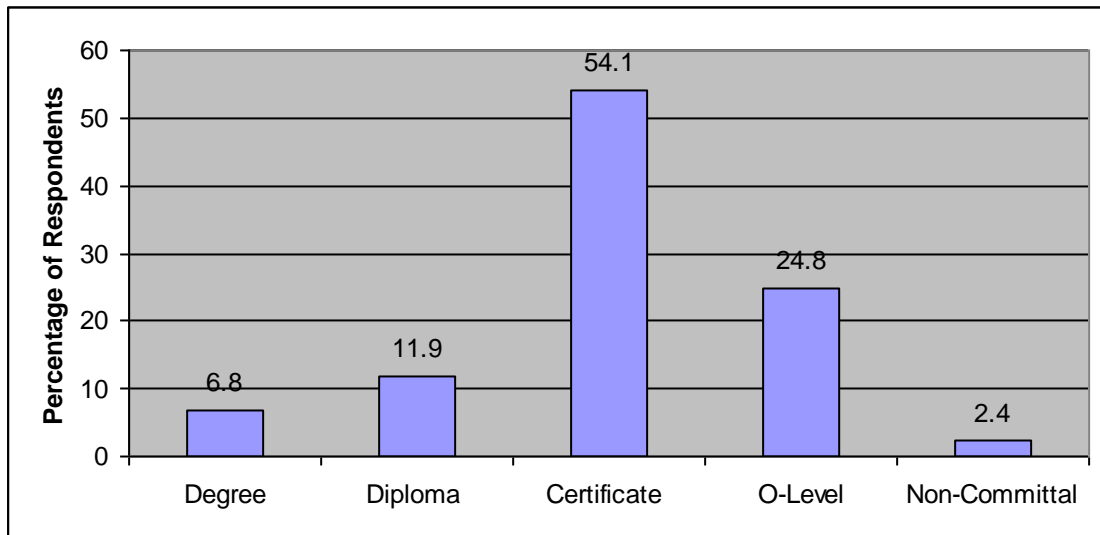
Level of income is crucial in determining the quality and quantity of clothing the teachers can purchase for themselves. This is especially so in view of the fact that there are other household expenses such as food and shelter. Figure 4.3 indicates that the average

monthly income of respondents as Kshs. 12, 434. Indeed, this variable of income was worth investigating so as to assess the purchasing power of the respondents.

**Table 4.4 Distribution of respondents by level of education**

	Frequency	Percent
Certificate	177	54.1
Degree	22	6.7
Diploma	39	11.9
O level	81	24.8
Non Committal	8	2.4
Total	327	100.0

**Figure 4.4 Distribution of respondents by level of education**



The level of education is crucial as it determines income level as well as aid in decision-making on clothing selection and buying behavior. Respondents' education level was considered an important variable, because persons with higher education are expected to be more discriminating shoppers than those with lower qualifications. This due a cultural sophistication brought about by education. (Kaiser,1990). In Figure 4.4, the majority of respondents had attained up to certificate level of education (54%) followed by 25% for

O level, Diploma 12% and Degree 7%. Education level determines ones income level, which is a key factor in selecting clothing. This reflects the typical picture of primary school teachers in which many of them have attained certificate level of education. Though with liberalized education, quite a number of them are enrolling for higher studies.

**Table 4.5 Distribution of respondents by number of dependants**

<b>NUMBER OF DEPENDANTS</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Non Committal	53	16
1	7	2
2	15	5
3	3	1
4	30	9
5	48	15
6	83	26
7	33	10
8	12	4
10	28	8
13	15	5
Total	327	100

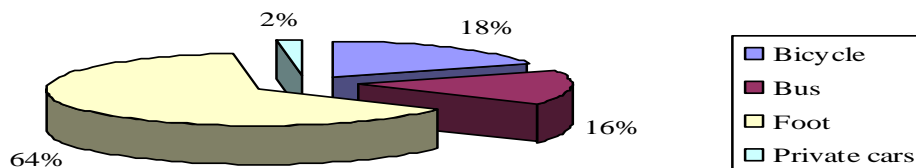
The number of dependants plays a crucial role in determining the clothing selection. Respondents were asked to state the number of dependants on the income other than themselves. This was considered an important variable because in African culture individuals with gainful employment are expected to support both the nuclear and extended families. This is likely to influence teachers' clothing selection and buying practices. Finding on Table 4.5 indicated 25% of the respondents had six dependants. The number of dependants has an impact on clothing selection. Studies have revealed that

teachers with fewer dependants purchase clothes more often because may have fewer responsibilities. The findings concurs with Butler (1975) that clothing expenditure rises fairly steadily as family size increases. Hence, in most cases the more the dependants, the less one is able to buy clothes.

**Table 4.6 Distribution of respondents by means of transport**

<b>MEANS OF COMMUTING</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Bicycle	60	18
Bus	52	16
Foot	209	64
Private cars	6	2
Total	327	100.0

**Figure 4.5 Distribution of respondents by means of transport**



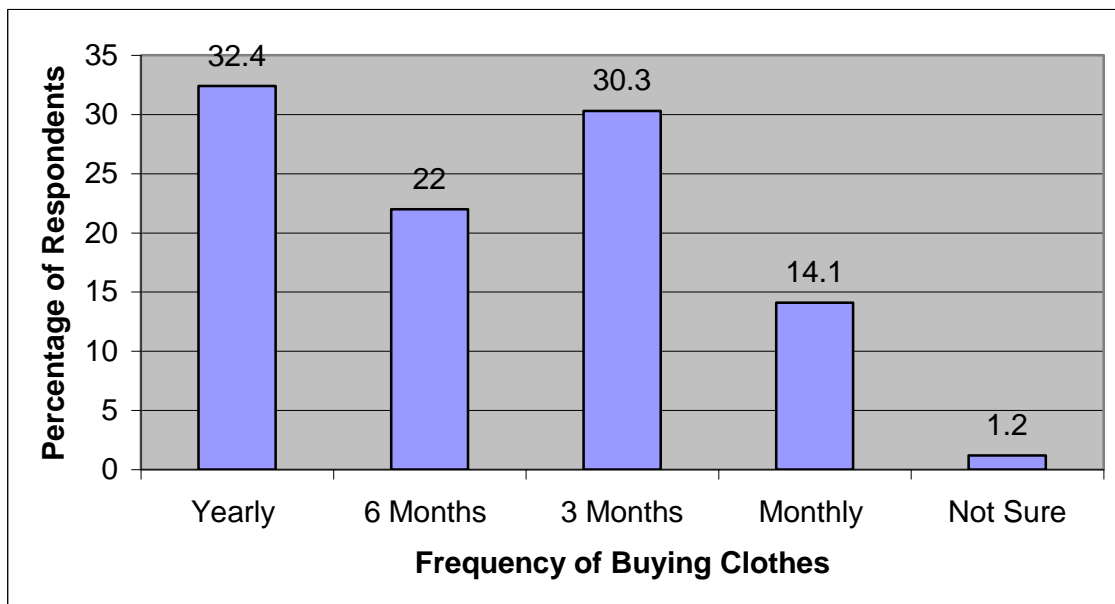
Means of transport used by respondents to schools have a great impact on teachers clothing selection and buying practices as it would contribute to manner of dressing. Respondents were asked to state means of transport used. Figure 4.5 show that majority

of respondents (64%) trekked to their places of work, 18% used bicycle, 16% used bus and only 2% drove to work using their personal cars. Most respondents trekked to school. .This is as a result of most teachers residing near schools.

**Table 4.7 Frequency of purchasing clothes**

<b>FREQUENCY OF BUYING CLOTHES</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Monthly	46	14.06728
Not sure	4	1.223242
Three months	99	30.27523
Six months	72	22.01835
Yearly	106	32.4159
Total	327	100.0

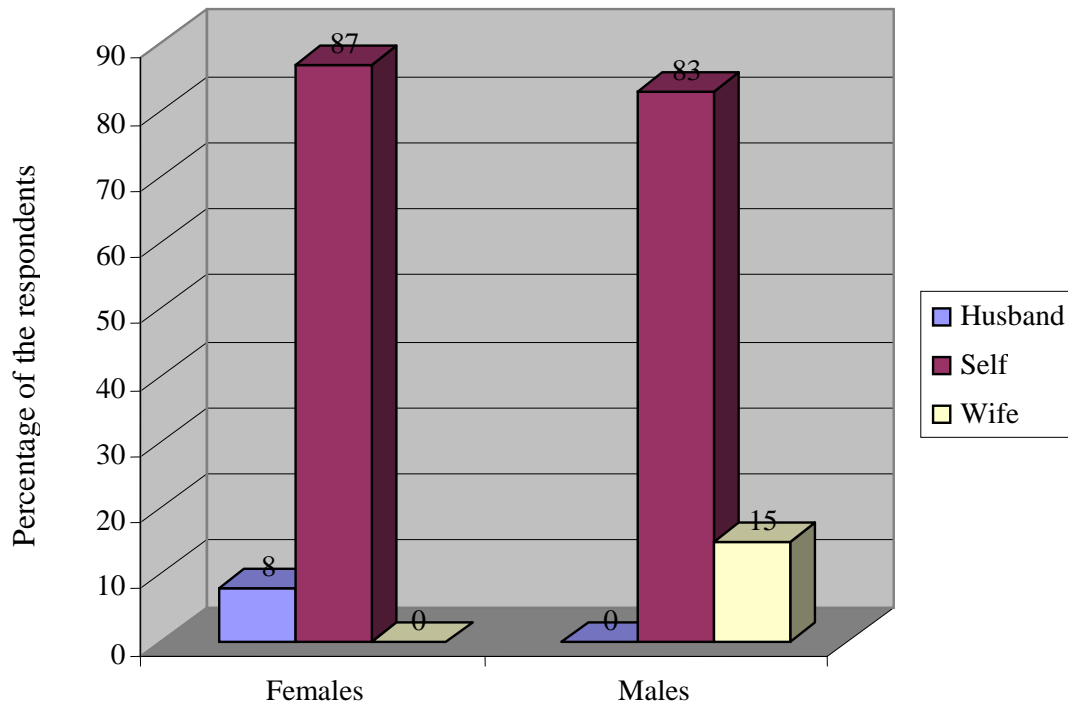
**Figure 4.6 Frequency of purchasing clothes**



The researcher considered frequency of purchasing clothes an important variable, because rate is generally required when selecting clothes. From Table 4.7, the majority of respondents (32%) buy clothes yearly, 30% after three months, 22% after every six months and 14% monthly. Hence, despite their average income of Kshs. 12, 434, only 14% of teachers buy clothes monthly. In this study, rate of purchasing clothing refers to how often teachers bought clothing items. The rate of purchasing clothes has been known to contribute to fashion trends. Jarnow and Dickerson (1997); noted that the intensity with which people follow changes in fashion everywhere on all levels of society is evidence of its social significance and its impact on human behavior.

**Table 4.8 Distribution of respondents by persons who buy them clothes**

<b>FREQUENCY OF PERSONS WHO BUYING CLOTHES</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Husband	17	5.2
Self	279	85.3
Wife	31	9.5
Total	327	100.0

**Figure 4.7 Distribution of respondents by persons who buy them clothes**

Concerning clothing selection and buying practices, the researcher was interested in knowing if respondents practically select their own clothes. This was to ensure that respondents gave responses based on their buying practices. Figure 4.7 shows that majority of teachers both males and females (87% and 83%, respectively) buy clothes by themselves. Only 8% of women are bought clothes for by their husbands and 15% of men are bought clothes for by their wives. Most of respondents reported that they select and bought their own clothes because they knew better what clothes they needed and when.

The data also shows that respondents who did not select and buy their own clothing had their clothes selected by their spouses. This may be common as spouses are bound to determine what best suits their partners. The highest percentage of those bought by

spouses was male teachers. This can be attributed to lack of much interest in several clothing attributes by male teachers.

## 4.2 Section ii: Sources of information

The findings in this section are summarized in Table 4.9 and Figure 4.8

**Table 4.9 Sources of information for clothing selection and buying practices**

### Percentages of Respondents

	Non Committal	Always	Sometimes	Never
Fashion Magazine	11	9	49	31
Family Members	7	13	65	15
Friends	9	4	61	26
School Heads	11	7	38	44
Window Shopping	6	20	58	16
TV casters	13	9	52	26
Tailor	16	15	58	11

**Figure 4.8 Sources of information for clothing selection and buying practices**

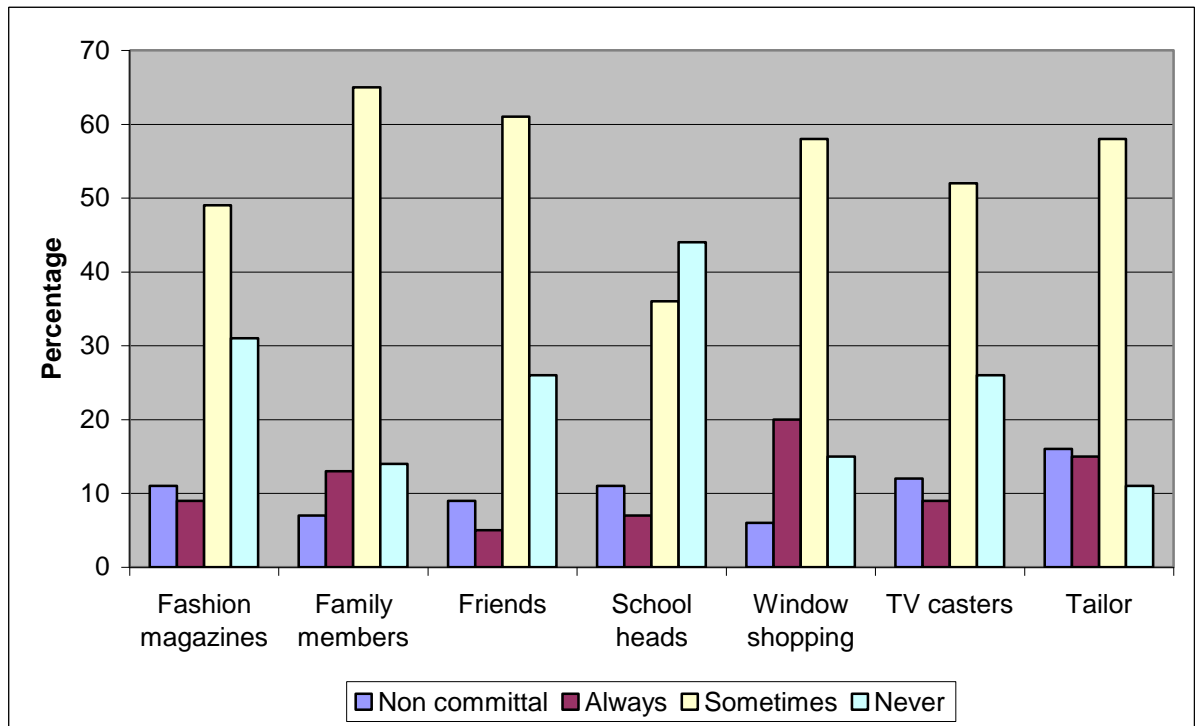


Figure 4.8 indicate that in most cases information sources for clothing selections and practices are only sometimes, but not always, factors that determine teachers' clothing selection and practices. Nevertheless, the highly rated factors include family members (65%), friends (61%), window shopping (58%), tailor (58%) and TV casters (52%). Most of respondents mentioned that family members were sincere and ready to give information on clothing selection. Family members provided a variety of truthful ideas that are similar to the respondents' preferences and at the same time to make a good impression on them. The study finding is similar to Otieno (1990) as Kenyans consumers mostly depend on reference persons such as family members.

Also a no number of respondents sometimes used tailors to gather information on clothing selection. The reason being that they understood their clothing needs best and had comprehensive information on the latest designs. The least used were fashion magazines. This shows that personal communication channels were more popular means of disseminating clothing information to teachers than impersonal communications channels. This is because personal communications channels were readily available, reliable and cheaper to use.

Information sources that enlighten the individual about new products in the markets include advertisements through mass media, web site, fashion magazines, fashion shows and sales persons. According to Martin, Hurz and Fred (1996) the use of these sources by teachers depends on availability, affordability and reliability, among others. For instance, Otieno (1990) observed that Kenya adult consumers underutilized marketer-dominated or impersonal channels such as fashion magazines, fashion shows and television owing to the fact that such channels are highly priced, unavailable and of foreign origin. Hence, person-dominated or reference person's channels such as friends, family and sales personnel in stores, among others, are highly utilized as they cost nothing and are readily available.

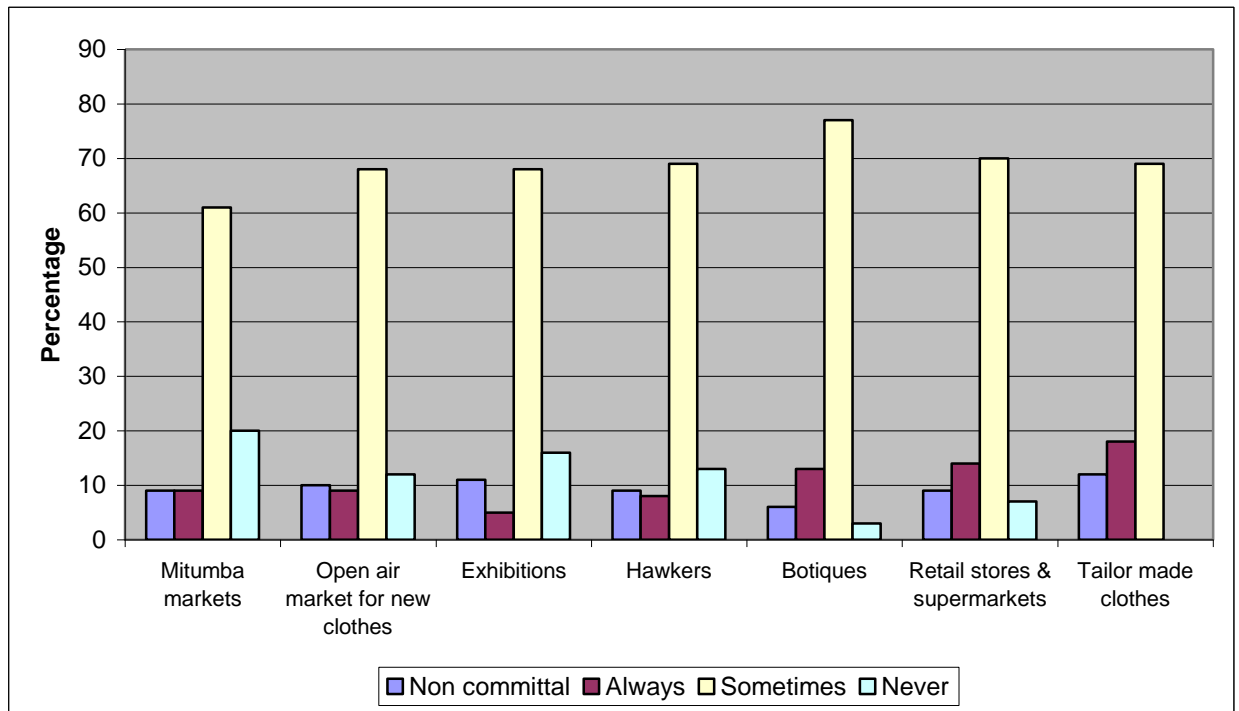
### 4.3 Section iii: Shopping outlets of the respondents

The findings in this section are summarized in Table 4.10 and Figure 4.9

**Table 4.10. Shopping outlets for clothing selection and buying practices**

#### Percentages of Respondents

	Non Committal	Always	Sometimes	Never
Mitumba Market	9	9	61	21
Open air Market	11	9	68	12
Exhibitions	11	5	68	16
Hawkers	9	8	69	14
Boutiques	6	13	77	4
Retail Stores and Supermarkets	9	14	70	7
Tailoring Stores	12	18	69	1

**Figure 4.9. Shopping outlets for clothing selection and buying practices**

The researcher analyzed the shopping outlets available in rural areas from which respondents may select their clothes. Shopping outlets for clothing selection contributes to what the clothing the respondents adopt and ultimately what influences their kind of selection. From Figure 4.9 majority of the respondents indicated that they were sometimes influenced by shopping outlets in their dressing selection and practices. The most outstanding shopping outlets were the boutiques (77%).). Most of respondents purchased new imported clothes from boutiques. The finding concurs with Nyangor's (1994) study in which ninety two percent (92.2%) of the professional women were reported to buy imported clothing. This may be occasioned by the local clothing product being of low quality therefore forcing most teachers to select their clothes from boutiques with imported clothes.

Tailor made clothes (69%). Tailoring stores are mostly located in markets and shopping centers within rural areas. Most of the respondents stated that they ‘sometimes’ considered tailor made clothes because of the affordable prices. Findings similar to Njeru (2002) study’s which indicated that tailoring stores were considered for career dress because they unique styles and affordable prices. Indeed, teachers acquire clothing from different shopping outlets that stock second hand clothes (*mitumba*). 61% of respondents stated that they sometimes consider second hand clothes. The data shows that very few respondents bought clothing from exhibitions. This is due to unavailability of these stores in rural areas and their products are highly priced.

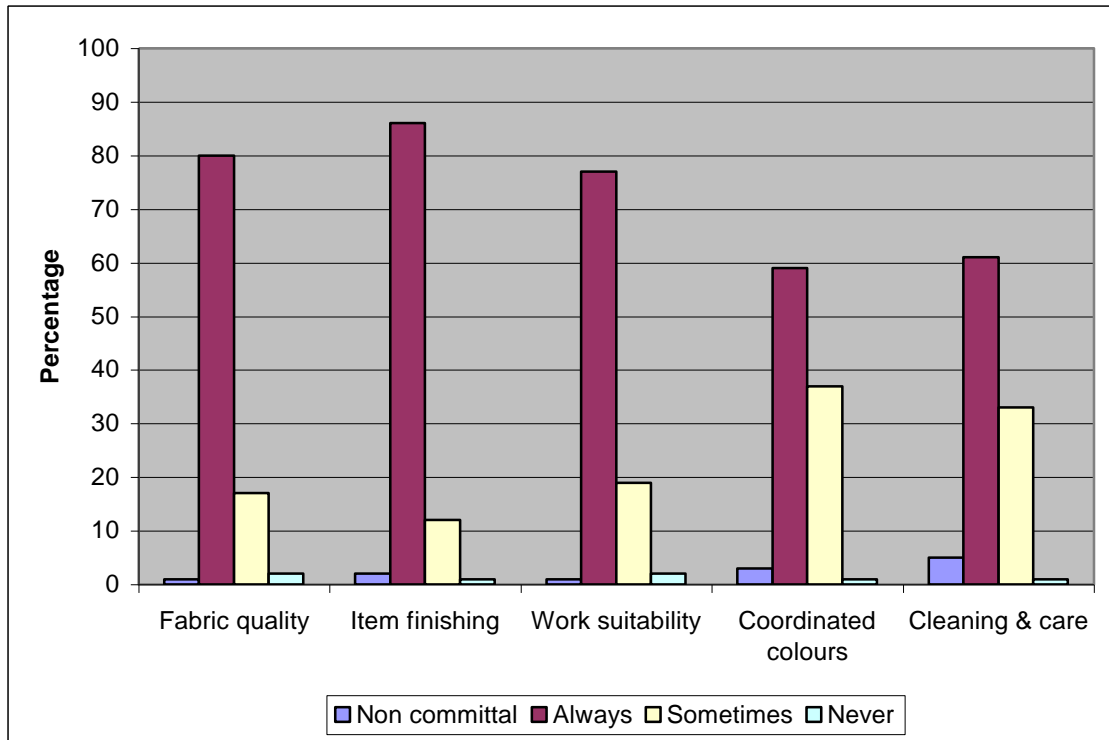
#### **4.4 Section IV: Characteristics of clothes of the respondents.**

The findings in this section are summarized in Table 4.11 and Figure 4.10

**Table 4.11: Characteristics of Clothes**

Percentage of Respondents

	Non Committal	Always	Sometimes	Never
Fabric Quality	1	80	17	2
Item Finishing	2	86	11	1
Work Suitability	1	77	19	3
Coordinated Colors	3	59	37	1
Design for figure Type	2	73	21	4
Cleaning and Care	5	61	33	1
Style for Figure type	5	65	29	1

**Figure 4.10 physical Characteristics of clothes**

The respondents were asked to rate several physical characteristics of clothes and how they relate to their choice of clothing. The results of analysis in Figure 4.10 indicate that on overall most physical characteristics influence teachers' cloth selection and practices. The most outstanding physical feature relates to item construction and finishing (86%). This finding concurs with Njeru 2002 and Nyan'or 1994 in that the construction and finish of an item always influenced a majority of the respondents.

Fabric quality rated second. 80% of respondents considered fabric quality 'always' important when selecting clothes. This could be due to respondents' awareness concerning the effects of fabric quality on the product, appearance, comfort and

durability. This finding concurs with Njeru 2002 in that quality of fabric always influenced a majority of the respondents.

77% of respondents based their clothing selection on work suitability. This may be because teachers constantly move around the class or school compound, thus need to be comfortable in their dress. This study concurs with Njeru's 2002 where 80% of the respondents based their career dress decisions on item suitability for work. s In addition, 59% of the respondents did indicate they based clothing selection on well co-coordinated colors. This finding is similar to a study by Lennon (1990) in which attractive clothing were measured by garments and accessories matching in color, style or pattern. Only 37% of the respondents were less influenced by well coordinated colors.

Cleaning and care requirements of the garment (33%) sometimes did influence their clothing selections and buying practices. The cleaning and care of the clothes was least rated. This is due to lack of awareness of the importance and significance of the given care label instruction.

#### 4.5 Section v. Psychological factors of respondents.

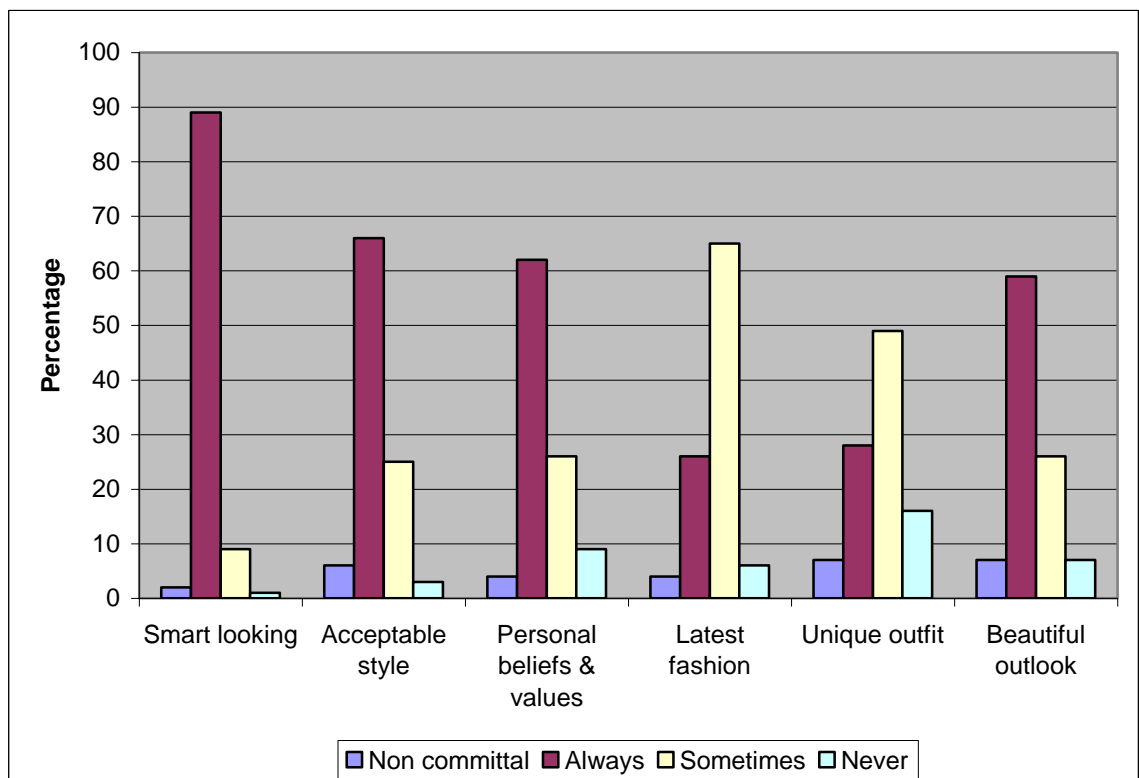
The findings in this section are summarized in Table 4.12 and Figure 4.11

**Table 4.12: Psychological factors**

##### Percentage of Respondents

	Non Committal	Always	Sometimes	Never
Smart Looking	2	88	9	1
Acceptable Style	6	66	25	3
Personal Belief & values	4	62	26	8
Latest Fashions	4	25	65	6
Unique Outfit	7	28	49	16
Beautiful Looking	7	59	26	8

**Figure 4.11. Psychological factors for clothing selection.**



The data analysis on the psychological factors is summarized in Figure 4.11. From Figure 4.11 the most outstanding psychological factors that determine teachers' clothing selection and practices are related to smart looking clothes (89%). Most of the respondents showed high regard for aesthetic clothing values by considering clothing items in which they felt they looked smart as always important factor in clothing selection.

Styles acceptable by school community (66%). Most of the respondents reported that an acceptable style by school community 'always' influenced clothing selection and buying practices. Probably respondents wish to have a sense of belonging or acceptable in school community. 25% of the respondents were sometimes influenced by acceptable style and only 1% were never influenced.

A majority of the respondents (62%) as shown on figure 10 considered their personal beliefs and values always when selecting their clothes. This finding is similar to Otieno 1990, Nyang'or 1994 and Njeru 2002 in that one's beliefs and values highly influenced most of respondents. Although the respondents did indicate also that sometimes they are influenced by latest fashion (65%) and unique outfits (49%). Unique outfits was least rated. Most of the respondents did not consider this factor important for the reason being that they had no interest in being conspicuously dressed.

Indeed, psychological factors provide one of the most visual and easily manipulated means of presentation of an individual (Kaizer, 1985). Storm (1987) suggests that clothing is forms a significant force in the enhancement of an individual's self concept, hence it positively contributes to one's feeling of self-acceptance and self-respect.

These results also concur with the fact that in clothing, values often guides one perception and purchase of clothing in relation to one self concept. For example, an individual uses clothing to communicate a particular self image to others as is appropriate for a particular situation or role he/she undertakes in society or group. Indeed, as pointed by Jesen and Ostergaard (1998) dressing contributes to express individuality as well as the need to conform to others. Teachers may select clothing that may be suitable for school and at the same time conform to society's values.

In enhancing self concept, clothes also boost one's self esteem (that is, the feelings of self worth which are based upon cognition and self concept). Clothing provides positive means of satisfying the need for self enhancement; it can beautify the appearance, make the physical self more desirable, increase acceptance by the group or present rejection (Horn, 1987). Thus, teachers can select fashionable styles in a bid to enhance their personal appearance.

Psychological factors considered most important by respondents in their clothing selection and practices were –smart looking, acceptable style and personal beliefs. This indicated the higher value displayed by teachers in clothing selection. The least was unique outfit indicating that teachers show low value for conspicuousness.

#### 4.6 Section VI: Socio-economic factors of the respondents.

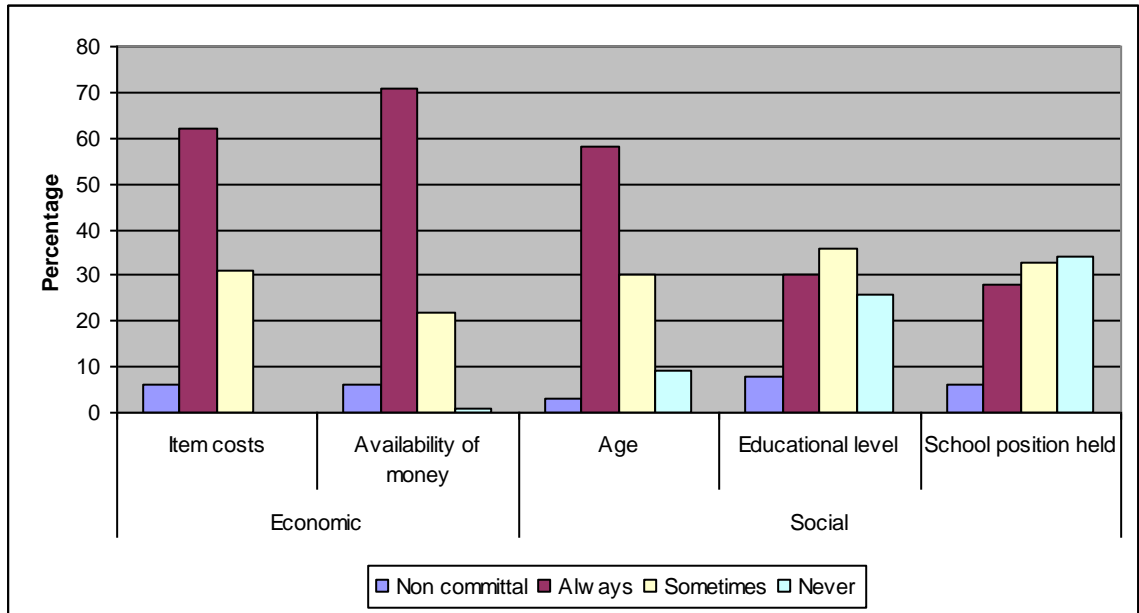
The findings in this section are summarized in Table 4.13 and Figure 4.12

**Table 4.13: Socio-economic factors**

##### Percentage of Respondents

	Non Committal	Always	Sometimes	Never
Cost of Item	6	62	31	1
Availability of Money	6	71	22	1
Age	3	58	30	9
Education Level	8	30	36	26
School Position held	5	28	33	34

**Figure 4.12 Socio-economic factors and clothing selection and practices**



The data on socio-economic factors influencing teachers clothing selection and practices is summarized in Figure 4.11.

According to the results of analysis in Figure 4.11 availability of money was rated the highest factor in determining teachers' clothing selection and practices (71%). Amount of money available for clothing expenditure was considered very significant to clothing selection by majority of respondents. This may be attributed to the amount of income one earns as well as other financial commitments. This finding is similar to Njeru 2002 in that amount of available was always important in making decision on career dress.

The cost of the item (62%) was also considered among the respondents when selecting clothes. Probably it is due to respondents' poor remuneration and need to cater for financial obligations. Although the respondents also indicated that sometimes educational level poses as another (36%). Generally, it is expected that the higher the education level, the higher the income, resulting in higher expenditure on clothing. These findings concur with Paolla and Muller (1980) study in which they found that the socio-economic factors that influence teachers clothing selection include fashion, social class, age, income, religion, educational level and price.

Sproles (1979) asserts that clothing fashion is a style of dress that is temporarily adopted by a discernable proportion of members of social group because that chosen style is perceived to be socially appropriate for the time and the situation. Currently, female teachers can wear trouser suits even during working hours in schools, and this fashion trend is picking up even in the rural areas as is professionally accepted.

Educational level also affects clothing selection and practices. This is because increased education gradually results in cultural sophisticated that makes a more discriminating shopper out of the average consumer (Tweten, 1980). This implies that with increased education one's tastes in clothing gets enhanced hence bringing about more discrimination in clothing selection. For instance a graduate teacher in primary school will select more fashionable and high quality clothes than a certificate teacher in primary school because of varying education attained. In addition, Income plays a significant role in one's clothing selection patterns, and ideally the higher the income, the more the expenditure on personal clothing by teachers than their unemployed counter parts (Tweten, 1980).

The results also reflected the fact that age trends to influences clothing selection as individuals are most likely to select clothing sizes and styles that are in line with their age category in their life cycle. Teachers belong to different age group, thus Molloy (1980), suggests that dress can be one teacher's salvation and another downfall. Hence it is advisable to dress according to the demands of the age.

According to the results, the most socio-economic factors considered by respondents in their clothing selection and practices are availability of money, item cost and age. The least considered important are education status and position held in school. The result indicates that teachers are more influenced by their income in their clothing selection and practices.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the summary, conclusions and recommendations of the study.

#### **5.1 Summary**

##### **Purpose and objectives of the study**

This study was carried out among primary school teachers in Mwimbi Division in Meru South District with purpose of determining physical, psychological and socio-economic factors influencing clothing selection. The study was guided by following objectives.

- i) To establish the demographic characteristics of the respondents
- ii) To determine the sources of clothing information for teachers in primary school in Mwimbi division.
- iii) To identify shopping outlets that influenced teachers clothing selection and practices in primary school in Mwimbi division.
- iv) To determine characteristics of the clothing that influenced clothing selection and practices
- v) To identify psychological factors that influenced clothing selection and practices among primary school teachers in Mwimbi division
- vi) To identify socio-economic factors that influenced clothing selection and practices among primary school teachers in Mwirnbi division

## **Methodology**

The study adopted a descriptive design, since it is concerned with gathering of facts. The data for this study was collected using questionnaire, which was administered by the researcher to a sample size of 327 primary schools teachers in Mwimbi division. A pre-testing of the research tool was carried out in 4 schools in order to ascertain its validity and reliability. The data collected was analyzed using descriptive statistics, such as use of frequencies and percentages.

### **5.2 Summary of the findings**

The results of this study indicate the following:

- (i) Female respondents constituted 51% of the study sample while males were represented by 49%. The respondents' age distribution reflected the 'normal' curve, with the mean age of 34 years and a standard deviation of 8.17. The minimum age was 21 years while the maximum age was 50 years.
- (ii) The average monthly income of respondents was Kshs. 12, 434. Majority of respondents (38.5%) earn Kshs. 11, 000, followed by (27%), then (21%) who earned 5000kshs.
- (iii) 25% of respondents had six dependants, followed by 16% who had no dependants and lastly 15% who had five dependants.
- (iv) Majority of respondents (64%) trekked to their places of work, 18% used bicycle, 16% used bus and only 2% drove to work using their personal cars.
- (v) Majority of respondents (32%) buy clothes yearly, 30% after three months, 22% after every six months and 14% monthly.

- (vi) Majority of teachers both males and females (87% and 83%, respectively) buy clothes by themselves. Only 8% of women are bought clothes for by their husbands and 15% of men are bought clothes for by their wives.
- (vii) Information sources for clothing selections and practices include family members (65%), friends (61%), window shopping (58%), tailor (58%) and TV casters (52%).
- (viii) The most outstanding shopping outlets were the boutiques (77%), retail store (70%), Tailoring stores (69%) and open air market selling both new and second hand clothes.
- (ix) In addition, most fabrics' physical characteristics influence teachers' cloth selection and practices. The most outstanding physical feature relates to item construction and finishing (86%), followed by fabric quality (80%), then work suitability (77%) and fabric design suiting ones figure type (73%).
- (x) The most outstanding psychological factors that determine teachers' clothing selection and practices are related to smart looking clothes (89%), styles acceptable by school community (66%), personal beliefs and values (62%) and beautiful clothes (59%).
- (xi) Availability of money was rated the highest factor in determining teachers' clothing selection and practices (71%), followed by the cost of the item (62%) and age (58%).

### **5.3 Conclusions**

Based on the findings of this study, the following conclusions are made. Teachers have a common clothing consumption pattern characterized with selecting clothes that they look smart in and this show high regard for aesthetic clothing. Teachers' remuneration influenced clothing selection and buying practices. Better remuneration may contribute to 'Better' clothing selection. In the face of changing clothing fashion and styles teachers still hold on to one's beliefs and values. According to system theory, an individual needs to balance both positive and negative feedback when new behavior is introduced.

### **5.4 Recommendations of the study**

In the view of the various findings that emerged from this study, the following recommendations are made;

- Clothing producers should address themselves to psychological , socio-economic and clothing characteristics influencing teachers clothing selection.
- Clothing producers need to constantly carry out research on the needs of teachers in order to improve the quality of clothes on the local market.
- Clothing manufacturing to improve on methods used to channel clothing information to teachers.

- Clothing fashion in the market should be made suitable in terms of styles and designs in relation to teaching professional.
- The government is hereby called to increase teachers' salary so as to enable teachers to afford the ever competitive clothing fashion world. The results did indicate that those teachers with high incomes are able to afford fashionable clothes than low income earners.

### **5.5 Recommendations for further research**

- Further research is hereby recommended with regard to teachers' attitudes towards exotic styles of dressing.
- Further research should also be done on Teacher Training Colleges.
- Further research be carried out on the topic of this study in urban areas.
- Further research be carried out on this topic using larger samples based on different cultural groups in Kenya's rural areas.

## REFERENCES

- African Bible, (1999) Genesis 3:6-7 Nairobi- Pauline
- Barton Gord (2004): *F: / Dressing for taxi driver safety. Htm.*
- Bensussen, R. (1985) *Making patterns from finished clothes*. New York: Sterling publishing co.inc.
- Bess, F. & Achola, P.P.W (1987) *Fundamental of social research methods on African approach*. University of Zambia.
- Borg, R. & Gall, O, (1989). An introduction of Education Research, London Longman.
- Buckley, H.M, (1983) "Attraction towards a stranger as a linear function of similarity in dress" *Home Economics Research Journal*, 12(1), 25-34.
- Buttler, S. & Roesel, K. (1989) Research note. The influence of dress on students' perception of teacher's characteristics. *Clothing and textiles Research Journal*, 7(3) 57-59
- Butler, M.G (1975). *Clothes, their choosing, making and care*. London; B.T. Batsford limited
- Comaroff, J. L. and J. Comaroff (1997) Fashioning the Colonial Subject: The Empire's Old Clothes. In J.L Comaroff and J. Comaroff, eds., *Of Revelation and Revolution, vol. 2, The Dialectics of Modernity on a South African Frontier*. Chicago: University of Chicago Press, pp. 218-73.
- Correspondent (1999 June 22) "*Rioting students to go home.*" Daily Nation, p .5.
- Darmhorst, M. L(1999). In search of a common thread; classification of information communicated through dress. *Clothing and Textiles Research Journal*, 8 (2), 1-12.
- Depaulo, B.M & Friedman, H.S (1998). Non verbal communication. *The handbook of social psychology* (pp. 3-40). New York; mc Graw Hill.
- Farrant, J. S (1980). *Principals and practices of education*. London, Longman group limited.
- Fowler-Hermes, J. (2001). Appearance-based discrimination claims under EEO laws. *Florida Bar Journal* 75(4), 32

- Frisbee, W.R. (1985) Economic analysis of household clothing expenditure. *Canadian Home Economics Journal*, 35 (4), 201-206.
- Gitobu, J.K. (1989). *Principles and practices of home management*. Nairobi, Trans Africa press
- Hansen, K. T. (2000) *Salaula: The World of Secondhand Clothing and Zambia*. Chicago: University of Chicago Press.
- Horn, M.J. (1975): The second skin: An inter-disciplinary study of clothing: Houghton Mifflin Company, Boston,
- [http://www.Jradeandindustry.go.ke/documents/di\\_report\\_textile.pdf](http://www.Jradeandindustry.go.ke/documents/di_report_textile.pdf) Jacob. O Omolo (2004)
- Jarnow, J; and Dickerson, G.K. (1997) *Inside the fashion business* (6th edition). New Jersey Prentice Hall. Inc.
- Jensen, A.F, & Ostergaard, P. (1998). Dressing for security or risk? An explanatory study of two different ways of consuming fashion, *European advanced in consumer research*.
- Kaiser, S.B (1990) The social psychology of clothing, symbolic appearances in context. (2<sup>nd</sup> Ed), New York: Macmillan Publishing Company.
- Kimani, M. (2002) "The Textile industry in Kenya." Ministry of Trade and Industry working paper. Nairobi
- Lennon, S.J (1990) "Effects of clothing attractiveness on perception" *Home Economics research journal*, 18 (4) 303-310
- Manmood group (2004): [Http:// Encarta .mgn.com / encyclopedia- 76156965 7-3 clothing, html](Http://Encarta.mgn.com/encyclopedia-76156965-7-3/clothing.html)
- Martin, J.E. Hurz M & Fred, W. Van, R (1986). Applied consumer behaviour Harlow: Addison -Wesley publishing company.
- Molloy, J.T. (1980) Women dress for success. Norfolk: W. Foulsham and company limited.
- Mugenda, O.M. and Mugenda, G.A, (1999) Research methods: qualitative and quantitative approaches: Nairobi Act press.
- Mulford, M., Orbell, J., Shatto, C. & Stockard, J. (1998). Physical attractiveness, opportunity and success in every day exchange. *American Journal of Social Psychology*, 103(6).

- Mwiria, K. & Wamahiu, P.S. (1995) Issues in Educational Research in Africa. East African Educational publishers. Nairobi
- Njeru, S.N (2002). Factors influencing career dress selection by secondary school women teachers. A case of Nairobi province. Unpublished Msc Thesis. Kenyatta University.
- Nyang'or, E.A. (1994): Factors influencing consumer's selection of imported ones Local clothing among working women in Nairobi. *Unpublished M.E.D Thesis, Kenyatta University*
- Ongile, G. and D. McCormick (1996) "Barriers to Small Firm Growth: Evidence from Nairobi's Garment industry". In Dorothy McCormick and Poul Ove Pedersen, eds., *Small Enterprises: Flexibility and Networking in an African Context*, pp 40-62. Nairobi: Longhorn.
- Orodho, A.J and Kombo.D.K (2002) Research methods. Nairobi; Kenyatta University, Institute of open learning.
- Orodho, J.A. (2004) Techniques of writing research proposals and reports. Masola publishers, Nairobi,
- Otieno, G.K (1990): "Psychological and social-economic factors influencing clothing selection and buying-practices among Kenyans: A study of Kenyatta university community". *Unpublished M.E.D Thesis, Kenyatta University*
- Paek, S.L (1986). Effect of garment style on the perception of personal traits. *Clothing and textiles research journal*, 5 (1), 10-16
- Paola, de, H and Mueller, S.C, (1980) Marketing today's fashion: Englewood cliffs, New Jersey Prentice hall. Inc.
- Peil, M. (1995). Social Science Research Methods. Handbook for Africa. Nairobi:
- Roach-Higgins, M.E. & Eicher, J.B. (1992). Dress and identity. *Clothing and Textiles Research Journal*, 10(4), 1-8.
- Solomon, R.M (1989): The psychology of fashion^ New York institute of retail Management.
- Spoles, G.B, (1979) Fashion consumer towards dress: Burgers publishing company Minneapolis

Sproull, N.L (1988) Hand-book of research methods. A guide for practitioners and students in the social sciences.

Storm, P. (1987) Functions of dress "tool of culture and the individual" Prentice hall.inc, New Jersey.

Thurow, M. & Tate M.T (1987) Family clothing: Wiley and sons, Inc, New York.

Tsc/ADM /192A/VOL.V1L/149 Dated 24<sup>th</sup> February 2006

Tweten, B.J, (1980) "An analysis of the clothing interest levels and purchasing styles of employed and unemployed women; *Lincoln: Ph D. Dissertation university of Nebraka.*

Wikipedia (2006): *url.http:// en. wikipedia. org / wiki / clothing.*

## **APPENDIX I COVERING LETTER**

Dorothy M Riungu,  
Kenyatta University,  
Fashion Design and Marketing.  
P O BOX 43844.  
Nairobi.

### **RE: Respondent Consent Request.**

I am a post-graduate student at Kenyatta University and currently carrying out a research to determine factors influencing clothing selection among primary school teachers in Mwimbi Division. Your school was randomly selected as part of the sample size. I would therefore humbly request you to fill in the questionnaire during your free time.

I assure you that the information provided will be held in strict confidence and used only for the purpose of this study. Your cooperation is highly appreciated.

Yours Faithfully,

Dorothy M Riungu.

## APPENDIX ii QUESTIONNAIRE

Date.....

Serial no.....

### INSTRUCTIONS

Please tick the most appropriate response that applies to you or fill in the blank space provided

#### SECTION A

#### BACKGROUND INFORMATION

1. Gender                                      Female [  ]                      Male [  ]
  
2. Age group (Years)                      21-30 [  ]              31-40 [  ]              41-50 [  ]              Above 50 [  ]
  
3. Level of Education                      Secondary [  ]                      Certificate [  ]                      Diploma [  ]  
    Graduate [  ]                      Postgraduate [  ]  
    Others (Specify) \_\_\_\_\_
  
4. Average monthly income (Kshs)  
    5000-10,000      [  ]  
    11, 000-15,000    [  ]  
    16, 000-20, 000    [  ]  
    21, 000-25, 000    [  ]  
    Above 25, 000      [  ]
  
5. Number of dependants: \_\_\_\_\_
  
6. How do you get to the place of work:      Foot [  ]              Bicycle [  ]              Matatu [  ]  
    Personal vehicle [  ]  
    Others (Specify) \_\_\_\_\_
  
7. On average how often do you buy your clothes

Monthly [ ]

Every school term [ ]

After six months [ ]

After a year [ ]

Others (Specify) \_\_\_\_\_

8. Who usually selects you clothes

Self [ ]

Husband [ ]

Wife [ ]

Children [ ]

Others (Specify) \_\_\_\_\_

9. (a) Which style of clothes do you prefer? Long sleeves [ ] Short sleeves [ ]

Long garments [ ] Short garments [ ] Fitting garments [ ] Flared  
garments [ ] Pleated garments [ ]

(b) Give reasons for preferring the styles of clothes you selected in 11 (a) above \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Do you think there should be clothing styles designed specifically for teachers

\_\_\_\_\_

11. Make any suggestions and recommendations regarding dressing codes for teachers

---



---



---



---

### **SECTION B**

**The following items relate on what determines your choice of dressing styles. State whether you consider each statement always, sometimes or never important.**

<b>Physical characteristics of clothes</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
Fitting characteristics			
Fabric quality			
Item well constructed and finished			
Work suitability			
Co-ordinated colours			
Fabric design suits your figure type			
Cleaning and care requirements of the garment			
Garment style suits your figure type			
Any other (Specify)			
<b>Psychological factors</b>			
Cloth in which you look smart			
A style acceptable by school community			

Your own beliefs or values			
Dress of the latest fashion			
A unique out fit			
Any other (Specify)			
<b>Socio-economic factors</b>			
Cost of the item			
Amount of money available			
Your age			
Your education level			
Position held in school			
Any other (Specify)			
<b>Information on clothing</b>			
Fashion magazines			
Family members			
Friends			
School heads			
Window shopping			
TV newscasters			
Tailors			
Sales personnel at the stalls			
Any other (Specify)			
<b>Shopping outlets</b>			
Open air market selling second-hand clothes			

(Mitumba)			
Open air market selling new clothes			
Exhibitions			
Cloth Hawkers			
Botiques			
Retail stores and supermarkets			
Tailor made clothes			
Any other (Specify)			

.....*END*.....

*THANK YOU*