ASSESSMENT OF ADOPTION OF TEACHERS' SERVICE COMMISSION DRESS CODE BY FEMALE TUTORS IN PUBLIC TEACHER TRAINING COLLEGES IN KENYA

DOROTHY M. MUNYUA (MSc)

H87/26537/2013

A THESIS SUBMITTED IN FULFILMENT OF REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY (FASHION DESIGN AND MARKETING) IN THE SCHOOL OF CREATIVE AND PERFORMING ARTS, FILM AND MEDIA STUDIES OF KENYATTA UNIVERSITY

JUNE 2019

DECLARATION

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

Signature.....Date.....26/6/2019

Dorothy M. Munyua - H87/26537/2013

Department of Fashion Design and Marketing

SUPERVISORS

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

Signature.....Date.....27/6/2019

Prof. Keren G. Mburugu (PhD)

Department of Fashion Design and Marketing

Kenyatta University

Signature.....Date.....27/Jun/2019

E. Bosibori Oigo (PhD)

Department of Fashion Design and Marketing

Kenyatta University

DEDICATION

This work is dedicated to my dear Mum Phyllis Munyua, for her unwavering prayers and encouragement during my studies and in memory of my late dad Festus Munyua who envisioned me here today when no one else did.

ACKNOWLEDGEMENT

I would like to express my gratitude to my supervisors Prof. Keren G. Mburugu and Dr. Bosibori Oigo, for their scholarly guidance, dedication, and valuable feedback they gave me throughout this project. I appreciate the support accorded to me by Kenyatta University and all my colleagues and friends for your prayers and encouragement during this study.

I appreciate all the principals and female tutors in teacher training colleges for agreeing to participate in this study. This research could not have happened without their participation.

I express my love and immense appreciation to my lovely children: Collins, Christine, Sharleen and Noreen for their patience, unconditional love, and continued encouragement. I am grateful to my dear mum, for her unwavering prayers and to my siblings for their motivation and support during this study.

Finally, special thanks to the almighty God for helping and guiding me throughout the process of this project.

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LIST OF ABBREVIATIONS

FEA	Functional Expressive Aesthetic
NACOSTI	Nation Commission of Science Technology and Innovation
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
TTC	Teacher Training College
SDS-l	Sketched dress suits (Large size)
SDS-m	Sketched dress suits (Medium size)
SSS	Sketched skirt suits
STS	Sketched trouser suits
USA	United States of America

OPERATIONAL DEFINITIONS OF TERMS

This section provides definitions of the terms as they are used in this study.

Adoption is the act of deciding to use a particular way of dressing.

Adoption of Teacher' Service Commission dress code: In this study, it is referred to as adopting the mode of dressing stipulated by TSC for the secretariat and tutors in learning institutions. Statements related to adoption of TSC dress code bearing positive and negative value were used as indicators on a four-point likert scale.

Aesthetic garment elements: These are garment elements such as fabric design line, quality, garment style, and pattern that create a pleasing design (Lamb & Kallal, 1992). In this study, the respondents were asked to select elements most preferred on a four-point Likert scale.

Clothing preference: Clothing styles preferred by female tutors at the workplace. Female tutors were asked to select among the list of the clothing styles preferred. They categorized as formal, semi-formal and informal.

Clothing style: It is a particular design in clothing that has one or more features that makes it different from other designs.

Dress: It refers to the total collection of all externally observable modifications of the body and all substance objects added to it.

Dress code: is a set of rules indicating the accepted manner of dress\styles recommended to be worn at the workplace (Kaiser et al. 2001). This was obtained by asking the

respondents whether they were aware or not of the existence of TSC dress code.

Expressive garment elements: There are garment elements that communicate or convey particular messages about the wearer such as personality, values, beliefs, and attitude. In this study, the respondents were asked to tick elements most preferred on a four-point likert scale.

Fashion: It is a dynamic collective method by which new styles are produced, introduced to consumers, and is accepted at a particular time.

Female tutors: These are women lecturers in Teacher Training Colleges employed by the Teachers' Service Commission to impart knowledge to teacher trainees.

Functional garment elements: Garment elements that offer comfort, protection, safety, mobility, and fit to the wearer (Bye & Hakala, 2005).In this study, the respondents were asked to tick elements most preferred on a four-point Likert scale.

Highest academic qualification: This is the highest education attained by the tutors with regard to formal training. The respondents were asked to indicate the highest level of academic qualification attained.

Perception: The perspective of an individual towards a person's way of dressing, ideas, or objects (Parry, 2010).

Position held in college by female tutors: In this study, it is referred to as position one holds in regard to responsibilities assigned in TTC. Female tutors were asked to select among the positions listed, which one they hold in their college.

Teacher Training Colleges: These are public colleges run by the Government of Kenya mandated to train primary school teachers. The teacher trainees attain P1 certificate at the end of the prescribed course of the study.

Teacher trainee: This is an individual undertaking training in Teacher Training Colleges with the aim of attaining certificate as a P1 teacher and thereafter registered by Teachers' Service Commission to teacher in primary school.

ABSTRACT

In an effort to maintain clothing styles within the teaching fraternity, Teachers Service Commission came up with design sketches for incorporation in dress code in 2006. The TSC manual of code of conduct and regulations, states that tutors should dress decently and be presentable. Numerous studies have been done in Kenya on clothing selection among teachers and other groups; however, there is limited documentation regarding dress code for tutors. This gap inspired a study to assess the extent of adoption of TSC dress code among female tutors in Teacher Training Colleges in Kenya. The purpose of the study, therefore, was to establish factors influencing clothing preference and adoption of dress code. The following objectives guided the study: to identify the socio-demographic characteristics of tutors, to establish the level of awareness of the TSC dress code, to identify functional, expressive and aesthetic garments elements that female tutors consider, and to establish the relationship between selected variables and adoption of TSC dress code among others. A cross-sectional survey research design was employed where a mixed method design was used to collect and analyze the data. Cluster and random sampling methods were used to select from a target population of 613 female tutors in all twenty-four public teacher training colleges in Kenya. The sample size comprised of 184 female tutors. Data was collected using questionnaires and observation checklists. Data were analyzed, and results presented using tables, frequencies, and percentages. Chi-square test of independence was used to establish the relationships among independent variables and the dependent variable. Qualitative data were summarized by grouping the responses of open-ended questions thematically based on each question. The results revealed that majority (62.8%) of the respondents in this study were lecturers, with a master's degree and the average age of 47 years old. Most of the tutors were married (79.8%), with between one and three dependents and 56 percent earned up to Kshs 55,000 monthly. The study established that a higher percentage of those who were aware of the TSC dress code requirement was conforming. However, observation revealed that the majority of female tutors had close-fitted garments, 51.7% had clothes exposing cleavage, and 3.3% wore transparent garments. In terms of hypothesis testing, there was a significant relationship between the net monthly income (Chi-Square value 8.336 and p-value of 0.004), levels of awareness of TSC dress code (Chi-Square value of 18.878 and p-value of 0.000) and adoption of the TSC dress code. In conclusion, factors that influenced clothing preference and adoption of TSC dress code were the age of respondent, net income, and the level of awareness. Functional, expressive, and aesthetics garment elements were a comfortable garment, well-constructed garment and one's personality. A manual of clothing styles was developed based on the clothing styles most preferred by female tutors that could be incorporated into the TSC dress code. The study recommends that the Teachers' Service Commission should put into account the views of tutors and fashion trends when revising and implementing a formal dress code.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Dress code, according to Kaiser, Chandler and Hammidi (2001) is a set of rules indicating the approved manner of dress. The precept of a dress code is to promote and embody principal values, cleanliness, neatness, and appropriateness in dressing through which staff represents professional fame of a given discipline. Given that culture is dynamic the elements of dress code may be altered after a given duration due to various influences such as mass media, fashion trends and alterations in styles (Omede, 2011).

Research by Inglesis (2008) in the United States of America reported that globalization of the fashion industry, clothing and appearance has had exceptional implication for females workers. This is as a result of historical, geographical, and cultural factors affecting clothing consumption. Moody, Kinderman & Sinha (2010) conducted a research on consumer behavior in the United Kingdom and noted that women as a group of consumers have considerable interest in clothing as fashion products and they use clothing as a way of expressing their cultural identities.

According to Batra & Niehu (2009), globalization has resulted in an increased number of Indian women in the workforce, which has witnessed an increasing interest in fashion and designer wear. The study further noted that the clothing preference of Indian women is prejudiced by culture, social values, social structures, social norms, and individual tastes. Corbu (2009) reported that although globalization has affected collective societies in India, the majority of people tend to conform to social norms and cultural values in their clothing preference.

Women in the workplace encounter difficulty in their clothing preference worldwide because they do not have business-like suits like men and also changes in fashion in developed countries affect Kenyan women who follow the trend (Solomon, 2007). It was also observed that fashion apparel occupies an essential point in the clothing market, and it is greater than common need in the lives of most people (Wood, 2010). Clothing marketing is pushed by way of altering consumer life, transforming the style and fashion trends, innovations in fabric usage, new and modern fabric/fiber developments, and shifting end-user preferences for more refined wear.

Law, Zhang & Leung (2004) observed that fashion involvement for a lady is caused by elevated inspiration to belong in a specific group and in order to evade the “wrong” cues. Vernette (2004) indicated that fashion is a yardstick for accepting changes in society for the reason of the attention it draws from initiators and its followers. Clothing and personal appearance are noticeable components that differentiate and help in understanding human behavior (Inglesis, 2008).

According to Kale (2013), fashion and clothing are mostly used to communicate and denote collective worth or class of a person. People frequently make judgments involving other men and women's social value or repute centered on what they put on. He further argues that clothing can also be used to communicate the association of a particular cultural set both to those who are members of the set and non-members. Tombs (2010) emphasizes that fashion affects both our inner feelings and our self-concept. Unsuitable choices of apparel can also embarrass an individual and lower their self-esteem and confidence. Clothing is, therefore, a very important part of an individual's identity. It

helps a person highlights one's individuality, and at the same time, it connects one with other members of a particular social group (Khare & Rackesh, 2010).

As a non-verbal communication tool, clothing is a significant expression of the personality (Damhorst, Miller-Spillman & Michelman, 2005). The clothes we prefer to wear influence our values about ourselves as well as the way other people see us. Preference in garments can communicate position, authority, responsibility, and ability to be successful (Turner-Bowker, 2001). When tutors dress more officially, they are seen to be more knowledgeable, more intellectual, and convincing than teachers wearing informal clothing styles such as jeans and a t-shirt (Inglessis, 2008).

Tombs (2010) noted that as humans, we tend to communicate a greater deal concerning ourselves in our mode of dress and style. A person's physical appearance is essential as a non-verbal communication tool that affects the perception and validity of the spoken words. This implies that female tutors need to select clothing styles with a purpose to suit their job description and teaching career. Mahreen (2012) argues that a female tutor as a role model is a person who encourages teacher trainees to strive for greatness and therefore live to the fullest potential. Female tutors need to dress to suit their occupational status, at the same time obtain admiration and credibility necessary from teacher trainees and the community in general.

According to Mahreen (2012), various factors that influence clothing preference by female tutors include price, socio-cultural, personal, and psychological factors. Nam et al.

(2007) observed that women's clothing preference is influenced by the style, fit, material, quality, comfort, and design more than the cost. Holmlund et al. (2012) agrees with the view that mature women prefer comfortable clothes, good quality, and most importantly, good fit. Hines and Swinker (2006) suggest that the discernment of quality clothing consists of aspects such as workmanship and prices.

According to Damhorst (2005), people, one interacts with tend to influence clothing preference an individual makes. Learners will tend to ape the appearance and behavior they see from their tutors in classrooms. A tutor dressed professionally will gain admiration and respect from their learners and affect the learners' perception of the teacher's ability to teach. This helps to set an excellent example as learners are good in aping the behavior of their tutors.

Francis and Burns (2007), explains the importance of clothing and appearance management in revealing an individual's personality. With this background, the study sought to assess the adoption of TSC dress code by female tutors. It stipulates tutors should dress appropriately and in a manner that maintain respect, credit, and upholds the good reputation of the Teacher Service Commission (TSC, 2006). Hence tutors should ensure their personal appearance and presentation is clean, tidy, and appropriate for the work.

1.2 Problem Statement

In Kenya, the Teachers' Service Commission code of conduct under regulations 28(6) of 2006, provides the dress code for teachers while on duty. It states that "While on duty,

teachers are required to dress in a way that reflects credit to the teaching profession and sets a good example to their pupils. They will therefore ensure that their clothes present a respectable, neat and clean appearance" (TSC, 2006).

Vernette (2004) noted that in clothing choices, females tend to be more innovative than males, and they have great variety in their selection of clothing due to frequent dress fashion and style changes. He further argues that female teachers' appearance matters before the quality of their teaching and their apparel seems to be more predominant than their teaching skills. It is a known fact that tutors are role models to learners. The Teachers' Service Commission provided a dress code for tutors that can be emulated. Therefore, female tutors should practice conservative dress codes to be emulated by their learners.

Despite rules moderating tutors ways of dressing, it was observed that tutors do not dress as expected. Hence the adoption of TSC dress code was studied to find out the level of acceptability among the tutors. There have been many studies done in Kenya on factors affecting clothing selection by various groups such as ; Njeru, 2002; Isika, 2006; Riungu, 2009; but none focused on the adoption level of TSC dress code, and factors influencing clothing preferences by female tutors. The study, therefore, filled the gap by investigating the adoption of Teachers' Service Commissions dress code among female tutors in teacher training colleges.

1.3 Purpose of the Study

The purpose of this study was to establish the extent of adoption of the TSC dress code by female tutors through examining factors influencing clothing preference. Further, this

research will develop a manual of styles using the information given on clothing styles to reveal insights of clothing styles college tutors prefer of which TSC can incorporate in their dress code.

1.4 Objectives of the Study

The study addressed the following specific objectives:

1. Identify the socio-demographic characteristics of female tutors.
2. Establish the awareness of the Teachers' Service Commission dress code by female tutors.
3. Identify the functional and aesthetic elements that influence clothing preferences for female tutors.
4. Identify the expressive elements influencing clothing preferences for female tutors.
5. Establish the styles of clothing preference for a female tutor in TTC.
6. Establish the extent of adoption of the TSC dress code by female tutors.
7. Establish the relationship between selected variables such as socio-demographic, FEA elements, awareness of TSC dress code, and adoption of the TSC dress code.
8. Develop a style manual that can be incorporated in TSC dress code for tutors in Kenya.

1.5. Hypotheses

The study tested the following hypotheses:

1. H_{01} There is no relationship between female tutor's socio-demographic characteristics and adoption of the Teachers Service Commission dress code.
2. H_{02} There is no relationship between awareness of the TSC dress code and adoption of the TSC dress code by female tutors in TTC in Kenya.

3. H_{03} There is no relationship between functional, expressive and aesthetic (FEA) elements and adoption of TSC dress code by female tutors in TTC in Kenya
4. H_{04} There is no relationship between clothing preference and adoption of the TSC dress code by female tutors in TTC in Kenya.

1.6 Significance of the Study

The study contributes to knowledge of clothing styles for female tutors in Teacher Training Colleges in their choice of apparel most suited for their work and the area of dress code in general. From the findings of the study, clothing styles have been developed to improve/influence adoption of TSC dress code among tutors. The study is also significant in documentation of dress code in general and particularly for tutors in all institutions of learning in the wake of changing fashion trends in Kenya. It has also generated useful information for the clothing industry that designers, manufacturers, and retailers in meeting the clothing needs of female tutors in TTCs in Kenya. Also, this information is useful to organizations and groups who may need to develop dress codes for their group members and employees, respectively. The findings are expected to contribute to the field of knowledge and serve as a reference point for future research in fashion design and in the institutions of learning. The insights obtained from the study will be communicated to the Teachers' Service Commission for incorporation in the code of conduct and implementation of dress code for teachers in both public and private institutions of learning. It is anticipated that the clothing design manual will act as reference material in regard to clothing preference for all tutors in all TTCs in Kenya.

1.7 Delimitation of the Study

The study was confined to assessing the adoption of Teachers' Service Commission's dress code by female tutors in Teachers Training Colleges in Kenya.

1.8 Limitation of the Study

The study was conducted in all public teacher training colleges in Kenya, which are mandated with the training of P1 teachers. Generalization of findings to other colleges should

be done with caution. The findings of this study were confined to female tutors who are employees of the Teachers' Service Commission, thus generalization to employees of other institution of learning should be done with caution.

1.9 Assumption of the Study

The study assumed all the respondents were aware of the Teachers Service Commission's dress code and would give information on the dress code in relation to their clothing preferences.

1.10 Theoretical framework

The theoretical framework adopted for the study is Lamb and Kallal's (1992) Conceptual framework for apparel design, the FEA Consumer Needs Model. The model was created as an apparel design framework that takes into consideration the clothing requirements for individuals with special needs but it has been used as a model for other clothing needs. The designers of this model assume the target consumer is influenced by his/her culture and this, in turn, affects how the consumer rates functional, expressive, and aesthetic garment elements. Figure 1.1 shows the FEA consumer needs model.

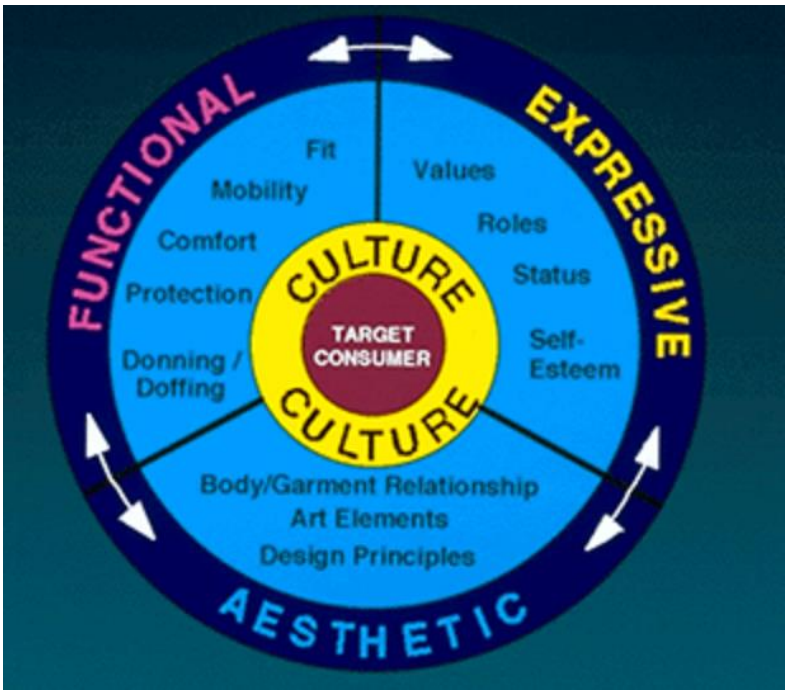


Figure1. 1: The FEA Consumer Needs Model (Lamb and Kallal's 1992)

Lamb and Kallal (1992) suggest that functional, expressive and aesthetic garment elements should be considered when designing clothing for the target consumer. The concentric round model is grouped into three parts. The innermost part of the model is the target consumer for whom the garment is designed. Elements such as socio-demographics, physical characteristics and clothing preferences are incorporated into this part in order to identify the target consumer.

Lamb and Kallal (1992) pointed out that consumers' needs must be analyzed and outlined before a design process can begin. Later, Bye and Hakala (2005) maintained that the designer should first identify consumers' needs and translate them into the final design. The second part of the model is the influence of culture one that belongs. Bye and Hakala (2005) found that the clothing preference of an individual is often shaped by social norms

of a given culture and should be put into consideration during the design process.

The outermost part of the model is functional, expressive, and aesthetic elements. The FEA Consumer needs model considers functional, expressive, and aesthetic criteria in the design of clothing products. The arrows in the outer part indicate the interrelation between functional, expressive, and artistic elements. Lee and Jirousek (2015) also support the use of the consumer needs model for apparel design as cited by Lamb and Kallal (1992). They further noted that most design solutions focused primarily on meeting functional needs but women want clothing that fulfills functional, aesthetic, and expressive requirements.

Functional garment elements are those that relate to the function of the garment such as protection, mobility, comfort, and fit (Bye & Hakala, 2005; Lamb & Kallal, 1992). Functional capabilities within apparel garment have been found to be of most prominent in previous studies done on women clothing. Athlete women, in particular, have specific functional elements they desire from their clothing that are different from other sports. Functional garment elements are not important only in athletic apparel but also in fashion clothing as wearers still wish the functionality of the clothing (O'Cass, 2004). Lamb (2001) observed that functional clothing was not pleasing enough if aesthetics and expressive aspects were not taken into consideration.

The expressive garment elements of the FEA Model (Lamb & Kallal, 1992) are described as communicative aspects of clothing that help people of all age groups to convey particular messages about wearers' self-esteem, self-concept, values, roles, and status. A

great deal of information is communicated non-verbally through clothing (Damhorst, Miller-Spillman & Michelman, 2005).

Lamb and Kallal (1992) describe the aesthetic garment elements as the components of a garment that use design line, texture, color, form, pattern, and body-garment relationship to create a pleasing design. They further suggest that the consumer's clothing needs must be identified and analyzed before a dress code can be put in place. Bye and Hakala (2005) also supported the idea that organizations should first understand consumers' needs and then incorporate them in the dress code.

Lamb and Kallal (1992) noted that women need clothing that is functional, expressive, and appealing aesthetically. Fowler (1999) also found that female consumers associated comfort to fashion, supporting the idea that function, expression, and aesthetics garment elements are interrelated. Lamb (2001) also pointed out that functional clothing was not pleasant if it ignored aesthetics or personal expression.

According to Bye and Hakala (2005), the FEA garments elements are significant in designing female clothing based on their clothing needs feedback. Clothing preference can only be understood by studying how FEA garment elements affect the choice of clothing styles. The current study adapted the FEA model that takes into consideration the clothing needs of women in the development of TSC dress code. The study attempted to provide information about the functional, expressive, and aesthetic garment elements that female tutors consider appropriate in their clothing preference in relation to the TSC dress code.

1.11 Conceptual Framework

This Conceptual framework outlines the key factors influencing adoption of TSC dress code as pointed by Lamb and Kallal (1992). The study examined the relationship between the extent of adoption of TSC dress code and factors influencing clothing preference for female tutors.

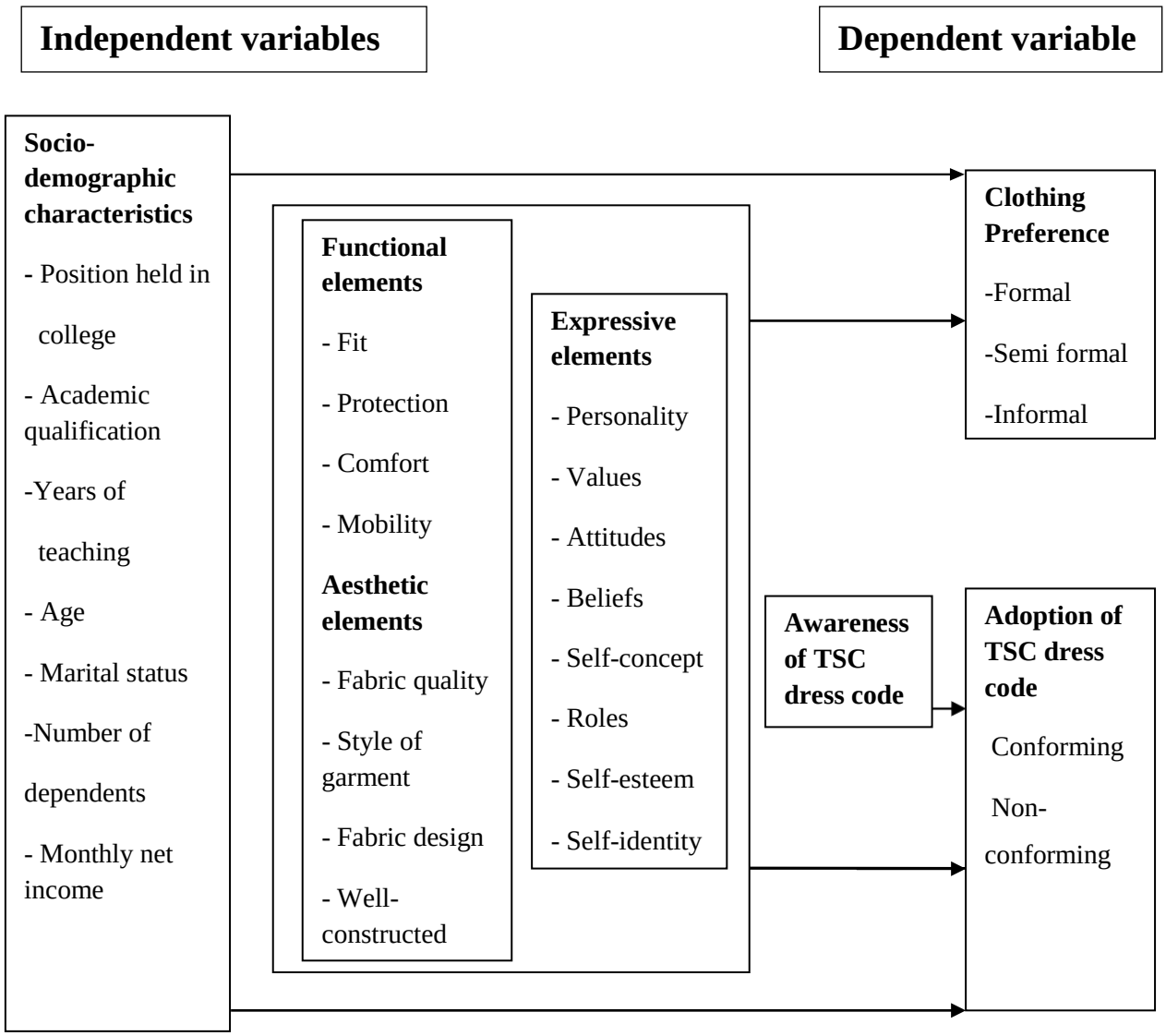


Figure 1. 2: Conceptual Framework Showing Factors Influencing Adoption of TSC Dress Code and Clothing Preference.

Adapted and modified from Lamb and Kallal's (1992) Conceptual framework for apparel design and FEA consumer needs model.

The model shows different sources of influence: socio-demographic, functional, aesthetic elements and expressive garment elements and awareness of TSC dress code how they interrelate to influence clothing preference for female tutors of which would influence the adoption of TSC dress code. It is imperative to understand why individuals prefer the kind of clothing they do, and this holds for all people, including female tutors. Clothing preference is a process of interaction between the individual, his/her self-concept, and environment (Kotler et al., 2005).

Preference of designs is mostly dependent on the age of the individual and may vary over their lifetime. Age is acknowledged as an important aspect of clothing preference (O'Cass, 2004). Young tutors may have different clothing preferences as compared to older ones who might be more alert concerning the changes in their body shapes due to aging (Holmlund et al. 2012). According to Kotler et al. (2005) economic status of an individual has a considerable impact on clothing preference. The job role and status of tutors also determine the preference of clothing products. For instance, the female principal of a college would prefer clothes that reflect her job role, status, and authority.

CHAPTER TWO: LITERATURE REVIEW

2.1 Dress Code

Dress codes are formal written rules on the accepted appearance, which are frequently silent but widely accepted and understood (Kaiser, 1985). These are rules written or unwritten with regard to clothing or mode of dressing at the workplace. According to Asaju (2013), clothing, like other elements of physical look, has a social value with different expectations and rules being applied as per the occasion and circumstance. He further noted that clothing style is a way of saying who you are without having to say it. In organizations, individuals are usually governed by establishing rules of procedures that are often backed by the force of tradition.

The preferences for work dress are different among females with different profession (Kaiser et al. 2001). According to Green (2001), women who are concerned with their appearance will adopt use of clothes for individuality management. Today's career women are more distinctive in clothing by making use of a wide range of colors and styles, even when they are under the same work pressure. Different cultures have different dress codes. For instance, in Europe, the European royalty and nobility use dress code to distinguish themselves from other classes of individuals.

According to the Korean teaching dress code (2012), there are no set standards for the dress code for teachers but Korean teachers' wear conservative clothing that take care of their appearance. When teachers dress inappropriately, they create distractions that could impact on the learners in the classroom. Consequently, teachers are quick to point out that

different situations and positions call for different wardrobe at the same time, teachers should use common sense to dress appropriately.

According to Social Psychological and Personality Science, the kind of clothing and tutor fashion, influence views of the learners (Catapano, 2016). He further reported that tutors need to spend a ridiculous amount of money on clothing just to feel good about themselves because the better one looks, the better one feels about self. The better you feel, the better you work as there is a connection between the way one looks and the way one thinks and acts. Dressing professionally makes a difference for one and the people around you, although sometimes teachers just wear clothes that they are comfortable in or just what they happen to have. The implications for what a tutor wears may have an impact on himself/herself, his/her colleagues, and students (Catapano, 2016).

Catapano (2016), further on clothing suggests that the more formally tutors dress for work, the more likely they are to have upper cognitive and intellectual thinking. This means that formal attire – such as a suit – makes one exactly feel more important and powerful, leading their intelligence in a similar direction. If a tutor just thinks they look decent in their more professional dress, then this belief leads to an overall better mood, trickling into how one thinks and act as a tutor throughout the day.

According to Delisio (2008), professional dressing of tutors establishes the tone of the academic setting and also crucial in winning respect in the classroom. Dressing professionally increases the confidence of a tutor's ability in the classroom and maintains a professional image of the teaching profession. According to Workman and Freeburg (2009), appearance impacts the professional identity of tutors. Some administrators and

teachers believe that how teachers' professionalism can be affected by their appearance should be included in the training of new teachers (Workman & Freeburg, 2009). It was also pointed out by Hoover (2007) that perfect grooming and proper clothing are essential to make a lasting favorable impression to learners.

Professional dress silently conveys the message that the teacher is professional and effective in the classroom (Wong & Wong, 2009). Hoover (2007) earlier pointed out that professional appearance of teachers is important, and there are specific items of clothing that teachers should not wear like an exposed midriff or visible underwear in the school environment. He further explained that professionally, female teachers should be covered from below the collar bone to around one inch above the knee. Johnson et al. (2008) clarified that the appearance presented by teachers demonstrates social identity. Therefore, dressing appropriately is a responsibility of the teacher to uphold the good representation of the teaching profession.

A study by Boles (2010) found that 73% of teachers agreed that professional appearance affects the success of that teacher. Carr et al. (2009) suggest that teachers' dressing is significant to educational situations because teachers influence the atmosphere in the classroom. The clothing worn by the teachers in class has an effect on how students receive the teacher (Boles, 2010). Teachers' clothing affects students' work, attitude, and discipline. Teachers who encompass these traits are more influential with students than teachers who are deficient in these traits (Wong & Wong, 2009). Sampson (2016) emphasized that teachers command an important role in deciding what, where, when, and how students learn. Immaculate (2010) observed that students imitate the practices of teachers whom they admire.

In addition, clothing preferences for female tutors also influence their students. Tutors are role models for their students when they dress professionally, they send significant messages to students (Catapano, 2016). Tutors not only teach students about the academic subject, but also how an adult professional should behave and look. Everything tutors do make some kind of statement to students. By dressing professionally for students to see, tutors give an implicit message about the teaching profession as student trainee would one day become a professional, and it is necessary to model to them how professionals look and behave. He further emphasized that tutors ought to dress for the success of their students (Catapano, 2016).

Catapano (2016) also observed that dressing professionally is a relative term as what is considered professional for some might be overdressing or underdressing for others. The formal dress code might change depending on several influences such as personal taste, clothing preference, community norms, teaching assignment, and even climate concerns. Thompson (2017) points out that some clothing choices are never appropriate such as t-shirts, tight jeans or trousers, sleeveless, short skirts, and tracksuits/sweatpants. He further suggests that female teachers may wear tailored skirts or pants with coordinating blouses or sweaters. Clothing should be modest, appropriate to the season and not too tight to divert students' attention in the classroom (Thompson 2017).

Workman and Freeburg (2009) earlier examined dress codes related to teachers and noted that 90% of the guidelines were vague. It was also observed that TSC dress code (2006) had weakness in clarifying clothing styles that were most suited for tutors. Most dress code guidelines set forth were not specific concerning the definition of what constituted

Professional clothing and consequently, teachers have used their understandings of professional attire (Workman & Freeburg, 2010). He further suggested that the dress code and appearance of teachers should be in accordance with the standards that are appropriate to the duties with which they are associated. Workman and Freeburg, (2010) explained that teachers are agents for social change, are seen as leaders in society, and are held upon as being capable of bringing about a certain change in the lives of others.

In Kenya, teaching professional appearance was extremely important in the 1970s (Riungu, 2009). In 1970 to 1990, teachers could wear a jacket and tie to school every day. It was possible to recognize teachers by the way they dressed and this commanded respect for them. The scenario is not the same today. She further observed that teachers lost their identity and respect they used to command in society. In late 1990s, there was a culture shock a waiting in terms of student disrespect of the physical appearance of teachers. It is possible student disrespect began to escalate when teachers dropped their professional appearance (Njeru, 2002).

Teacher Service Commission dress code (2006) states that clothing is the most established form of non-verbal communication. The clothes one wears convey non-verbal cues or wordless messages about the personality, character and background of the wearer. With liberation of society and changes in fashion, morality and decency seems to take a back seat with very extreme tight and short garments becoming today's dress code. This has necessitated the TSC to give stern warning over indecent dressing. TSC has cautioned teachers about non-adherence to the dress code.

As a result, several dressing styles have been discouraged; blouses that expose women's

shoulders, breasts, cleavage; tight fitting skirts and trousers, too short garments, see through materials and wearing of casual clothes such jeans and t-shirts(TSC dress code, 2006). Figure (Plate) 2.1 and 2.2 show the accepted TSC clothing styles to be worn at workplace by staff and clothing styles discouraged.

Figure 2 1: (Plate) TSC Dress Code.

Source: TSC dress code 2006

TSC clothing styles were sketched to improve visibility. (Appendix A).

The dress code further emphasized that as much as teachers would want to be fashionable, it is important to portray moral authority in society by dressing properly. It was observed by the Teacher Service Commission secretary the inappropriate dressing by staff ladies who wore tight trousers and jeans at the place of work. He added that he would not like to revert to an earlier mode of dressing which compelled ladies to put on skirt suits and plain blouses.

In regard, TSC trouser suit code was developed for ladies and instructed all directors to ensure officers working under their directorates are dressed appropriately as per the code of dressing (TSC, 2006). The teaching profession is a key pillar in building a morally upright society and should be a pacesetter in dressing decently. The Teachers' Service Commission would wish to bring back morality in their teaching profession through enforcement of dress code. Plate 2.2 shows TSC trouser styles recommends for the staff ladies.

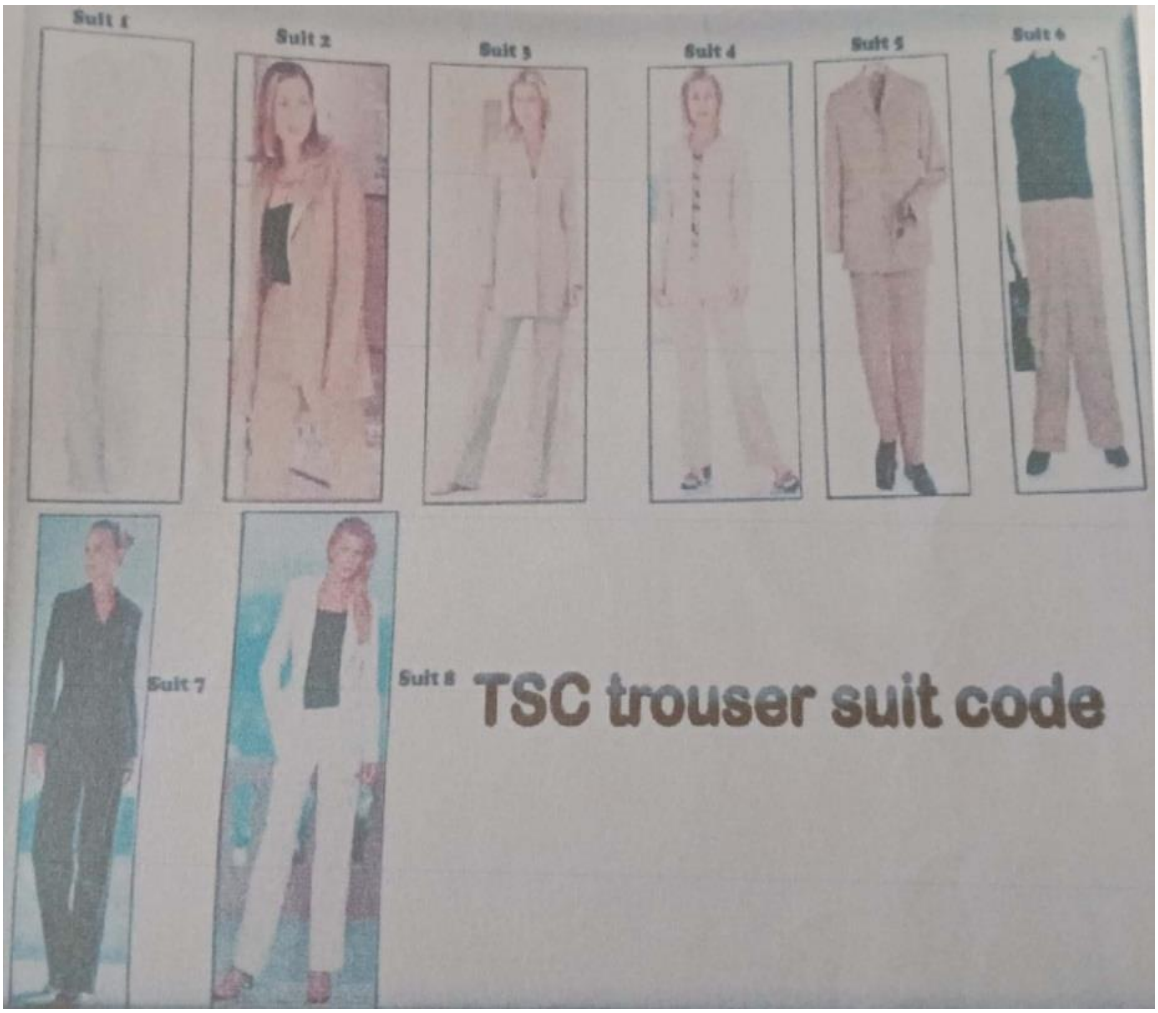


Figure 2 2: (Plate) TSC Trouser Suits Code for Ladies

Source: TSC Dress Code 2006

The TSC trouser suits recommended for female tutors were sketched to improve the visibility of the clothing styles (Appendix B).

2.2 Functions of Clothing

According to the Oxford Dictionary (2015), clothing is a particular type of garment. Clothing can also mean any material object worn on the human body. According to

Sproles and Burns (1994), clothing is a broad term that refers to any covering of the human body. Damhorst (2005) studied the meanings of clothing in collective contexts and found that clothing takes on meaning within the perception in which it is worn. The meaning of clothing and other touchable objects can vary from culture to culture. This depends on how people interpret and link the material objects to cultural beliefs (Korzenny & Korzenny, 2005).

Clothing throughout history was mainly established for three reasons: for protection, adornment, and modesty (Ross, 2008). This author further argues that clothing for protection may vary from one culture to another and even within the same culture. The protective clothing protects the body from the heat, cold, and also protects the soul and the mind. Modesty as a most important purpose for individual clothing might also be dependent on culture. Ross (2008) observed that every culture and society has its view of modest clothing and way of behavior. Dress as adornment is meant to draw interest to the body. Individuals have an instinctual want to express one's self through clothing preference.

The primary function of clothing is to fulfill the basic need of covering the body (Barnard, 2008). He further argues that people purposely select diverse types of clothes to wear in different types of communal contexts. For example, clothing is very vital to job candidate going for interview who desires to present a tidy and professional look in order to communicate pleasing employment qualities. Clothing is recognized as one of the symbols of communication. According to Satrapa et al. (1992), the kind of clothing one

prefers to wear is worth words of expression. They further argue that clothing, as part of appearance, provides data for opinion. It gives information about the wearer's age, sex, personality, socioeconomic status, and political ideologies. Howlett et al. (2013) indicated that clothing communicates a complex array of information about who you are to others around you, whether you intended to communicate the same or not. He further observed that people prefer clothes which communicate images similar to the ones they have of themselves.

Clothing is also a cue to personality because it conveys to others our impression of what one is, does, and believes (Solomon, 2007). The impression one wishes to create through clothing, however, is not always alleged in the same manner, as one would like it to be. This is because others tend to see clothing in terms of their self-concepts and expectations. Most people may lack knowledge of the meaning conveyed through clothes (Eicher & Everson, 2008; Horn, 1975; Kaiser, 1985).

According to Conkuner and Sandikci (2004), clothing is worn for symbolic reasons, such as showing power or status. Symbolic interaction illustrates the meaning of clothing symbols from the wearer's perspective. Therefore, clothing decision making is not just about fit and design but the meaning assigned to clothing. For instance, the meanings individuals attach to clothing influence their interactions with those wearing it (Coskuner & Sandikei, 2004). These meanings may differ for professionals such as college tutors. Most people need clothing that will help and allow them to perform duties and at the same time, protect them from certain hazards on the job (Nam et al. 2007). For example,

clothing that serves the need to provide persons with a specific utility such as warmth, comfort, and durability or improves efficiency and performance is considered functional clothing.

2.3 Garment Fit

Fit is defined differently by various people and fit preferences may vary with one's individual taste, cultural influence, attitudes, sex, age, and fashion trend (Alexander et al. 2005; Brown & Gallagher 1992). Kinley (2009) pointed out that garments are made with some amount of ease which is dictated by kind of fabric, style of garment and fit consideration.

Therefore, a garment must conform to the body in order to fit. Alexander et al. (2005) observed that individuals who were not satisfied with their body weight preferred a loose-fitting in apparel and individuals who were satisfied with particular body parts (such as bust, hips or waist) preferred close fitting garment in the area of concern. Similarly, Anderson et al. (2001) found out that women who were satisfied with their body shape preferred tighter fitting clothes whereas women less satisfied with their bodies had a negative attitude with the fit of their clothes. A person's concept of fit may be attributed by the desire for current fashion trends, comfort, lifestyle, appearance and norms of culture (Brown & Gallagher, 1992; LaBat & DeLong, 1990).

LaBat and DeLong (1990) argue that fit is one of the most significant factors for determining comfort in garments. According to Kinley (2009) garments that do not fit well, regardless of the user definition of fit, may portray to the user, there is something wrong with his or her body. However, Alexander et al. (2005) pointed out that an item of

clothing that fits well may give the wearer confidence, which enhances his/her self-esteem and social well-being hence increases comfort in wear.

Holmlund et al. (2012) also observed that a good fit is one of the key aspects because garments should be comfortable and easy to wear. Anderson et al. (2001) assert that dissatisfaction with women's ready-to-wear clothing is commonly expressed both in academic and fashionable literature. Kinley (2009) emphasized that good fit is a vital criterion for ladies as they make clothing preferences. He further argues that consumers usually try numerous garments in order to find one that fits comfortably. He observed that fit of apparel was a very intricate issue encompassing attitudes towards clothing and self-image.

2.4 Fashion

Fashion is clothing style available for purchase in shops at a particular time. According to Solomon and Rabolt (2009), fashion is a form of collective conduct or social conformity that is accepted by a large group of people at a given time. Isika (2006) stated 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 produced, introduced to a consuming public, and popularly accepted by that public (Kaiser, 1990).

Fatma (2006) observed that ladies' fashion is the biggest segment of the clothing industry in Demark. She further indicates that fashion is a dynamic occurrence which keeps changing with time, irrespective of whether it is make-up or item of clothing. Fashion concern applies to people who precisely are concerned with keeping up with fashion trends (Kaiser, 1990). A female tutor may have high clothing interest but disregard its

fashion aspect. Hence every year, different styles of garments are developed all over the world and replaced the year after with new ones.

According to Omair (2009), personal style is the way individuals express themselves through dress. It is one's solution to the problem of what clothes to wear and how to wear them. He further indicates that a distinctive style communicates information about the wearer and is a symbol of their personality. O'Cass (2004) observed that women are more conspicuous in the process of fashion consumption as compared to men. He further states that people with good fashion taste are generally known to have the ability to identify which styles suit their personality and physical features. Chamil et al. (2011) observed that fashion taste and clothing preferences reveal one's personality type.

2.5 Color Preference

Color preference is more of personal taste, and it changes with age as pointed out by (Best, 2012). Some people are more susceptible to certain colors, while other people may be sightless to them. Ihad and Reham (2015) described personality as a set of emotional qualities which play a significant role in color preference. Personality affects the way an individual interprets the sentimental value of color, and every color has an association. Munzert (1980) believed that color preference is affected by the frame of mind and the condition of a given time. Thus, people, who are unhappy at the moment they make the color preference opt for cooler colors like blue, purple and green. In contrast, people who are happy tend to go for brighter and warmer colors such as red and orange.

Sable and Akcay (2010) argue that color meaning and consciousness is specific to a geographic factor, environment, and culture factor. They compared meaning attached to

color from different geographic standpoint and indicated white symbolizes purification in sorrow in East Asia, but happiness in Australia or the US. Red signals indicate sorrow in Nigeria or Germany but are a mark of good luck in China and Denmark. Culture is one of the attributes that affect individuals' personality and in return, influences color preference, (Shin et al. 2012). Tutors from the different cultural background are likely to have different color preferences.

2.6 Expressive Elements

2.6.1 Self-Concept.

Self-concept is a person's psychological system of organizing one's perception and concept concerning oneself. Self-concept falls on a range from positive to negative. Self-concept is defined as self-perceptions concerning to feelings, attitudes, and knowledge about one's look or potential. Self-concept is complex, as it concerns the beliefs an individual has about his/her uniqueness and how he/she evaluates them (Solomon, 2007). Consumers' social psychological factors, particularly those related to aspects of their self-concept (e.g., self-esteem) are known to play a significant role in consumer behavior in general (Yurchisin & Johnson, 2004).

According to Sincero (2012), self-concept is the totality of our opinions, beliefs, attitudes, and preferences geared up in an organized manner, closer to our personal life. He further argues that each one of us has different traits, abilities, personality, and preferences that reflect the type of person we are. Choice of clothing reflects and conveys the inner self of a person.

Clothing is a major force in the development of an individual's self-concept and personality. Although the self-concept is derived largely from social situations, the self is rarely presented in social situations without some form of clothing. Therefore, clothing objects not only perform functions but have symbolic significance aesthetically, religiously, and socially (Solomon, 2007). A person's self-concept can also have an impact on their individual garments preference. One study established that career women have an ideal self-image of being professional and prefer to put-on business-like clothes more than other type garments (such as feminine and casual) because wearing business-like garments improves their self-image (Erickson & Sirgy, 1992).

An individual's self-concept is a dynamic organization that can be altered in accordance with the condition or social environment. Placentini and Maller (2004) observed that there is a connection between a person's self-concept and what he /she puts on. He further noted that young people choose their clothing closely connected to their self-concept. They use clothing as a means of self-expression and as a way of judging other people.

Several pieces of research done indicate that individuals' choice of apparel is connected with their self-concept, self- esteem, personality, character, self-expression, mood, and body (Francis, 2011; Moody et al. 2010; Placentini & Maller, 2004; Trautman, Worthy, & Lokken, 2007). For example, Francis (2011) interviewed a number of women, posing questions about how their apparel affects their mood and attitudes in everyday life. The respondents reported that they felt a sense of power depending on their clothing and to them, clothing was a way of expressing who they were.

Trautman et al. (2007) noted that individuals might have positive or negative self-concepts, depending on how satisfied or dissatisfied they are with their bodies. Individuals with positive self-concept tend to use clothes to reveal or express themselves. However, individuals with more negative self-concept will use dress for concealment or enhancement of their perceived deficits. Trautman et al. (2007) further documented that ladies who were disillusioned with their bodies had disordered consuming behaviors. They were found to be more likely to interact in apparel-related physical management behaviors, including wearing apparel that camouflages their bodies. Clothes are tools that can be used to hide and increase an individual's self-concept.

2.6.2 Self-Perception

Self-perception, according to Peluchette and Karl (2007), is the idea one has about the kind of a person he/she is. They additionally state that men and women's perceptions are relatively different from the way in which other people perceive them. Most of studies done in the area of clothing focusing on the workplace, made a comparison between official and casual work attire. The results showed that the kinds of clothes worn have a direct impact on employee self-perception. Peluchette and Karl (2007) observed respondents described themselves utilizing exact adjectives depending on what kind apparel they wore. Respondents felt more competent, responsible and dependable while dressed in formal business outfit but more friendly when dressed in casual wear. People wearing official clothes use more formal language to express themselves compared to those wearing casual clothes (Hanover & Kuhen, 2006). They further point out that what one wears at workplace has an impact on self-perception and can also have a direct effect

on employees' performance and behavior.

2.6.3 Self-Identity

Self-identity is the sums total of a human being understanding and knowledge of his or herself. Berger et al. (2007) argue that consumers extend themselves through the kind of clothing they use. He further stated that clothing has the potential to reflect the inner self and that people prefer clothing products that are consistent with their identity. To be able to understand how women construct their identities, it is essential first to discuss how identity might be negotiated.

According to Jenkins (2008), one's identity is constructed by means of various interests, behaviors, actions, motivations, and other numerous factors. He also indicated that one's identity is multi-dimensional, implying that we have primary identities and several secondary identities. The primary identity, as Jenkins (2008) claims, can be seen as the aspects we primarily identify ourselves with, such as our name, gender, and location. These primary identification aspects are fixed, and we cannot change them. Secondary identities can vary depending on social contexts, for example; family, religious, ethnic beliefs, and interests are easily changeable (Jenkins, 2008). This means that every woman's behavior towards a particular preference of clothes may differ consequently, creating a unique identity regarding apparel consumption.

2.6.4 Roles and Status of an Individual

The primary role of tutors in colleges has been to impart knowledge and skills to students. Apart from imparting knowledge, Jenkins (2008) asserts that tutors are

managers, role models, leaders, and counselors. Every person plays multiple roles in their daily life, for instance, professional role, family or social role each of these roles have a particular effect on clothing preference of an individual (Jenkins, 2008).

Each role has a special status in society, and clothing preference is considerably depended on this status factor, and one will prefer products which can be part of their status. For example, a female tutor will prefer clothes which reflect her role and status. Different roles have different clothing expectations that result in successful performance (Storm, 1987). Nyang'or (1994) pointed out that clothing preferred by individuals serve as a symbol of role and status of the individual in the society or the lifestyle one leads.

Kawamura (2005) observed that clothing preferences are used to indicate social status, power distance, and prestige. People frequently judge others' social worth and status according to what they are wearing (Kawamura, 2005). Clothing preference can point out the status that an individual has in a given society by reflecting his or her professional role.

2.6.5 Personality

Individuals make decisions that are influenced by their characteristics such as age, occupation, personality, lifestyle, and economic situation (Kotler et al. 2001). A person's demand for clothing is determined by their occupation and financial situation, as well as their stage in life. A person's lifestyle affects his/her preference for clothing (Kotler et al. 2005). Lifestyle is the pattern of living as expressed in his or her activities and interests, and it varies from individual to individual.

People coming from the same social class and having the same occupation may have different lifestyles (Kotler et al. 2005). It shapes a person's whole pattern of acting and interacting in the world, and at the same time, the buying behavior of clothing also get changed in relation to her lifestyle.

2.6.6 Values

According to Kaiser (1990), all individuals have values but prioritize them in diverse ways. Values influence clothing preference and interest as they relate to one's self-concept. These values in order of importance to an individual, are expressive, aesthetic, social, political, and religious, and they are interrelated (Kaiser, 1990).

2.7 Summary of Literature Review

The literature review has explored issues relating to dress code, functions of clothing, and FEA elements that influence the clothing preferences. A study conducted by Njeru (2002) on factors influencing career dress selection for women teachers, recommended that women teachers should be consulted in the development of a dress code and the dress code should be reviewed from time to time due to changes in fashion and dress styles. The TSC, however, launched a dress code in 2006 for the secretariat and teachers while on duty. Teachers were never consulted during the review and implementation of the dress code. Other studies done in Kenya on clothing selection such as Isika, 2006; Riungu, 2009 did not go deeper into interrogation of dress code for teachers. From the literature reviewed, it is evident that no research has been done on the extent of the adoption of the TSC dress code. This study, therefore, sought to fill the gap by assessing the extent of the adoption of the TSC dress code by female tutors in TTC in Kenya. The study also examined FEA factors that influence clothing preference of tutors in Kenya.

CHAPTER THREE: METHODOLOGY

3.1 Research Design

This study employed a cross-sectional descriptive survey design. According to Mugenda (2008), cross-sectional studies help the researcher to establish whether there are significant associations among variables that exist at some point in time. A cross-sectional descriptive survey design was used to establish the extent of adoption of TSC dress code and factors influencing clothing preferences among female tutors in teacher training colleges. The justification for using was descriptive survey design because it provided a numeric description of the population and explored different variables in their natural settings. It also derived extensive data from a large sample within a short period (Orodho, 2008). Using this design, the researcher studied the extent of adoption of TSC dress code and clothing styles preferred by the female tutors in teacher training colleges. Qualitative data generated a manual of styles based on female tutors' preference.

3.2 Measurement of Variables

The independent variables were socio-demographic characteristics of female tutors, awareness of TSC dress code, functional garment elements, aesthetic elements, and expressive elements. Adoption of TSC dress code and clothing preference were the dependent variables.

3.2.1 Independent Variables

Position held: Respondents were asked to select from the list given the position they hold in college. Position held were categorized as principal, deputy principal, dean of curriculum, dean of students, head of the department, head of subject and subject lecturer.

Level of education: Respondents were asked to select the highest level of education attained. The responses were categorized as certificate, diploma, higher diploma, bachelor's degree, master's degree, and Ph.D. degree.

Age: Respondents were asked to indicate their age. The responses were further categorized as those below and above 35 years of age for cross-tabulation purposes.

Marital status: It was categorical in nature, and tutors were asked to select their responses from the list given. Responses were categorized as married, single, and others.

Number of dependents: It was established by asking respondents to state the number of family members that depend on their income.

Income: Respondents were asked to select their monthly net income from a list given of the income ranges in Kenyan shillings.

Functional and aesthetic garment elements: These were categorical in nature and were measured by closed-ended and open-ended items. Female tutors were asked to select their responses from the list given.

Expressive garment elements: Expressive elements were measured on a four-point

Likert scale. Tutors were asked to indicate the option that best describes their attitude or perceptions towards clothing preference and their opinion on the adoption of TSC dress code.

Awareness of dress code: It was measured by a closed-ended item. Respondents were asked to select their responses from alternatives give.

3.2.2 Dependent Variables

Adoption of TSC dress code: , and a four-point Likert-scale was used to measure the kind of clothes selected for the workplace.

Clothing preference: Clothing preference was measured on a four-point Likert scale. Tutors were asked to select from the list given the clothes that best describes their clothing preference.

3.3 Location of Study

The study was carried out in selected Teacher Training Colleges in all regions in Kenya, namely; Lake Region, Nakuru Region, Metropolitan Region, Aberdare Region, Nzoia Region, and Coastal Region (Appendix C). The study was carried in all the regions across Kenya because female tutors in these colleges vary in their cultural background and to give a good representation of female tutors in Kenya.

3.4 Target Population

Mugenda and Mugenda (2003) describe the target population as a total set of people with some common observable characteristics. According to preliminary survey census

(carried out at TSC data capturing section in April 2016 by the researcher), there were 613 female tutors in all the twenty-four public teacher training colleges in Kenya (Appendix D). The accessible populations were drawn from one teacher training college in each of the following regions: Aberdare, Metropolitan, Mt. Kenya, Coast, Nakuru, Nzoia and Lake region.

3.4.1 Inclusion Criteria

The inclusion criterion for this study was all the female tutors in the selected Teacher Training Colleges who were employees of TSC at the time of collecting data.

3.4.2 Exclusion Criteria

The exclusion criteria for the study were the female tutors who were absent from college. These were tutors either on maternity leave, sick leave, study leave or on official duty outside college at the time of data collection.

3.5 Sampling Technique

This study employed cluster and simple random sampling technique to select the sample. According to Mugenda and Mugenda (2003), cluster sampling is appropriate to obtain a sampling frame where the population is scattered over a large geographical area. TTC were clustered according to the existing regions. Simple random sampling was used to select one TTC in each region. This method gave every college an equal and independent chance of being included in the study (Oso & Onen, 2011).

3.6 Sample Size

A sample frame of the twenty-four public teacher training colleges was obtained from the Teachers' Service Commission. The sample size was drawn from seven colleges

randomly selected from each region. All female tutors in selected colleges were included in the sample comprising of 184 female tutors, which represented 25 % of the entire population of 613 female tutors in all public teacher training colleges. According to Gay (1996), 10 % - 20% of the population in a descriptive survey is acceptable for a sample. Table 3.1 presents sample distribution.

Table 3.1: Sample Distribution

Regions in Kenya	Teacher Training Colleges	Population of female tutors in selected college
Lake Region	1 college	**19**
Nakuru Region	1 college	**15**
Metropolitan Region	1 college	**42**
Aberdare Region	1 college	**28**
Mt.Kenya Region	1 college	**41**
Nzoia Region	1 college	**15**
Coastal Region	1 college	**34**
Total	**7 colleges**	**184**

3.7 Research Instruments

3.7.1 Questionnaire

The study used a drop and pick questionnaire to collect data. According to Oso and Onen (2011), a questionnaire is a suitable method for collecting data from a large population that is literate within a short period of time. The questionnaire covered socio-demographic information of the respondents, and variables contained in the conceptual framework: functional and aesthetic garment elements, level of awareness of TSC dress code, perception on TSC clothing styles and clothing preferences.

The questionnaire consisted of both closed and open-ended questions (Appendix E).

According to Gillham (2000), open-ended questions help the researcher to get detailed information while closed-ended are easy for analysis. Closed-ended questions had questions accompanied by a list of possible alternative answers.

Likert scale was used to measure socio-demographic, functional and aesthetic elements, expressive elements, and adoption of TSC dress code. The rating scale comprised of four-point Likert scale. Tutors were asked to indicate the option that best describes their attitude or perceptions towards clothing preference and their opinion on the adoption of TSC dress code. Open-ended questions were left blank for the respondents to fill in their responses.

3.7.2 Observation Checklist

The researcher also observed the kind of clothing worn by respondents and recorded observation using a checklist (Appendix F). Observation helped to capture first-hand information in a natural setting, about the respondents in terms of clothing styles and clothing items they preferred to wear (Johnson et al. 2008). Female tutors were not aware they were being observed on the kind of clothing styles they had worn. Observation gave an objective view and at the same time confirmed their responses on the questionnaire. It also gave a better understanding of what respondent meant by loose and fitted garment, long and short garment.

3.8 Pre-testing

Pre-testing of research instruments was done before actual data collection to ensure the respondents clearly understood the items and to get the estimated time required to collect the data. The instruments were pretested to all female tutors in one Teacher Training

College that qualified for a sample but was not included in the main study. The college was randomly selected. Pretesting also tested the internal reliability and checked the clarity of the instrument items. Improvements were made on the questionnaire regarding position held so as to include all the categories.

3.9 Validity and Reliability

Validity is the degree to which a test measures what it purports to be measuring (Orodho, 2008). The instruments were given to lecturers in the department of Fashion Design and Marketing at Kenyatta University to determine the relevance of content validity, and their inputs helped in the revision of the tool. The study objectives were also checked against instrument items for validity.

Reliability shows the accurateness and precision of an instrument (Radhakrishna, 2007). To ensure high internal consistency of the instrument, the reliability of the questionnaire was measured using Cronbach's Alpha correlation coefficient (Cronbach, 1951). According to Santos (1999), Cronbach's Alpha coefficient may be used to determine the reliability of items from questionnaires. He further indicated that though the most commonly acceptable alpha is 0.700 and above, a lower threshold is up to 0.500. Cronbach's alpha is a measure of internal consistency; that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. Cronbach's alpha was computed by correlating the score for each scale item with the total score for each observation and then comparing that to the variance for all individual item scores using SPSS. The reliability coefficient adopted for the study was < 0.718 for tutors' questionnaire.

The study also used an observation checklist as it was the naturalistic approach and also helped the researcher gain insights in assessing the adoption of the Teachers' Service Commission dress code by female tutors in teacher training colleges. The observation was used to establish clothing styles worn by female tutors, including whether it exposes the cleavage or not, transparent, length of the slit, and the length of the garment.

3.10 Data Collection Techniques

A research permit was obtained from the National Commission for Science Technology, and Innovation (NACOSTI) (Appendix G) and the researcher delivered questionnaires to Teacher Training Colleges. The purpose of the study was explained to the respondents. Informed consent was obtained, and the researcher guaranteed anonymity and confidentiality of information obtained from the respondents. The self-administered questionnaires were filled up by respondents and returned the same day to ensure a high response rate. Observation by the researcher was done when administering the questionnaires to the respondents, and first-hand information was recorded from the staffroom while receiving questionnaires.

3.11 Data Analysis and Presentation

The collected data was coded and entered for closed ended items from the questionnaires. The data was analyzed using quantitative and qualitative analysis in order to provide a more comprehensive analysis of different types of interrelated processes in line with the objectives of the study. The Statistical Package for Social Sciences (SPSS version 22.0) was used for quantitative data analysis because of its versatility and ability to handle large amounts of data. Descriptive statistics of

frequencies and percentages were used to summarize data such as socio-demographic characteristics and awareness of dress code. According to Mugenda and Mugenda (2003), use of descriptive statistics enables the researcher to meaningfully explain the distribution of scores or measurements statistically.

Chi-square tests of independence were used to establish the relationship between independent variables (such as age, income, education level, number of dependents, awareness of dress code, functional elements, aesthetics elements, expressive elements) and dependent variable clothing preference and adoption of TSC dress code. Qualitative data was handled by grouping the responses of open-ended questions thematically based on each question and their opinions were narrated. Qualitative analysis refers to the non-empirical analysis in a study (Mugenda & Mugenda, 2003). It helps fill in the information gaps not catered for by the quantitative analysis.

3.12 Logistical and Ethical Considerations

Permission was sought from Graduate School of Kenyatta University and National Commission for Science, Technology and Innovation (NACOSTI) to conduct the study. The researcher also sought ethical clearance from Kenyatta University Ethics Review Committee (Email Address: kuerc.chairman@ku.ac.ke) to conduct the study. The researcher sought informed consent of each respondent by explaining the purpose of the research (Appendix H). A commitment was made on the confidentiality and anonymity of information given and the data collected was only restricted to the research being carried out.

CHAPTER FOUR: FINDINGS

4.0 Introduction

This chapter presents the findings of the study on factors influencing clothing preference and adoption of TSC dress code by female tutors in selected teachers training colleges in Kenya. The chapter is organized into sections revolving around the respondents and the objectives of the study. After the introduction, details of the socio-demographic characteristics of the participants are outlined. In this study, respondents were sampled using cluster and simple random sampling technique because they are believed to have very good information regarding clothing preference and adoption of Teachers Service Commissions' dress code in teachers training colleges in Kenya.

A total of 184 questionnaires were distributed and 164 duly filled and returned making a return rate of 89.1%. The reason for the high response rate could be as a result of the respondents filling the questionnaire and returning them on the same day. According to Mugenda and Mugenda (2003), a response rate of 50.0% is adequate, 60 % response rate is good, and above 70 % response rate is very good. The questionnaire return rate is the proportion of the questionnaires which are received by the researcher for purposes of analysis from the sample that participated in the survey as intended in all the research procedures.

4.1 Socio-demographic Characteristics of Female Tutors

In objective one, the study sought to establish the position held, academic qualification, years in teaching profession, age, marital status, and number of the dependents for the respondents. These socio-demographic characteristics are discussed below.

4.1.1 Position Held in College

The study sought to establish the position of the female tutors in the seven public teacher training colleges in Kenya. Table 4.1 presents the findings.

Table 4.1: Position Held in College by Respondents

Position in College	Frequency	Percentages
Principal	1	0.6
Deputy Principal	1	0.6
Head of Department	25	14.9
Head of Subject	35	21.1
Lecturer	102	62.8
Total	**164**	**100**

As shown in Table 4.1 majority 62.8% of the respondents were lecturers, 21.1% were heads of subject and 14.9% heads of the department while 0.6% were deputy principals and principals respectively.

4.1.2 Highest Academic Qualification

The study sought to establish the academic qualification of the female tutors. The respondents were asked to state their highest academic qualification and Table 4.2 presents the findings.

Table 4.2: Highest Academic Qualification by Respondents

Academic Qualification	Frequency	Percentages
Higher Diploma	2	1.2
Bachelor's Degree	77	47.2
Master's Degree	81	49.1
PhD	4	2.5
Total	**164**	**100**

As presented in Table 4.2, 49.1% of the female tutors had a masters level of education, 47.2% had a bachelor's degree, 2.5% with Ph.D. degrees and 1.2% with higher diplomas. The highest academic qualification was further categorized into those with a bachelor's degree and below and those with postgraduate qualifications. The findings revealed that 48.5% had a bachelor's degree and below, while 51.5% had postgraduate qualifications. To establish the highest level of academic qualification was important as dressing code has an obvious effect on the perceived status of an individual both socially and academically. The dress code also gives tutors a professional look, which is essential for the teacher training career.

4.1.3 Years in Teaching Profession

In a bid to establish the number of years in the teaching profession, it was found that tutors had an average of 20 years of teaching experience with a minimum of three years and a maximum of 26 years. The findings had a standard deviation SD of 7.1. The level of experience in this research is an important characteristic that might affect the tutors' attitudes and the way of looking and understanding the clothing styles to use at the workplace. The teaching experience of the respondents was further categorized into those below ten years (12.2%), 11-20 years (38.4%) and those above 20 years (49.4%) as shown in Figure 4.1.

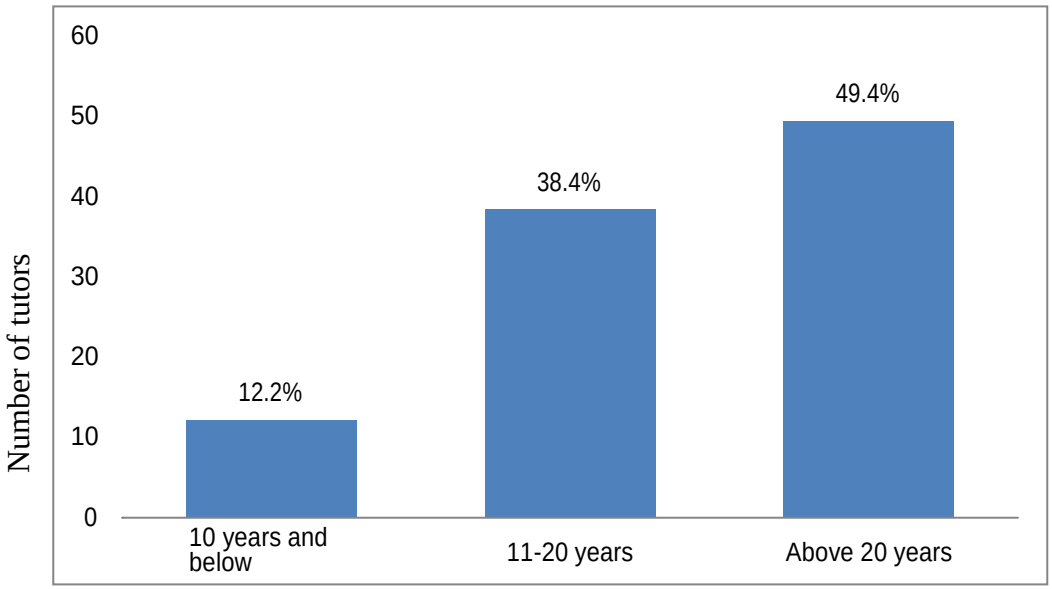


Figure 4.1: Teaching Experience of the Respondents

4.1.4 Age

To further establish the socio-demographic information, the respondents were asked to state their ages and the findings are as presented in Figure 4.2.

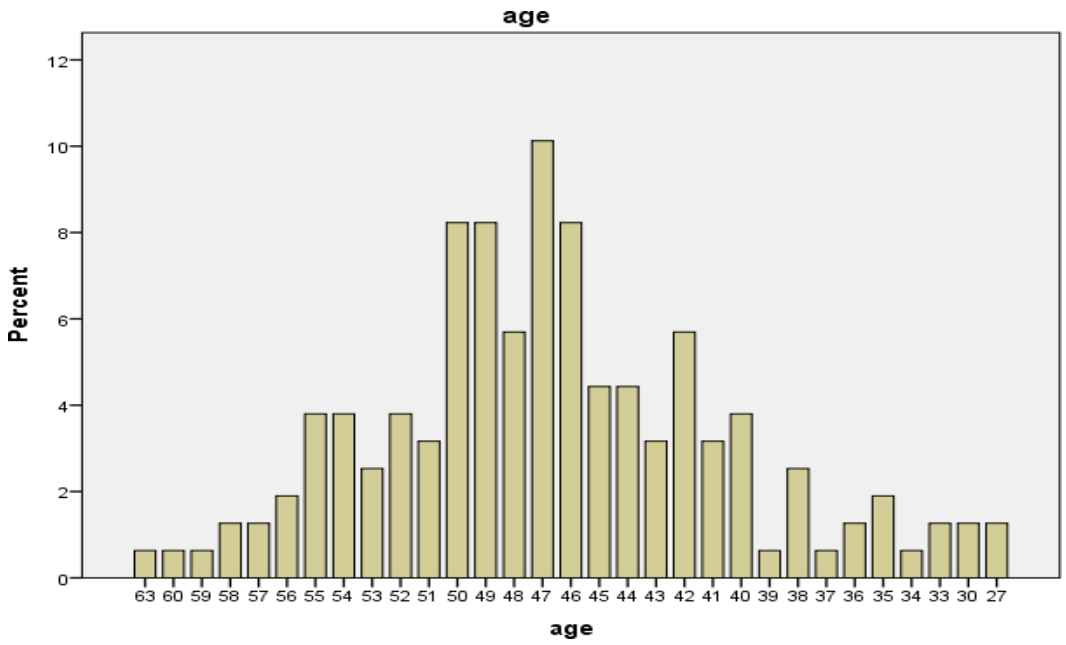


Figure 4.2: Age of the Respondents

Age was considered as an important variable because tutors tend to prefer clothing styles that are in line with their age group. For example, elderly tutors might prefer clothing styles that offer physiological comfort while young tutors may pay more attention to the latest fashion. The findings revealed that the tutors had an average age of 46.6 years with the youngest teacher being 27 years and the oldest 63 years old on a contractual basis with a standard deviation of 6.7. The ages of the respondents were further categorized into two that is those below and above 35 years for the purposes of cross-tabulation as shown in Figure 4.3.

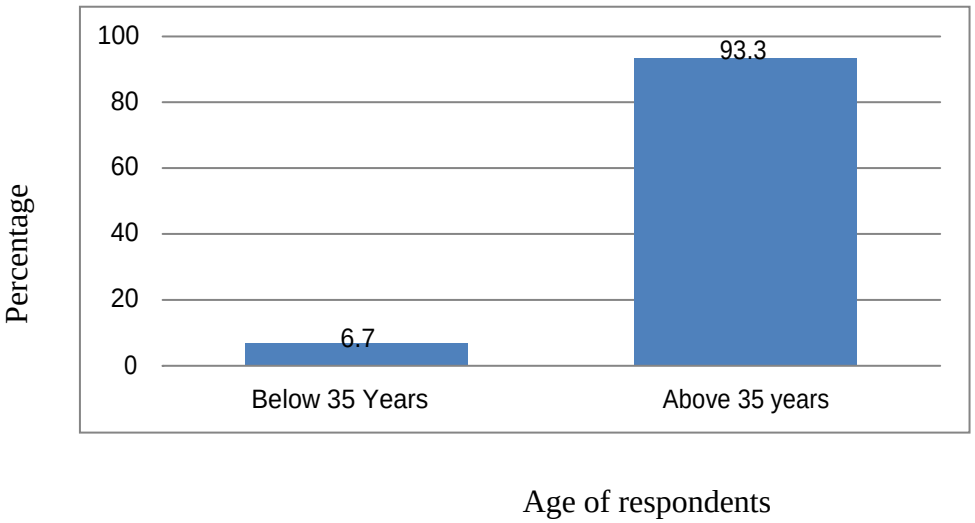


Figure 4.3: Ages of the Respondents

4.1.5 Marital Status

The marital status of the respondents was recorded and the findings were as presented in Figure 4.4.

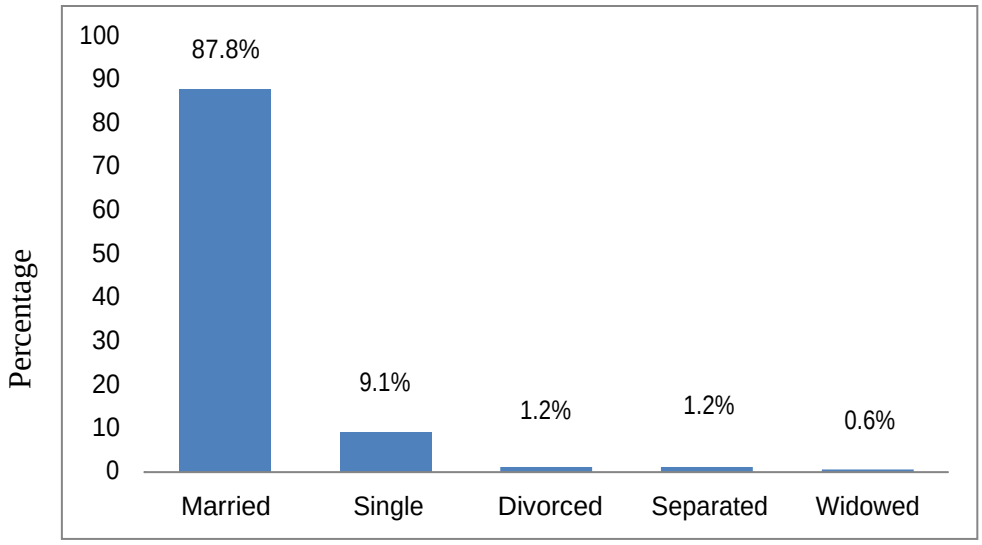


Figure 4.4: Respondents' Marital Status

From the findings presented in Figure 4.4 majority 87.8% of the female tutors were married, 9.1% were single, 1.2% were divorced and separated respectively while 0.6% widowed. Marital status of the respondents was an important variable to be considered since other persons such as spouse and children may influence the kind of clothing to wear.

4.1.6 Number of Household Members Dependent on the Income

The study established the number of people who depend on the respondents' income, Figure 4.5 presents the findings.

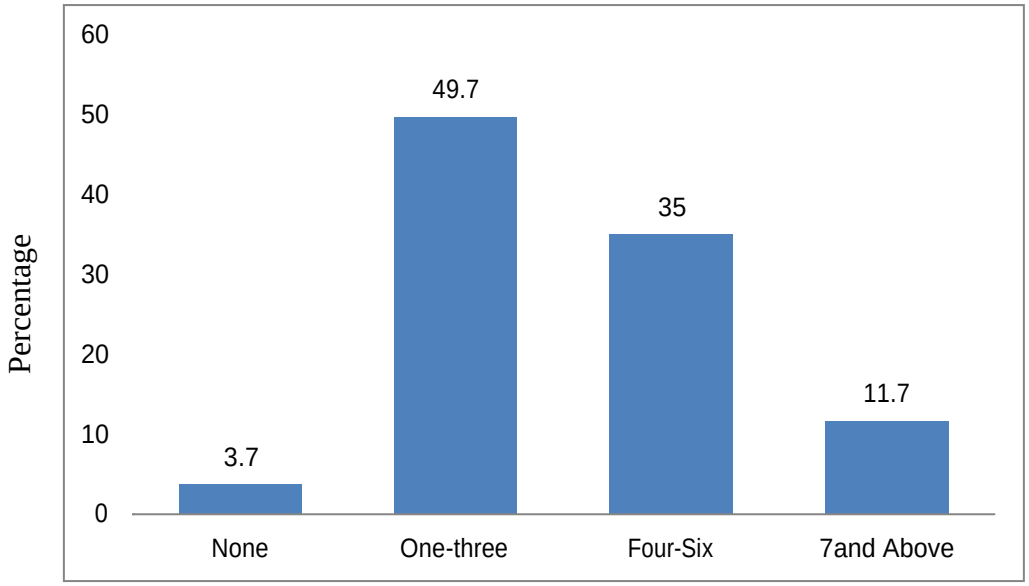


Figure 4.5: Respondents by Number of Dependents on their Income

Figure 4.5 shows that 49.7% of the respondents had between one and three persons in the household who were dependent on their income, followed by 35.0% who had four to six dependents, 11.7% had above seven dependents while only 3.7% had none. The

number of dependents was an important variable in this study because, in African setup, individuals with gainful employment are expected to support both the nuclear and the extended family. This is likely to influence the clothing preference of female tutors.

4.1.7 Net Income Per Month

The study sought to establish the net income in Kenya Shillings earned by the respondents per month and Table 4.3 presents the findings.

Table 4.3: Respondents by Monthly Income

Income (Kshs)	Frequency	Percentages
Below 25,000	23	14.4
25,001-40,000	24	15.0
40,001-55,000	43	26.8
55,001-70,000	52	32.5
70,001-95,000	15	9.4
Above 95,000	3	1.9
Total	**160**	**100**

Table 4.3 shows that majority 32.5% earned Kshs 55,001-70,000, followed by 26.8% who earned Kshs 40,000-55,000 and 9.4% earned Kshs 70,000-95,000. The study further revealed that 15.0% earned Kshs 25,000-40,000 and 14.4% earned below Kshs 25,000 while only 1.9% of the tutors earned above Kshs 95,000. Net income of the respondent was considered an important variable because the amount of money one has generally influenced the clothing preference.

In summary, the majority of the respondents (84) were lecturers representing 62.8 percent, with a master's degree and an average age of 47 years old. Most of the tutors were married (79.8%), with between one and three dependents and 56.2 percent earned up to Kshs 55,000, while 43.8 percent earned Kshs 55,001 and above.

4.1.8 Influence of Socio-demographic Characteristics

The respondents were also asked to state the extent to which the mentioned socio-demographic characteristics influenced their choice of clothing preferences and Table 4.4 presents the findings.

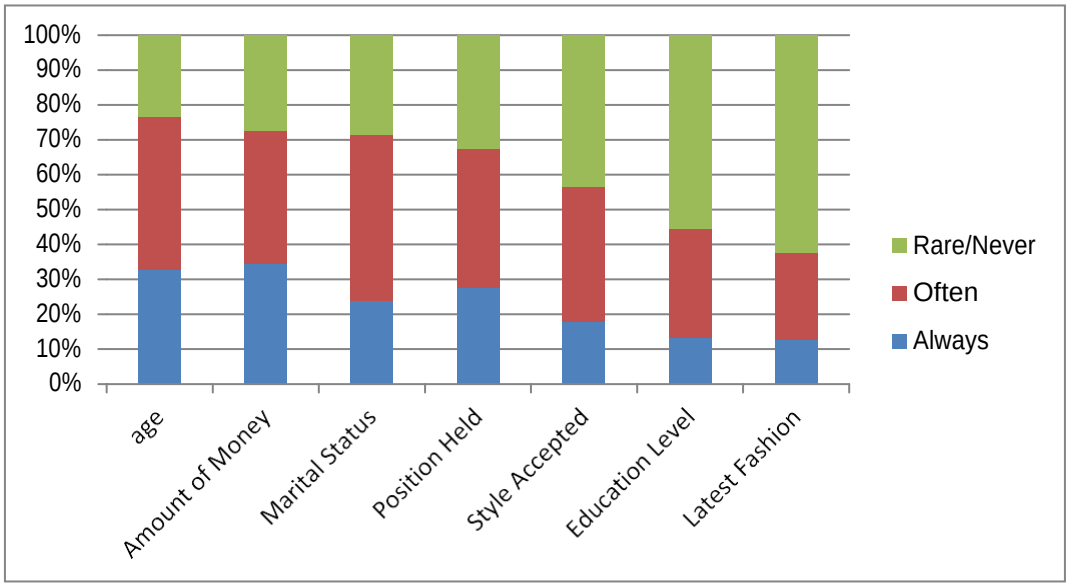


Figure 4.6: Socio-demographic Characteristics Influence on Clothing Preferred

As shown in Figure 4.6, more than three-quarters of the respondents indicated that age often or always influenced their clothing preferences, while 25.6 were rarely or never influenced by age. On the other hand, 62.2% were rarely/never affected by the latest fashion of clothing. The findings tend to suggest that certain socio-demographic characteristics give an individual tutor greater interest in clothing preference. This shows

that people tend to encode clothing preference according to their age and not necessarily according to the latest fashion.

Level of Awareness of TSC Dress Code

The second objective of the study sought to establish the level of awareness of the TSC dress code by female teachers. The respondents were therefore asked if they were aware of the TSC dress code. Majority of the respondents (88%) indicated that were aware of the TSC dress code as opposed to 11% of the respondents who said that they were not aware. The respondents were asked whether they know the main features of the dress code. Majority of the respondents 66% know the main features of the TSC dress code as opposed to 34% of the female tutors who are not aware.

4.2.1 Source of Information on Dress Code

The respondents were also asked to state where they first saw and read about the TSC dress code. Figure 4.7 presents the findings.

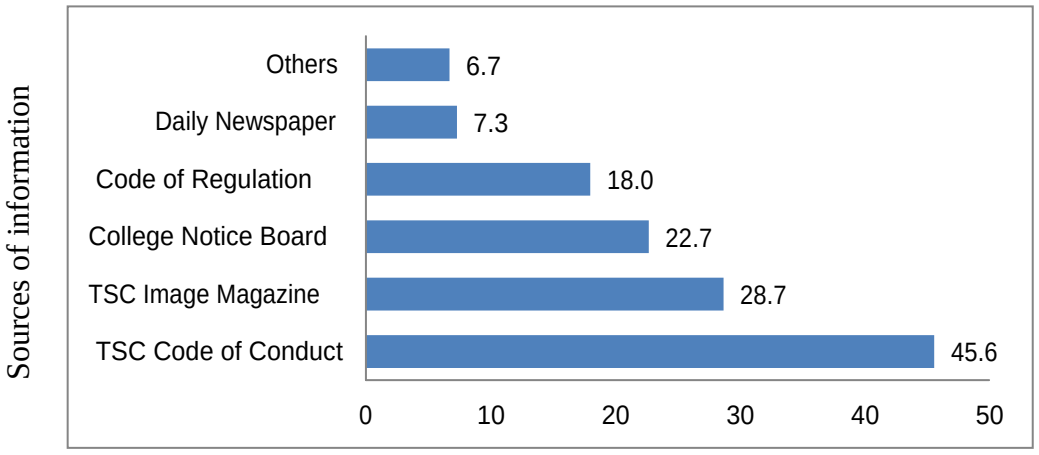


Figure 4.7: Where the Dress Code was Found and Read by the Respondent

The findings revealed that the majority 45.6% of the female tutors read the dress code requirement on the TSC Code of Conduct booklet, while only 7.3% found and read their dress code requirement from the daily newspaper. The findings show that the teachers' code of conduct and ethics regulation (2015) plays a pivotal role in guiding teachers on dressing code. In the manual, the TSC Code of Conduct and Ethics only requires teachers to dress appropriately and maintain personal hygiene.

Respondents were also asked to evaluate their perception on the clothing styles recommended by Teachers Service Commission's dress code. This variable was important in TTC training primary teachers as they would emulate their tutors' way of dressing. In addition, when teachers dress inappropriately, they create distractions that could impact on the learners in the classroom. When asked to give their opinion, one respondent reported that one would consider an ideal tutor look to be;

"Professional, smartly dressed, clean-cut, not ridiculously high shoes, not a lot of cleavages – very conservative."

"tutors should not wear anything loud and flashy or inappropriate."

The dress code that the respondent considered to be inappropriate for a tutor in TSC dress code included,

"Low cut, tank tops with straps…short skirts, platform heels, among other features."

When asked about their perception on the dress code, one respondent had this to say:

"From my perspective…what society sees…the teaching profession…is that it's not a profession…so I think it's important to dress the part at least and act the part and… build

that kind of authority in the society by dressing professionally".

For a tutor to be taken seriously, one has to dress professionally for the classroom work. When a tutor dresses inappropriately, it creates a distraction that could impact on student learning.

4.2.2 Tutors Opinion on Need of Dress Code

The respondents were asked to state whether tutors need a dress code. The findings revealed a majority 84.5% of the respondents felt there is a need for emphasis on formal implementation of TSC dress code, which is usually silent. Most respondents registered that a formal dress code will ensure tutors in TTC are dressed decently to avoid any distraction to learners at the same time to be a role model to their learners. Other reasons given are as follows:

"Teachers are role models to young men and women and should, therefore, set a good example to them."

"Having enforced dress code will make the college environment more professional and tutors will be taken more seriously and respected."

"Students respect tutors who are dressed professionally."

"Tutors should dress in a manner that promotes respect and show students that they are authority in classroom. Dress code says who the leader of the class is."

The study finding further revealed that 15.5% of the respondents were against a dress code for tutors. They felt that tutors were conversant with the right attire to wear for work.

4.3 Functional and Aesthetic Elements

Objective three of the study sought to identify the functional and aesthetic elements considered by female tutors.

4.3.1 Functional Elements

The respondents were therefore asked to state the extent to which various functional elements affect their clothing preferences and Figure 4.8 presents the findings.

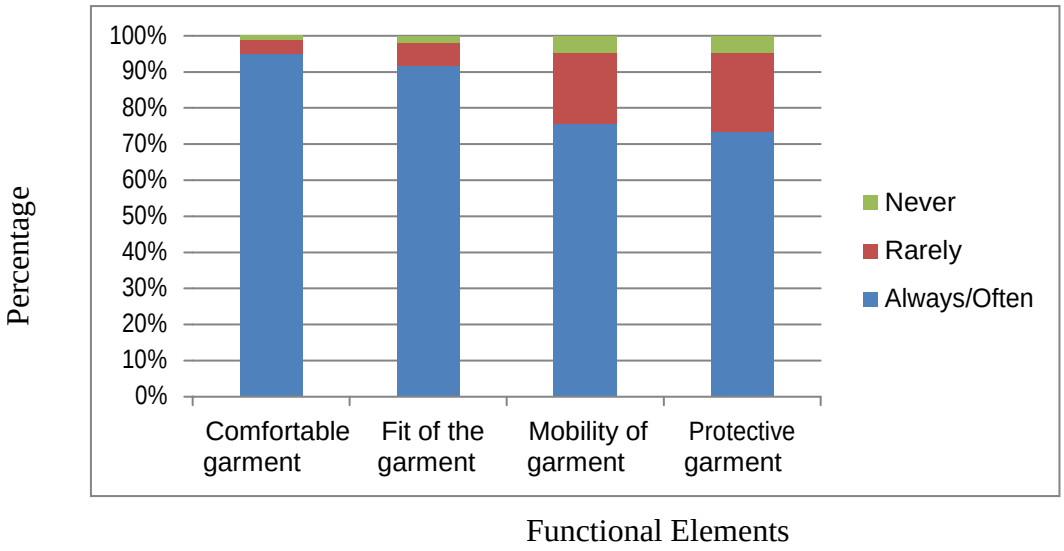


Figure 4.8: Functional Elements Affecting Clothing Preference

As shown in Figure 4.8, the majority (94.9%) indicated that comfortable garment affects their clothing preference and on the other hand, 26.5% reported that protective garment rarely or never affected their clothing preference.

4.3.2 Aesthetic Elements

The respondents were also asked to state the extent to which various aesthetic elements affect their clothing preferences; Figure 4.9 presents the findings.

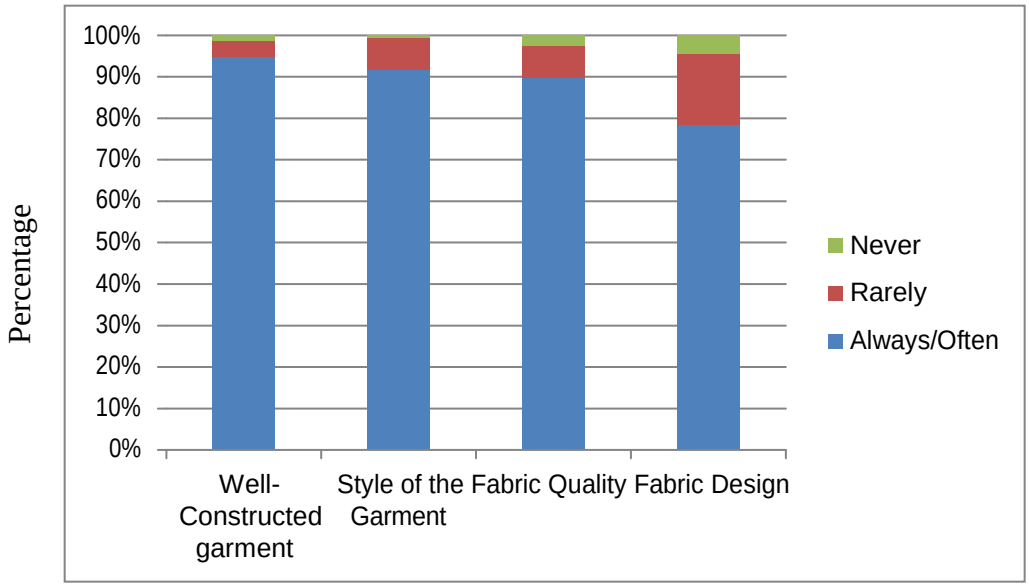


Figure 4.9: Aesthetic Elements Affecting Clothing Preference

Majority of the respondents (94.8%) indicated that a well-constructed garment affects their clothing preference. On the other hand, 21.6% reported that fabric design rarely or never affected their clothing preference.

4.4 Expressive Elements Influencing Clothing Preference

In objective four, the study sought to establish expressive elements influencing clothing preferences. The clothes people prefer to wear influence how they value themselves as well as the way other people perceive them. In objective four, the study sought to identify the expressive elements influencing clothing preferences by female tutors. The respondents

were asked to state how often expressive elements influenced their clothing preferences. Figure 4.10 presents the findings.

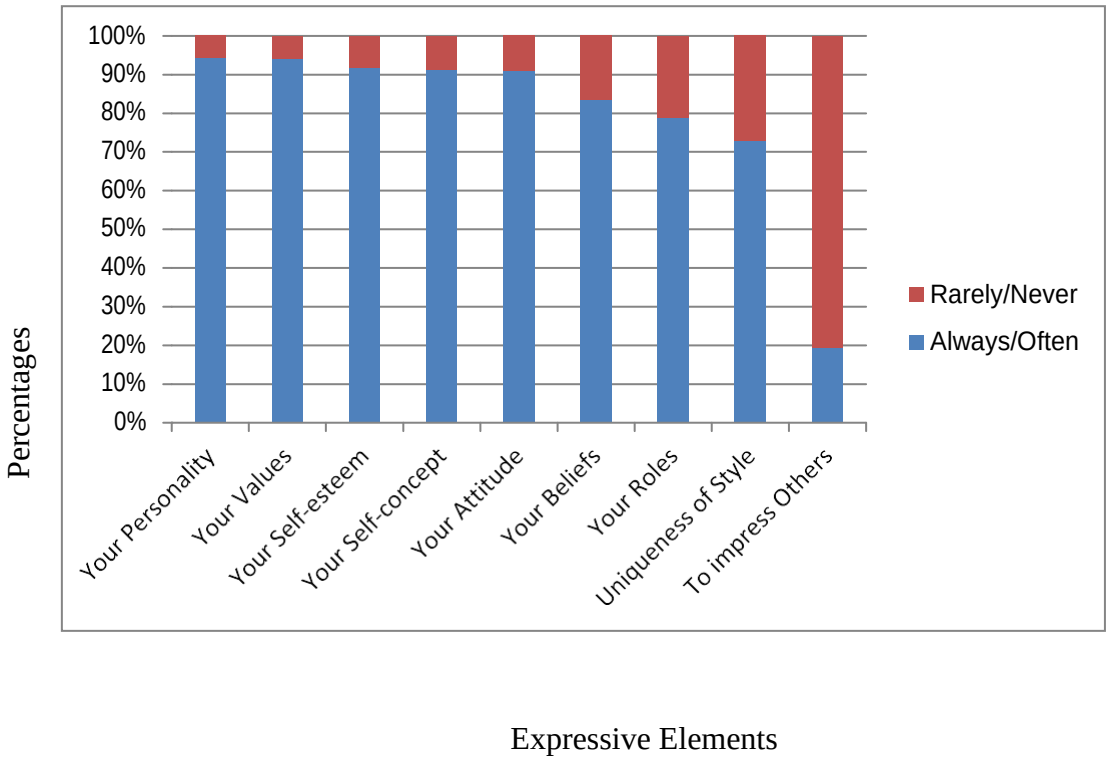


Figure 4.10: Expressive Elements that Influence Clothing Preference

Majority of the respondents (94.3%) indicated that one's personality always or often influences their clothing preference, 94.2% reported that one's values and 91.9% mention self-esteem influence clothing preferences. On the other hand, 80.7% of the respondents reported that impressing others rarely or never affected their clothing preference, while 27.2% reported that uniqueness of style rarely or never influenced their clothing preferences.

4.5 Styles of Clothing Preferences

Objective five of the study sought to establish the styles of clothing preference for female tutors in TTCs. The respondents were first asked to state whether they selected and

bought their clothes or if it was done for them by someone else. Figure 4.11 presents the findings.

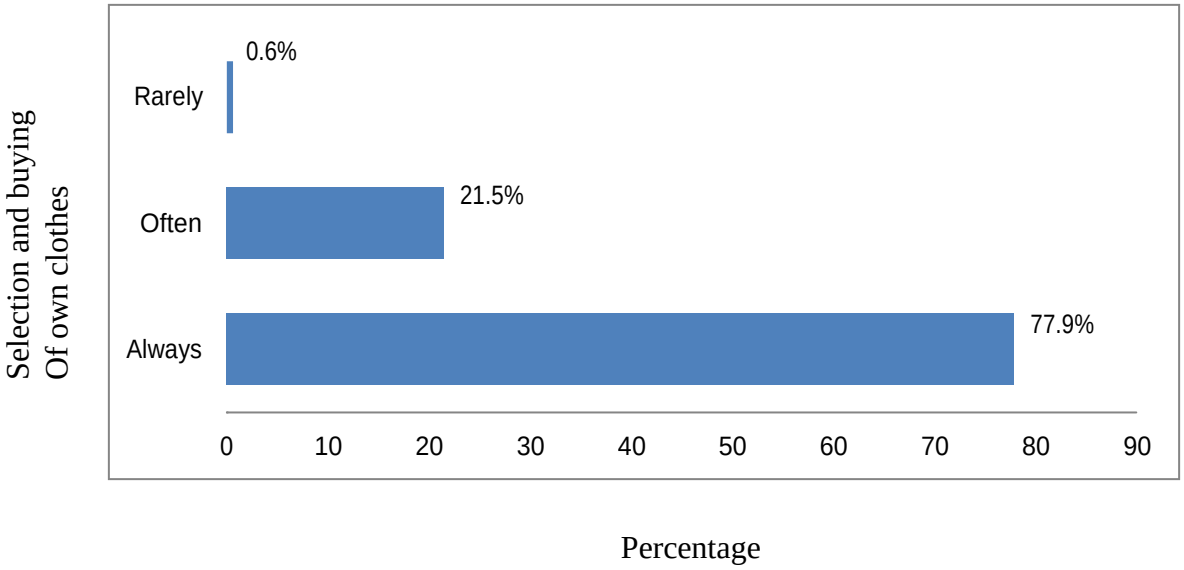


Figure 4.11: Selection and Purchase of Clothes by Respondents

The study revealed, as shown in Figure 4.11 that 77.9% always selected and bought their clothes, 21.5% often did not, and only 0.6% rarely bought their clothes.

Clothing Styles Preferred

The female tutors in the colleges were asked to state the kind of clothing styles they preferred, and Figure 4.12 presents the findings.

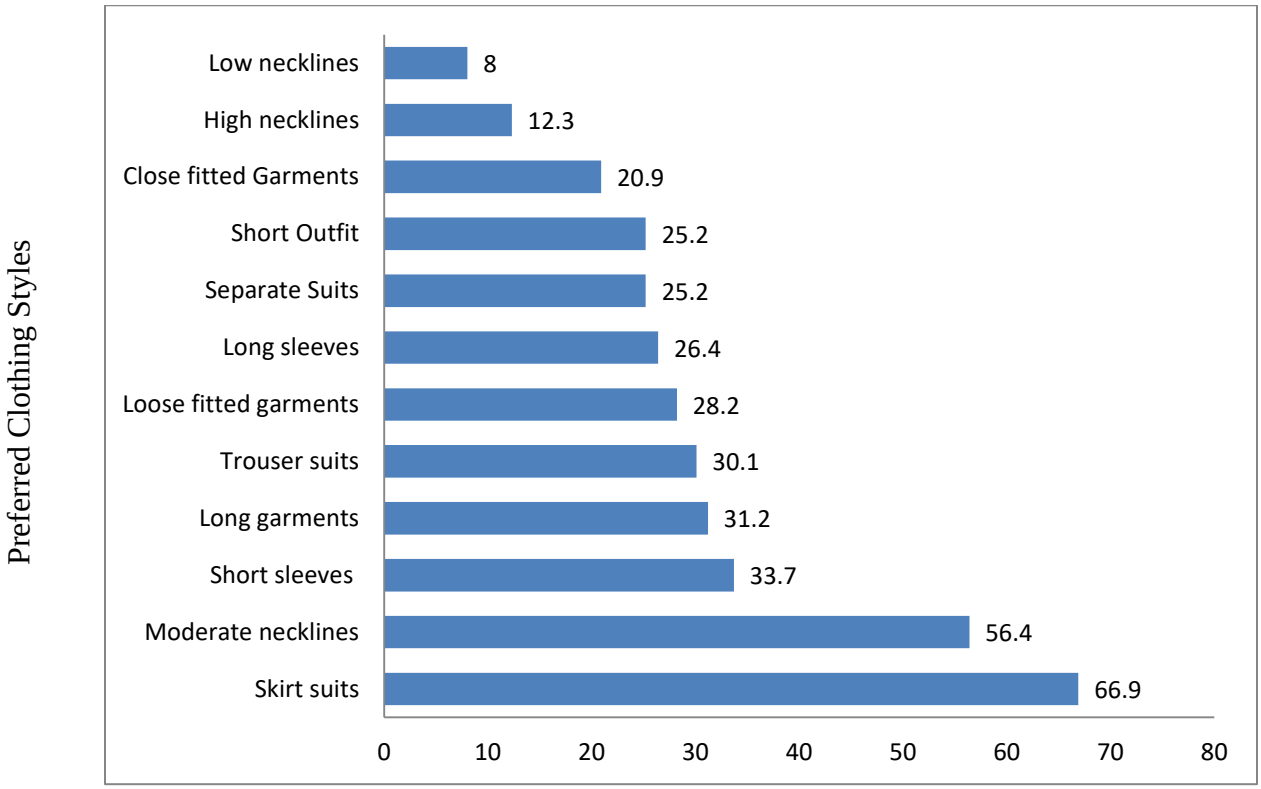


Figure 4.12: Preferred Clothing Styles

The respondents were allowed to give multiple responses, and as shown in Figure 4.12, the majority (66.9%) of the female tutors preferred skirts suits, followed by who preferred moderate necklines (56.4%), short sleeved tops (33.7%) and long garments (32.1%) while 30.1% preferred trouser suits. The findings also revealed that 28.2% preferred loosely fitted garment, 26.4% long sleeved tops, 25.2% short outfits, and 20.9% close fitted garments while only 8.0% preferred low necklines.

The researcher made a further observation of clothing styles worn at the time of data collection. The role of observation was to give an objective view and confirm the preferences stated by the tutors in the questionnaire for the inconsistencies to what they were wearing. The observation was done to verify the preferences stated by the

respondents. The information from observation checklist was as presented in Figure 4.13

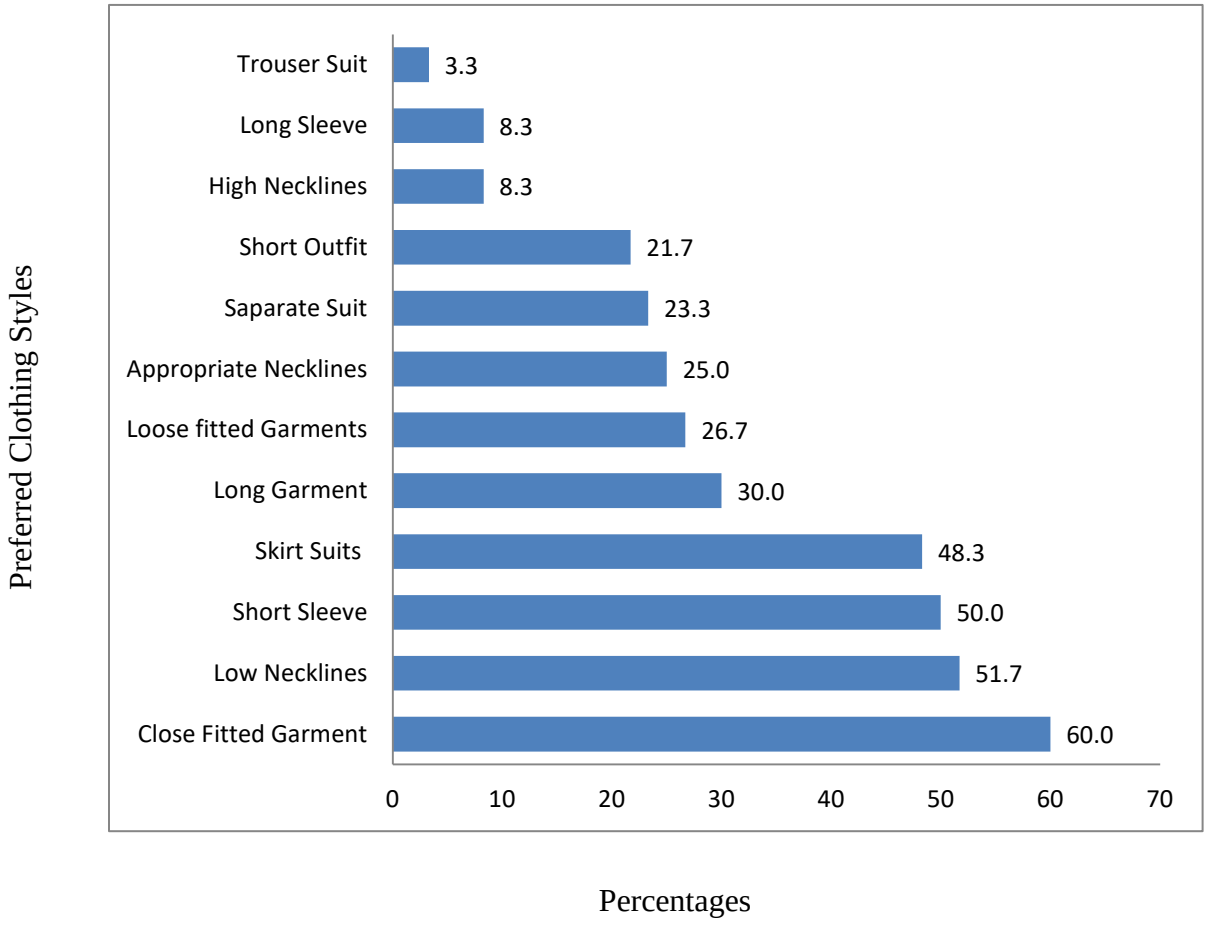


Figure 4.13: Observed Cases of Adoption of TSC Dress Code

The researcher considered multiple responses while carrying out observation and forty-two respondents who were present in staffroom were observed. Figure 4.13 shows that majority (60.0%) wore close fitted garments, 51.7% had a low neckline and short sleeves, respectively. The findings also showed 48.3% with skirt suits, 30.0% had long garments, 26.7% had loosely fitted garment, and 25.0% had moderate necklines, 21.7% had short outfits while only 3.3% had trouser suit.

While comparing the findings from the questionnaire and the observation, the result showed some similarities. For instance, the questionnaire result showed that 25.2% of the

tutors wore separate suits, which were confirmed by 23.3% through observation done. From the questionnaire, over a quarter of tutors (28.2%) wore loosely fitted garment and this was confirmed by 26.7% from observation. The study further revealed that 8.0% from the questionnaire wore garments with low necklines and was confirmed through observation at 8.3%, which violated the TSC dress code.

On the other hand, the triangulation of the result from the questionnaire with that from observation showed some inconsistencies. For instance, only 20.9% of tutors reported in the questionnaires that they preferred close fitted garment, while through observation, the researcher recorded that 60.0% wore close fitted garment, which violates TSC dress code. The study further revealed that 12.2% of the questionnaire indicated that they preferred garments with a high neckline. However, observation showed 8.3% preferred high neckline. Thirty-point one percent (30.1%) indicated in the questionnaires that they preferred trouser suits as compared to 3.3% through observation.

4.5.1 Preferred Length of Slit of the Garment

The researcher used an observation checklist to record whether the slit of the garments worn by the teachers was high or low, and Figure 4.14 presents the findings.

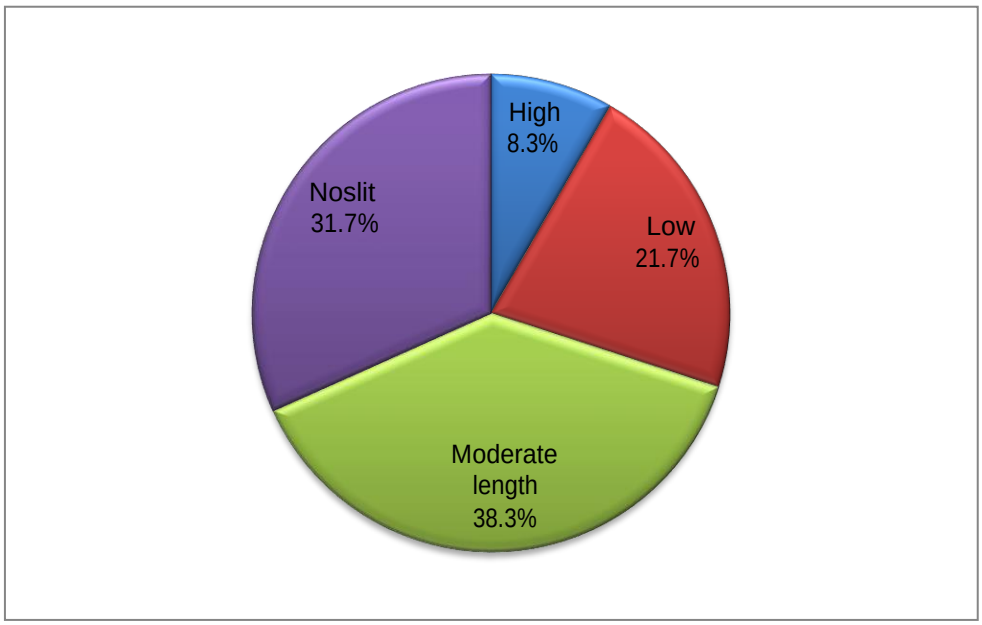


Figure 4.14: Preferred Length of the Slit of the Garments

The findings revealed that majority 38.3% had a slit with moderate length, 31.7% had no slit and 21.7% had low length slit while 8.3% had high length slit. Majority of tutors (92%) conformed to TSC dress code with reference to slit length.

4.5.2 Exposure of Cleavage

The researcher observed that 51.7% of respondents wore garments that exposed cleavage, while 48.3% wore garments that did not expose cleavage. This finding confirms that majority of the respondents did not conform to the stipulated TSC dress code, which states that tutors should not wear a garment that exposes one's cleavage.

4.5.3 Transparent Garment

From the study, it was observed that only 3.3% of the tutors wore transparent garments as majority 96.7% did not wear transparent garments. This finding shows that the

majority of female tutors conformed to the stipulated TSC dress code which states that teachers should not wear see-through material blouses or dresses.

4.5.4 Length of Garment Worn

From the observation checklist, the researcher observed and indicated the length of the garment worn by female tutors. Table 4.4 presents the findings.

Table 4.4: The Length of the Garment Preferred by Respondents

Length of Garment worn	Frequency	Percentage
Above the knee length	9	15.0%
Moderate length	28	46.7%
Below knee length	17	28.3%
Long garments	6	10.0%
Total	**60**	**100**

As shown in Table 4.4, 46.7% preferred moderate length, 28.3% wore the garments that were below the knees and 15.0% preferred those above the knee length while 10.0% wore long garments. From the observation, the researcher concluded that the respondents to a larger extent conformed to Teachers' Service Commission dress code.

4.6 Adoption of TSC Dress Code

The Dependent Variable (DV) for this study was adoption of TSC dress code. The respondents were asked to state whether they selected their workplace attires in line with stipulated TSC dress code. The findings revealed that majority (72.2%) of the

respondents selected the workplace attire in line with the stipulated TSC dress code compared to 27.8% of the respondents who did not. The respondents were also asked to state the extent to which they were concerned about TSC dress code as they dressed for work, and the findings revealed that 35.8% were always concerned, 31.8% were often concerned, 17.9% were rarely concerned and 14.6% were never concerned. This therefore shows that majority of the female tutors conformed to the stipulated TSC dress code.

The study also sought to establish the extent of adoption of the TSC dress code for tutors in Kenya. The respondents were therefore asked to state the extent to which they agreed with some statements regarding adoption of TSC dress codes particularly on selecting clothes to wear for workplace. Figure 4.15 represent the findings.

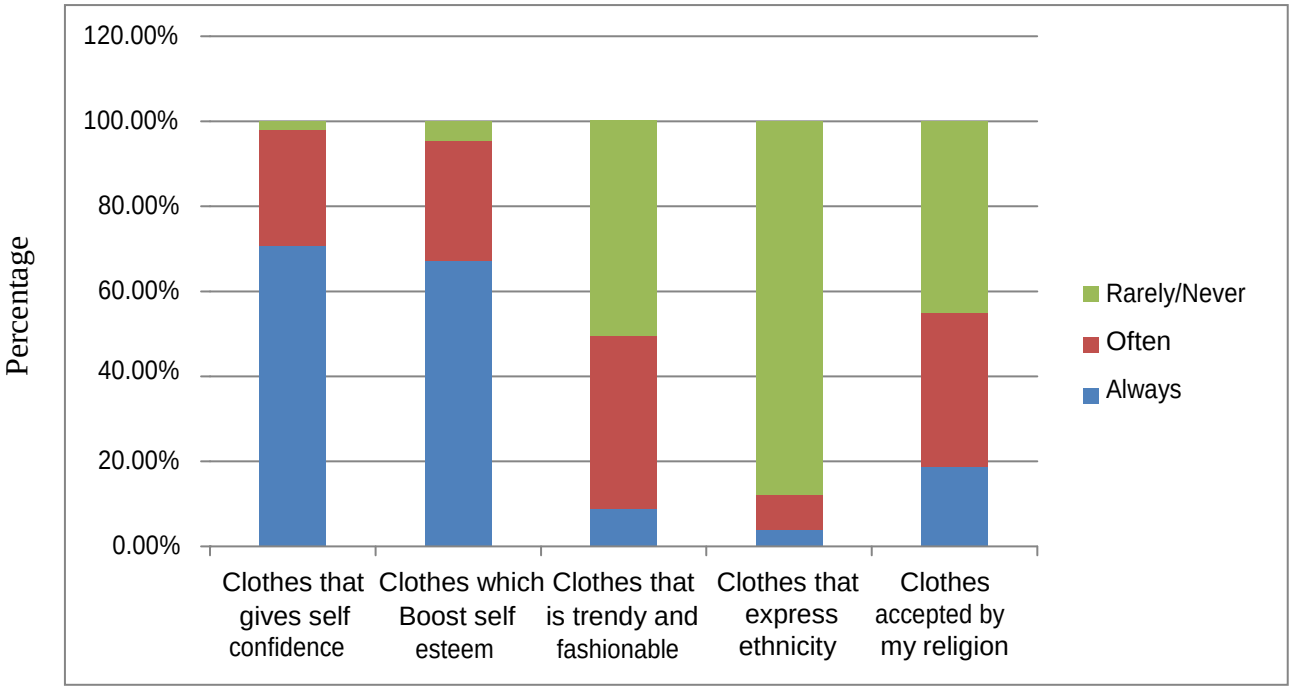


Figure 4.15: Clothing Selection for Workplace

The findings showed that 70.6% always preferred clothes that gave them self-confidence while 67.1% always preferred clothes which boost their self-esteem. The study further revealed that 88.0% rarely/ never wore clothes that expressed their ethnicity. However, 36.2% often preferred clothes that are accepted by their religion. The tutors were asked to indicate the kind of clothing styles considered when selecting clothes for workplace that best described their clothing preference. Table 4.5 presents the findings.

Table 4.5: Types of Clothes Selected

Positive or Negative Statement	Conforming	Non-conforming
My skirt length is below the kneecap	88.6%	11.4%
I wear skirt that is not tight fitting	92.7 %	7.3%
I wear blouse that does not expose cleavage	96.7 %	3.3%
I prefer clothes that are not transparent	98.0%	2.0%
I wear moderate fitting trouser	63.5%	36.5%
I prefer length of skirt slit that is moderate	87.1%	12.9%
I prefer top for trouser that is of hip length	67.1%	32.9%

As shown in Table 4.5, responses from the questionnaires revealed that female tutors conformed to TSC dress code to a large extent as the majority (98.8%) preferred clothes that were not transparent, 96.7% wore blouses that did not expose cleavage and 88.6% preferred skirts length below the knee cap. However, during observation, the researcher found out that 51.7% of respondents wore garments that exposed cleavage, and only 3.3% of the tutors wore transparent garments. The majority (46.7%) preferred moderate length while 28.3% wore the garments that were below the knees. In conclusion, the

findings revealed that tutors generally conformed to TSC dress code with the exception of the observation that showed that the majority wore blouses that exposed cleavage which does not conform to TSC dress code.

4.7 Testing Hypotheses on Adoption of TSC Dress Code

This section addresses the study hypotheses that sought to establish whether or not there were any relationships between various independent variables and adoption of TSC dress code. The chi-square test of independence was used to test the relationship in null hypotheses. It was used to establish whether adoption of TSC dress code was independent of socio-demographic characteristics, awareness of dress code, FEA elements, and clothing preference. The null hypothesis was rejected if the p-value was less than the significance level equal at alpha 0.05 confidence level.

4.7.1 Relationship Between Socio-demographic Characteristics and Adoption of TSC Dress Codes

The study hypothesized that there is no relationship between socio-demographic characteristics and the adoption of TSC dress code by female tutors in TTC in Kenya. This was done by categorizing tutors by their adoption of TSC dress code into two as follows: conforming and non-conforming. Through data reduction, adoption of the dress code was categorized into two as stated above. The socio-demographic characteristics included position held, academic qualification, years of teaching, age, marital status, number of dependents, and monthly net income. The study carried out both cross tabulation and Chi-square tests to establish whether there was a relationship between independent variables and the adoption of TSC dress code.

4.7.1.1 Relationship between Position Held in College and Adoption of TSC Dress Code

The position held was categorized into administrators and non-administrators.

Table 4.6: Cross-tabulation of Position held in Colleges and Adoption of TSC Dress Code

Position held in College		Adoption of TSC Dress Code		
		Conforming	Non-Conforming	Total
Administrator	**Count**	**37**	**17**	**54**
	% within What position do you hold in colleges	68.5%	31.5%	100.0%
	% of Total	25.0%	11.5%	36.5%
Non-Administrators	**Count**	**64**	**30**	**94**
	% within What position do you hold in colleges	68.1%	31.9%	100.0%
	% of Total	43.2%	20.3%	63.5%
Total	**Count**	**101**	**47**	**148**
	% within What position do you hold in colleges	68.2%	31.8%	100.0%
	% of Total	68.2%	31.8%	100.0%

As shown in Table 4.6, 68.5% of the administrators conformed to TSC dress code, while 31.5% did not conform. Sixty-eight percent of the non-administrators conformed while 31.9% did not conform. Based on the findings, the study implies that their position as leaders could be the reason for slightly more of them to conform as compared to the non-administrators as they did not hold leadership positions.

Chi–square Test

Pearson's chi-square test was used to test the hypothesis that there is no relationship between position held and adoption of TSC dress code.

Table 4.7: Chi-square Test results for Relationship Between Position Held and Adoption of TSC Dress Code

	Value	df	As ymp. Sig. (2-sided)
Pearson Chi-Square	.003[b]	1	.957
Continuity Correction[a]	.000	1	1.000
Likelihood Ratio	.003	1	.957
Fisher's Exact Test			
Linear-by-Linear Association	.003	1	.957
N of Valid Cases	148		

Computed only for a 2 x 2 table

0 cells (.0%) have expected countless than 5. The minimum expected count is 17.15.

Table 4.7 shows the Pearson Chi-Square value was 0.003 and p value of 0.957 which reveals that there was no statistically significant association between positions held and adoption TSC dress code. This is because the p value of 0.957 was above the 0.05 alpha value for the result to have statistical significance. Therefore, the null hypothesis that there is no relationship between position held and adoption of TSC dress code was not rejected.

4.7.1.2 There is no Relationship Between Academic Qualification and Adoption of TSC Dress Code

The academic qualification of tutors was categorized into bachelor's degree holders and

below and postgraduates.

Table 4.8 Cross-tabulation of Academic Qualification and Adoption of TSC Dress Code

Academic Qualification		Adoption of TSC Dress Code		
		Conforming	Non-Conforming	Total
Bachelor's Degree and Below	**Count**	**51**	**23**	**74**
	% within What is your highest academic qualification	68.9%	31.1%	100.0%
	% of Total	34.0%	15.3%	49.3%
Postgraduate	**Count**	**50**	**26**	**76**
	% within What is your highest academic qualification	65.8%	34.2%	100.0%
	% of Total	33.3%	17.3%	50.7%
Total	**Count**	**101**	**49**	**150**
	% within What is your highest academic qualification	67.3%	32.7%	100.0%
	% of Total	67.3%	32.7%	100.0%

Table 4.8 shows that 68.9% of the respondents who had bachelor's degree and below were conforming to the adoption of TSC dress code while 31.1% were non-conforming, 65.8% of the respondents with postgraduate degrees conformed while 34.2% did not. As shown in the Table, those with a postgraduate degree were slightly less conforming as compared to those with a bachelor's degree and below. The reason could be that those with postgraduate degree engage in other part-time teaching jobs in other institutions of higher learning where dressing codes are not necessarily mandatory.

Chi–square Test

The Pearson's chi-square test was used to establish if there is a relationship between academic qualification and adoption of TSC dress code.

Table 4.9: Chi-Square Test Results for Relationship Between Academic Qualification and Adoption of TSC Dress Code

	Value	df	As ymp. Sig. (2-sided)
Pearson Chi-Square	.167[b]	1	.683
Continuity Correction[a]	.055	1	.815
Likelihood Ratio	.167	1	.683
Fisher's Exact Test			
Linear-by-Linear Association	.166	1	.684
N of Valid Cases	150		

a. Computed only for a 2 x 2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.17.

The Pearson Chi-Square value was 0.167, and p-value of 0.683, which reveals that there was no statistically significant association between academic qualification and adoption TSC dress code (Table 4.9). This is because the p-value of 0.683 was above the 0.05 alpha value for the result to have statistical significance. Therefore, the hypothesis that there is no relationship between academic qualification and adoption of TSC dress code was not rejected.

4.7.1.3 Relationship Between Years of Teaching and Adoption of TSC Dress Code

The years of teaching was categorized into three, as follows: below 10 years, 11-20 years and above 20 years.

Table 4.10: Cross-tabulation of Years of Teaching and Adoption of TSC Dress Code

Years of Teaching		Adoption of TSC Dress Code		
		Conforming	Non-Conforming	Total
Below 10 Years	**Count**	**13**	**3**	**16**
	% within Years of Teaching	81.3%	18.8%	100.0%
	% of Total	8.6%	2.0%	10.6%
11-20 Years	**Count**	**35**	**24**	**59**
	% within Years of Teaching	59.3%	40.7%	100.0%
	% of Total	23.2%	15.9%	39.1%
Above 20 Years	**Count**	**54**	**22**	**76**
	% within Years of Teaching	71.1%	28.9%	100.0%
	% of Total	35.8%	14.6%	50.3%
Total	**Count**	**102**	**49**	**151**
	% within Years of Teaching	67.5%	32.5%	100.0%
	% of Total	67.5%	32.5%	100.0%

As shown in Table 4.10, the comparison was done based on the years of experience to establish whether it was associated with conformity on the adoption of TSC dress code. The table shows that only 8.6% of the conforming respondents had below ten years of teaching experience, 23.2% had 11-20 years of experience, while 35.8% had above 20 years. The reason could be that those with many years of experience had already adapted to the TSC code of conduct on dressing as compared to those with less experience.

Table 4.11: Chi-Square Test Results for Relationship Between Years of Teaching and Adoption of TSC Dress Code

	Value	df	As ymp. Sig. (2-sided)
Pearson Chi-Square	3.618[a]	2	.164
Likelihood Ratio	3.699	2	.157
Linear-by-Linear Association	.015	1	.903
N of Valid Cases	151		

0 cells (0%) have expected count less than 5. The minimum expected count is 5.19.

The Pearson Chi-Square value was 3.618 and p-value of 0.164, which reveals that there was no statistically significant association between years of teaching and adoption TSC dress code (table 4.11). This is because the p-value of 0.164 was above the 0.05 alpha value for the result to have statistical significance. Therefore, the hypothesis that there is no relationship between years of teaching and the adoption of TSC dress code was not rejected.

4.7.1.4 Relationship Between Age and Adoption of TSC Dress Code

Age of tutors was categorized into those below 35 years and above 35 years.

Table 4.12: Cross-tabulation of Age of the Respondents and Adoption of TSC Dress Code

Age		Adoption of TSC Dress Code		Total
		Conforming	Non-Conforming	
35 Years and Below	**Count**	**6**	**3**	**9**
	% within Indicate your Age	66.7%	33.3%	100.0%
	% of Total	4.0%	2.0%	6.0%
Above 35 Years	**Count**	**96**	**46**	**142**
	% within Indicate your Age	67.6%	32.4%	100.0%
	% of Total	63.6%	30.5%	94.0%
Total	**Count**	**102**	**49**	**151**
	% within Indicate your Age	67.5%	32.5%	100.0%
	% of Total	67.5%	32.5%	100.0%

From Table 4.12, the result shows that 63.6% of the respondents who were conforming to the adoption of TSC dress code were above 35 years old and compared to 66.7% of those who were 35 years and below. Only 30.5% of over 35 years old were not conforming to the stipulated dress code. The age of the respondents did not matter in terms of conforming to the TSC dress code.

Table 4.13: Chi-Square Test Results for Relationship Between Age and Adoption of TSC Dress Code

	Value	df	As ymp. Sig. (2-sided)
Pearson Chi-Square	.003[b]	1	.953
Continuity Correction[a]	.000	1	1.000
Likelihood Ratio	.003	1	.954
Fisher's Exact Test			
Linear-by-Linear Association	.003	1	.954
N of Valid Cases	151		

a. Computed only for a 2 x 2 table

b. 1cells (25.0%) have expected count less than 5. The minimum expected count is 2.92.

The Pearson Chi-Square value was 0.003 and p-value of 0.953, which reveals that there was no statistically significant association between the age of the respondents and adoption TSC dress code (table 4.13). This is because the p-value of 0.953 was above the 0.05 alpha value required for the result to have statistical significance. Therefore, the hypothesis that there is no relationship between age and adoption of TSC dress code was not rejected.

4.7.1.5 Relationship Between Marital Status and Adoption of TSC Dress Code

The marital status of tutors was categorized into married and single.

Table 4.14: Cross-tabulation of Marital Status and Adoption of TSC Dress Code

Marital Status		Adoption of TSC Dress Code		
		Conforming	Non-Conforming	Total
Married	**Count**	**89**	**43**	**132**
	% within What is your marital status	67.4%	32.6%	100.0%
	% of Total	58.9%	28.5%	87.4%
Single	**Count**	**13**	**6**	**19**
	% within What is your marital status	68.4%	31.6%	100.0%
	% of Total	8.6%	4.0%	12.6%
Total	**Count**	**102**	**49**	**151**
	% within What is your marital status	67.5%	32.5%	100.0%
	% of Total	67.5%	32.5%	100.0%

As seen in Table 4.14, 58.9% out of the total number of respondents who were conforming to the adoption of TSC dress code were married as compared to only 8.6% who were single. The higher percentage of conformity by the married respondents could be due to the maintenance of marriage values and work ethics as opposed to the single ones who may not necessarily be tied to those values.

Table 4.15: Chi-Square Test Results for Relationship Between Marital Status and Adoption of TSC Dress Code

	Value	df	As ymp. Sig. (2-sided)
Pearson Chi-Square	.008[b]	1	.931
Continuity Correction[a]	.000	1	1.000
Likelihood Ratio	.008	1	.931
Fisher's Exact Test			
Linear-by-Linear Association	.007	1	.931
N of Valid Cases	151		

a. Computed only for a 2 x 2 table

b. 0 cells (.0%) have expected countless than 5. The minimum expected count is 6.17.

The Pearson Chi-Square value was 0.008 and p value of 0.931 which reveals that there was no statistically significant association between marital status of the respondents and adoption TSC dress code (table 4.15). This is because the p value of 0.931 was above the 0.05 alpha value for the result to have statistical significance. Therefore, the hypothesis that there is no relationship between marital and adoption of TSC dress code was not rejected.

4.7.1.6 Relationship Between Number of Dependents and Adoption of TSC Dress Code

The number of dependents per tutor was categorized into four as follows: none, 1-3 dependents, 4-6 dependents and 7 and above dependents.

Table 4.16: Cross-tabulation of Number of Dependents and Adoption of TSC Dress Code

Number of Dependents		Adoption of TSC Dress Code		
		Conforming	Non-Conforming	Total
None	**Count**	**4**	**1**	**5**
	% within Number of dependent on your income	80.0%	20.0%	100.0%
	% of Total	2.7%	.7%	3.3%
1-3	**Count**	**51**	**22**	**73**
	% within Number of dependent on your income	69.9%	30.1%	100.0%
	% of Total	34.0%	14.7%	48.7%
4-6	**Count**	**33**	**20**	**53**
	% within Number of dependent on your income	62.3%	37.7%	100.0%
	% of Total	22.0%	13.3%	35.3%
7 and Above	**Count**	**13**	**6**	**19**
	% within Number of dependent on your income	68.4%	31.6%	100.0%
	% of Total	8.7%	4.0%	12.7%
Total	**Count**	**101**	**49**	**150**
	% within Number of dependent on your income	67.3%	32.7%	100.0%
	% of Total	67.3%	32.7%	100.0%

The findings from Table 4.16, shows that 80.0% of the respondents who did not have dependents were conforming to the adoption of TSC dress code, 69.9% were those with 1-3 dependents, 62.3% with 4-6 dependents and 68.4% were those with 7 and above dependents. The researcher could not establish any pattern to make any inference from

the findings whether the number of dependents on the respondent's income influenced the adoption of dress code.

Table 4.17: Chi-Square Test Results for Relationship Between Number of Dependents and Adoption of TSC Dress Code

	Value	df	As ymp. Sig. (2-sided)
Pearson Chi-Square	1.207[a]	3	.751
Likelihood Ratio	1.228	3	.746
Linear-by-Linear Association	.451	1	.502
N of Valid Cases	150		

2 cells (25. 0%) have expected count less than 5. The minimum expected count is 1.63.

The Pearson Chi-Square value was 1.207 and p-value of 0.751, which reveals that there was no statistically significant association between the number of dependents and adoption TSC dress code (table 4.17). This is because the p-value of 0.751 was above the 0.05 alpha value for the result to have statistical significance. Therefore, the hypothesis that there is no relationship between the number of dependents and the adoption of TSC dress code was not rejected.

4.7.1.7 Relationship Between Monthly Net Income and Adoption of TSC Dress Code

Monthly net income of tutors was categorized into those earning up to Kshs 55,000 and those earning above Kshs 55,000.

Table 4.18: Cross-tabulation of Net Income and Adoption of TSC Dress Code

Net Income		Adoption of TSC Dress Code		
		Conforming	Non-Conforming	Total
Kshs 55,000 and below	**Count**	**48**	**36**	**84**
	% within net income from employment per month	57.1%	42.9%	100.0%
	% of Total	32.4%	24.3%	56.8%
Kshs 55,000 and above	**Count**	**51**	**13**	**64**
	% within net income from employment per month	79.7%	20.3%	100.0%
	% of Total	34.5%	8.8%	43.2%
Total	**Count**	**99**	**49**	**148**
	% within net income from employment per month	66.9%	33.1%	100.0%
	% of Total	66.9%	33.1%	100.0%

The findings in Table 4.18 shows that 79.7% of those who were earning net income above Kshs 55,000 were conforming to the adoption of TSC dress code as compared to 57.1% of those who earn below Kshs 55,000. This finding was confirmed through hypothesis testing which revealed the same.

Table 4.19: Chi-Square Test Results for Relationship Between Net Income and Adoption of TSC Dress Code

	Value	df	As ymp. Sig. (2-sided)
Pearson Chi-Square	8.336[b]	1	.004
Continuity Correction[a]	7.349	1	.007
Likelihood Ratio	8.612	1	.003
Fisher's Exact Test			
Linear-by-Linear As sociation	8.280	1	.004
N of Valid Cases	148		

a. Computed only for a 2 x 2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.19.

The Pearson Chi-Square value was 8.336 and p-value of 0.004, which reveals that there was a statistically significant association between the net income of the respondents and adoption TSC dress code (table 4.19). This is because the p-value of 0.004 was below the 0.05 alpha value for the result to have statistical significance. Therefore, it was concluded that the relationship between net income and adoption of TSC dress code was not by chance. The null hypothesis was, therefore rejected. Tutors earning above 55,000 Kshs were observed to conform to dress code compared to those earning less.

4.7.2 Relationship Between Level of Awareness and Adoption of TSC Dress Code

The study hypothesized that there is no relationship between the level of awareness and adoption of TSC dress code by female tutors in TTC in Kenya. The level of awareness was categorized into aware and not aware.

Table 4.20: Cross-tabulation of Level of Awareness and Adoption of TSC Dress Code

Awareness of TSC dress code			Adoption of TSC Dress Code		Total
			Conforming	Non-Conforming	
	Yes	**Count**	**94**	**33**	**127**
		% within Are you aware of TSC dress code	74.0%	26.0%	100.0%
		% of Total	63.9%	22.4%	86.4%
	No	**Count**	**5**	**15**	**20**
		% within Are you aware of TSC dress code	25.0%	75.0%	100.0%
		% of Total	3.4%	10.2%	13.6%
Total		**Count**	**99**	**48**	**147**
		% within Are you aware of TSC dress code	67.3%	32.7%	100.0%
		% of Total	67.3%	32.7%	100.0%

Table 4.20 shows that 74.0% of those who were aware of TSC dress code requirement were confirming as compared to 25.0%. On the other 75.0% of those who were not aware of the TSC dress codes was non-conforming. The reason could be that TSC as the employer may not have put in place the right mechanisms of disseminating information regarding the recommended clothing styles to the tutors.

Table 4.21: Chi-Square Test Results for Relationship Between Awareness and Adoption of TSC Dress Code

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.878[b]	1	.000
Continuity Correction[a]	16.714	1	.000
Likelihood Ratio	17.710	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	18.749	1	.000
N of Valid Cases	147		

a. Computed only for a 2 x 2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.53.

The Pearson Chi-Square value was 18.878 and p-value of 0.000, which reveals that there was a statistically significant association between the level of awareness of the TSC dress code and adoption of TSC dress code (Table 4.21). This is because the p-value of 0.000 was below the 0.05 alpha value for the result to have statistical significance. Therefore, the hypothesis that there is no relationship between awareness and adoption of TSC dress code was rejected. Tutors who were aware of dress code conformed to it.

4.7.3.1 Relationship Between Functional Elements and Adoption of TSC Dress Code

The study hypothesized that there is no relationship between functional elements and the adoption of TSC dress code by female tutors in TTC in Kenya. This is because the garment that is comfortable, fitting, protective, and those that allow easier movement are easily adaptable. Functional elements were categorized into two those that influenced the adoption of dress code and those that did not influence the adoption of TSC dress code.

Table 4.22: Cross-tabulation of Functional Elements and Adoption of TSC Dress Code

Functional Elements		**Adoption of TSC Dress Code**		Total
		Conforming	Non-Conforming	
Don't Influence adoption	**Count**	**5**	**4**	**9**
	% within The Average of Functional Elements	55.6%	44.4%	100.0%
	% of Total	3.5%	2.8%	6.4%
Influence adoption	**Count**	**88**	**44**	**132**
	% within The Average of Functional Elements	66.7%	33.3%	100.0%
	% of Total	62.4%	31.2%	93.6%
Total	**Count**	**93**	**48**	**141**
	% within The Average of Functional Elements	66.0%	34.0%	100.0%
	% of Total	66.0%	34.0%	100.0%

Table 4.22 shows that majority 66.7% of the respondents indicated that functional elements influenced the adoption of TSC dress as compared to 55.6% who indicated that functional elements did not influence the adoption of TSC dress code.

Table 4.23: Chi-Square Test Results for Relationship Between Functional Elements and Adoption of TSC Dress Code

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.463[b]	1	.496
Continuity Correction[a]	.101	1	.751
Likelihood Ratio	.446	1	.504
Fisher's Exact Test			
Linear-by-Linear Association	.460	1	.498
N of Valid Cases	141		

a. Computed only for a 2 x 2 table

b. 1 cell (25.0%) have expected count less than 5. The minimum expected count is 3.06.

Table 4.23 shows the Pearson Chi-Square value was 0.463 and p-value of 0.496, which reveals that there was no statistically significant association between functional elements and adoption TSC dress code. This is because the p-value of 0.496 was far above the 0.05 alpha value for the result to have statistical significance. Therefore, the hypothesis that there is no relationship between functional elements and the adoption of TSC dress code was not rejected.

4.7.3.2 Relationship Between Aesthetic Elements and Adoption of TSC Dress Code

The study hypothesized that there is no relationship between aesthetic elements and the adoption of TSC dress code by female tutors in TTC in Kenya. Accordingly, the aesthetic aspect like fabric quality, fabric designs, garment styles, and well-constructed garment did not influence conformity to the adoption of TSC dress code. Aesthetic elements were categorized into those that influenced adoption and those that did not influence adoption.

Table 4.24: Cross-tabulation of Aesthetic Elements and Adoption of TSC Dress Code

Aesthetic Elements		Adoption of TSC Dress Code		Total
		Conforming	Non-Conforming	
Don't Influence adoption	**Count**	**4**	**1**	**5**
	% within The Average of Aesthetic Elements	80.0%	20.0%	100.0%
	% of Total	2.8%	.7%	3.5%
Influence adoption	**Count**	**91**	**48**	**139**
	% within The Average of Aesthetic Elements	65.5%	34.5%	100.0%
	% of Total	63.2%	33.3%	96.5%
Total	**Count**	**95**	**49**	**144**
	% within The Average of Aesthetic Elements	66.0%	34.0%	100.0%
	% of Total	66.0%	34.0%	100.0%

Table 4.24 shows 80.0% of the respondents indicated that aesthetic elements did not influence conformity to the adoption of TSC dress code as compared to 65.5% who were influenced.

Table 4.25: Chi-Square Test Results for Relationship Between Aesthetic Elements and Adoption of TSC Dress Code

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.454[b]	1	.500
Continuity Correction[a]	.037	1	.847
Likelihood Ratio	.495	1	.482
Fisher's Exact Test			
Linear-by-Linear Association	.451	1	.502
N of Valid Cases	144		

a. Computed only for a 2 x 2 table

b. 2 cells(50.0%) have expected count less than 5. The minimum expected count is 1.70.

As seen in table 4.25, the Pearson Chi-Square value was 0.454 and p-value of 0.500, which reveals that there was no statistically significant association between aesthetic elements and adoption TSC dress code. This is because the p-value of 0.500 was above the 0.05 alpha value for the result to have statistical significance. Therefore, the hypothesis that there is no relationship between aesthetic elements and the adoption of TSC dress code was not rejected.

4.7.3.3 Relationship Between Expressive Elements and Adoption of TSC Dress Code

Dress Code The study hypothesized that there is no relationship between expressive elements and adoption of TSC dress code by female tutors in TTC in Kenya. This is due to the fact that expressive elements including personality, values, roles, and self-concept do affect the adoption of TSC dress code. Expressive elements were categorized into those that influenced adoption and those that did not influence adoption.

Table 4.26: Cross-tabulation of Expressive Elements and Adoption of TSC Dress Code

Expressive element		**Adoption of TSC Dress Code**		Total
		Conforming	Non-Conforming	
Influence adoption	**Count**	**76**	**38**	**114**
	% within The Average Expressive element	66.7%	33.3%	100.0%
	% of Total	57.6%	28.8%	86.4%
Don’t Influence adoption	**Count**	**11**	**7**	**18**
	% within The Average Expressive element	61.1%	38.9%	100.0%
	% of Total	8.3%	5.3%	13.6%
Total	**Count**	**87**	**45**	**132**
	% within The Average Expressive element	65.9%	34.1%	100.0%
	% of Total	65.9%	34.1%	100.0%

As shown in Table 4.26, majority 66.7% indicated that expressive elements influence conformity to the adoption of TSC dress code as compared to 61.1% who indicated that they do not influence.

Table 4.27: Chi-Square Test Results for Relationship Between Expressive Elements and Adoption of TSC Dress Code

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.214[b]	1	.644
Continuity Correction[a]	.038	1	.846
Likelihood Ratio	.210	1	.647
Fisher's Exact Test			
Linear-by-Linear Association	.212	1	.645
N of Valid Cases	132		

a. Computed only for a 2 x 2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.14.

The Pearson Chi-Square value was 0.214 and p-value of 0.644 which reveals that there was no statistically significant association between expressive elements and adoption TSC dress code (table 4.27). This is because the p-value of 0.644 was above the 0.05 alpha value for the result to have statistical significance. Therefore, the hypothesis that there is no relationship between expressive elements and adoption of TSC dress code was not rejected.

4.7.4 Relationship Between Clothing Preferences and Adoption of TSC Dress Code

The study hypothesized that there is no relationship between clothing preferences and

adoption of TSC dress code by female tutors in TTC in Kenya. Clothing preferences were categorized into those that preferred formal, semi-formal and informal clothing.

Table 4.28: Cross-tabulation of Clothing Preferences and Adoption of TSC Dress Code

Clothing Preference		Adoption of TSC Dress Code		
		Conforming	Non-Conforming	Total
Formal	**Count**	**51**	**21**	**72**
	% within Clothing Preference	70.8%	29.2%	100.0%
	% of Total	34.2%	14.1%	48.3%
Sem-formal	**Count**	**38**	**19**	**57**
	% within Clothing Preference	66.7%	33.3%	100.0%
	% of Total	25.5%	12.8%	38.3%
Informal	**Count**	**11**	**9**	**20**
	% within Clothing Preference	55.0%	45.0%	100.0%
	% of Total	7.4%	6.0%	13.4%
Total	**Count**	**100**	**49**	**149**
	% within Clothing Preference	67.1%	32.9%	100.0%
	% of Total	67.1%	32.9%	100.0%

As presented in Table 4.28, out of the total respondents conforming to dress code (34.2%) preferred formal clothing, 25.5% preferred semi-formal clothing, while 7.4% preferred informal clothing. On the other hand, 70.8% who preferred formal clothing was conforming, 66.7% who preferred semi-formal clothing were conforming while 55.0% who preferred informal clothing were conforming.

Table 4.29 Chi-Square Test Results for Relationship Between Clothing Preferences and Adoption of TSC Dress Code

	Value	df	s ymp. Sig. (2-sided)
Pearson Chi-Square	1.786[a]	2	.409
Likelihood Ratio	1.732	2	.421
Linear-by-Linear Association	1.585	1	.208
N of Valid Cases	149		

0 cells (.0%) have expected count less than 5. The minimum expected count is 6.58.

The Pearson Chi-Square value was 1.786 and p-value of 0.409, which reveals that there was no statistically significant association between clothing preferences and adoption of TSC dress code (table 4.29). This is because the p-value of 0.409 was above the 0.05 alpha value for the result to have statistical significance. Therefore, the null hypothesis that there is no relationship between clothing preferences and adoption of TSC dress code was not rejected.

In summary, the findings showed that most social demographic characteristics were not statistically significant to the adoption of TSC dress code. Monthly net income of the respondent and level of awareness to TSC dress code were statistically significant to stipulated TSC dress code. Those earning above Kshs 55,000 were observed to be conforming to dress code as compared to those earning less. Those who were aware of TSC dress code conformed to it although a higher percentage was not aware and not conforming.

4.8 Clothing Styles That can be Incorporated in TSC Dress Code.

Objective eight of the study was the development of a new model of clothing styles that can be incorporated in TSC dress code for tutors. The researcher used the clothing styles

preferred by the respondents and the FEA Consumer Needs Model to identify and develop clothing styles. The feedback from respondents on their preferred styles was put into consideration in developing clothing styles, and all functional, aesthetic and expressive garments elements were included in order to come up with functional and fashionable clothing styles. The key to the FEA model is that it facilitates in resolving design problems, whether predominantly functional, expressive or fashion- oriented so that the clothing styles meet the needs of female tutors within the work context.

The following manual of clothing styles was developed: Sketched skirt suits (Figure 4.16). The skirt suits are of moderate length, fitting to different body sizes and appropriate for teaching profession. The styles are fashionable and provides a range of varieties to select from. Sketched dress suits (Figure 4.17) were sketched in consideration of FEA garments element for different body sizes. They are functional, fashionable and appropriate to be used by mature figures. Sketched trouser suits (Figure 4.18), a range of trouser suits were sketched in line to the stipulated TSC dress code. They are of appropriate length, non-transparent and not very conservative.

Sketched Skirt Suits Styles

SSS 5

SSS 6

SSS 7

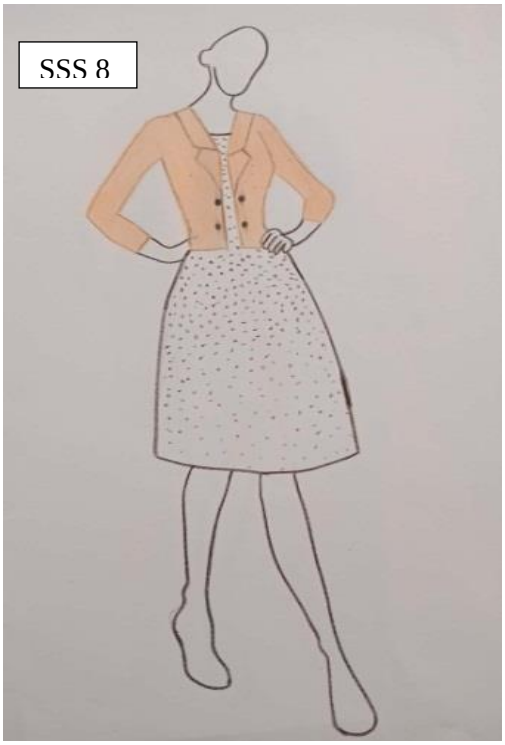
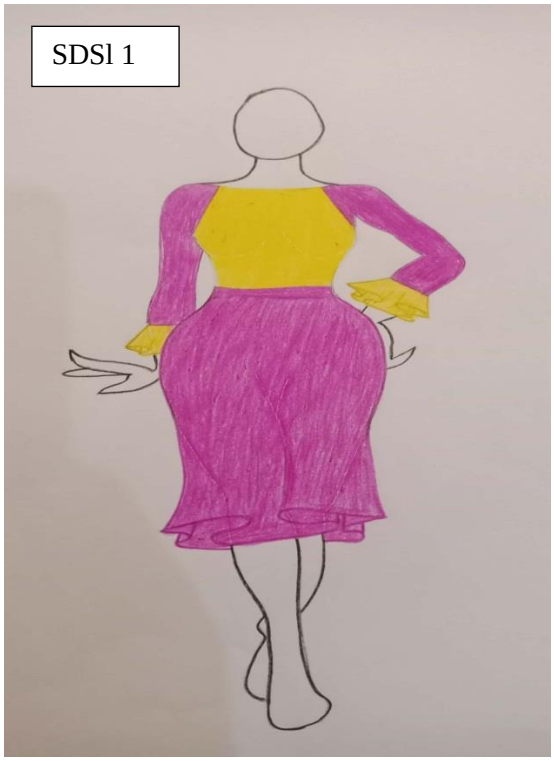

SSS 8

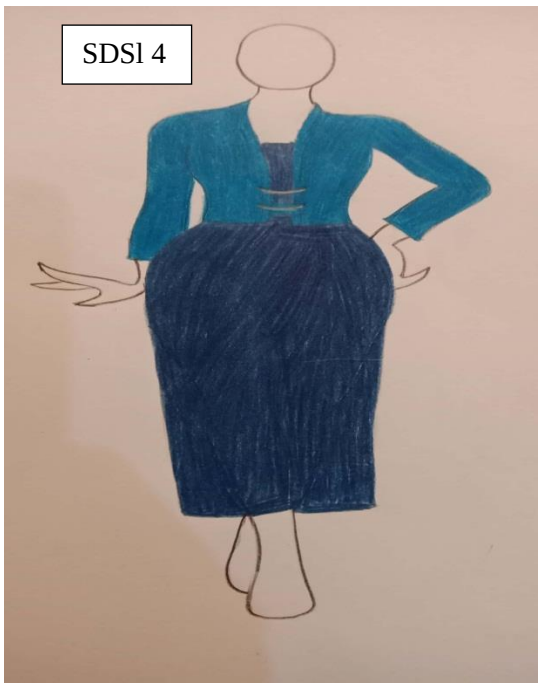
Figure 4.16 (Plate) Skirt suits

Sketched Dress Suits Styles (Small and Medium Sizes)

Figure 4.17 (Plate) Dress suits

Sketched Dress Suits Styles (Large and Extra-Large Sizes)





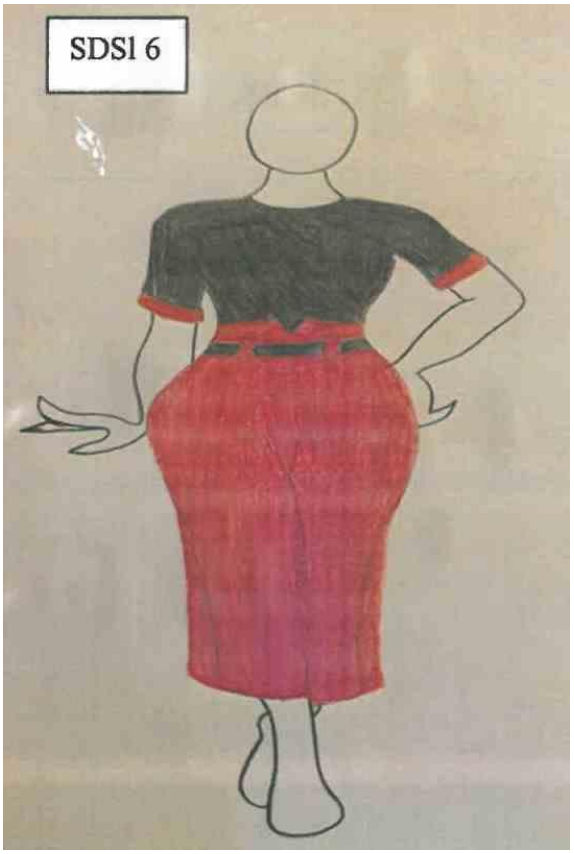


Figure 4.18 (Plate) Dress Suits

Sketched Trouser Suits Styles

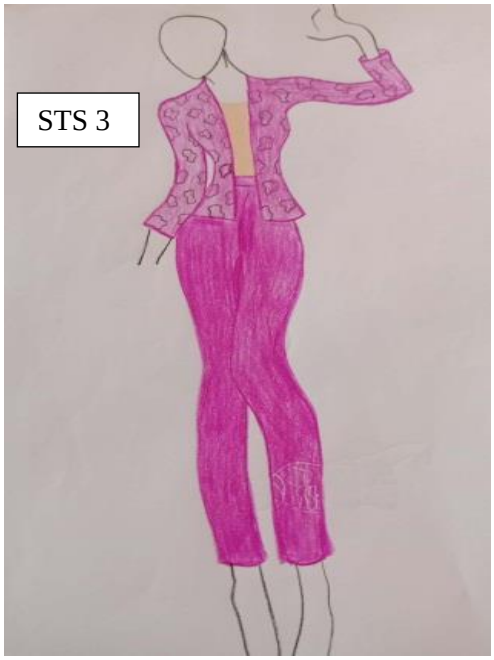


Figure 4.19 (Plate) Trouser Suits

CHAPTER FIVE: DISCUSSION

5.0 Introduction

This chapter focuses on the discussions of current findings in relation to the literature reviewed and the implications to the TSC dress code. The study assessed the adoption of the Teachers Service Commission dress code by female tutors in teachers training colleges in Kenya through examining factors that influence their clothing preference. Assessing the adoption of the dress code could contribute to the implementation of the professional dress code in the learning institutions. There is limited literature professional dress code for tutors in teacher training colleges.

Previous studies done have focused on factors influencing clothing selection among teachers in institutions of learning in Kenya (Riungu, 2009; Njeru, 2002). Sampson (2016) study in Walden University (United States) researched on teachers' perceptions of the effect of their attire on students' behavior and learning in classroom while Carr et al. (2009) study in Alabama United States, looked at the effect of business faculty attire on student perceptions of the quality of instruction. No evident research has been done on the adoption of Teachers Service Commission dress code in Kenya, and this study, therefore, contributes to knowledge on the adoption of dress code among female tutors, an insight in this area.

5.1 Socio-demographic Characteristics of Female Tutors

The first objective of the study was to identify the socio-demographic data of female tutors which included position held in college, the highest level of education, years of experience, marital status, number of dependents on respondent's income and monthly net

income. The study established that majority (62.8%) of the respondents were lecturers and had a masters level of education. This percentage may be attributed to recent development in Kenya where many professionals are going back to university to study for higher degrees. To seek the highest level of academic qualification is important as it affects the perceived status of an individual both socially and academically. Generally, it is expected that the higher the educational level, the higher the income, resulting in higher expenditure on clothing.

Isika (2006) noted that educational level has a tremendous significance on the clothing adoption behavior as professional women with higher levels of education may have better taste in clothing preference. Beebe and Beebe (1997) also acknowledged that the higher status of individual due to academic achievement is associated with more expensive, higher quality clothing. Whether an individual wears expensive, more formal clothing to project an image of higher status or wears expensive, more formal clothing because he/she has high status, the effect on how others view and react to him/her is similar.

The second socio-demographic information was the position held by the tutors where majority 62.8% were lecturers while the rest 37.2% were in administrative positions including principal, deputy principal, and heads of departments. The position held by the female tutors was important for the research in order to understand the category of respondents who participated in this study. It was also essential to gauge their ability and competence in the assessment of the Teachers' Service Commission dress code by female tutors in TTCs. The finding of this study concurs with Coskuner and Sandikci (2004),

who observed that clothing is worn for symbolic reasons such as showing the position or status of an individual in a given set up.

Female tutors need to dress well to suit their occupational status, at the same time, obtain admiration and credibility necessary from teacher trainees and the community in general. Most tutors who were administrators (68.5%) conformed to TSC dress code while 31.5% did not conform. This implies that administrators had to set the pace for non-administrators because of the position held. They would prefer clothes which will reflect on their job role, status, and authority. Therefore, a tutor dressed professionally will earn admiration and respect from their learners. This helps to set an excellent example as learners are good in copying the behavior of their tutors.

The age of female tutors was analyzed, as clothing preferences are associated with one's age. The study revealed that the tutors had an average age of 46.6 years with the youngest teacher being 27 years and the oldest 63 years old with a standard deviation of 6.7. A possible explanation for these results may be the extension of retirement age and contractual employment of old tutors both of which have contributed to the majority of tutors being above 45 years.

The number of years in the teaching profession for tutors was established, and it was found that almost half of tutors had an average of 20 years of teaching experience. In a way, the response of an individual is likely to be determined by the numbers of years taken in a particular task and therefore it becomes imperative to know the number of

years of experience of female tutors in the teaching profession and its impact on dress code adoption. Satrapa (1992) found out that the kind of clothing one prefers to wear is worth words of expression. They further reported that clothing as part of appearance gives information about the wearer's age, sex, personality, and socioeconomic status.

The fifth socio-demographic characteristic sought was marital status. The study established that majority (87.8%) of the female tutors were married while the rest were single. Marital status has a lot of impact on the dress code for teachers. According to Damhorst et al. (2005), the people you interact with tend to influence clothing preference an individual makes. A possible explanation for this might be other persons such as spouses and children may change one preference of clothes to wear in a family set up. To relate marital status to the adoption of TSC dress code, a chi-square test was carried. The result showed that there is no relationship between marital status and adoption of TSC dress code as established in chapter four. (Table 4.15)

Net income was the sixth socio-demographic characteristic sought by this study. The finding indicated that 32.5% earned Kshs 55,000-70,000 while only 1.9% of the tutors earned above Kshs 95,000. According to Kotler (2005), the economic status of an individual has a considerable impact on clothing preference. A large percentage of 49.7% of the tutors had only 1-3 defendants, which left them with reasonable income to spend on clothing. 35.0% who had 4-6 dependents followed this, 11.7% had above seven dependents while only 3.7% had none. This finding is similar to Otieno (1990), who found out that the number of dependents profoundly influences Kenyan consumers. The

number of dependents is expected to influence clothing preference of the female tutors. The number of dependents on the respondent's income was considered an important variable because it is expected that tutors with income to support their nuclear and other members of the family. In turn, it is expected to influence clothing preference of the college tutors due to income to spend on dependents.

The results from the Likert scale indicated that socio-demographic characteristics that mostly influenced female tutors in their clothing preferences were age (74.4%) and the amount of money they had (72.7%). 71.4% were influenced by their marital status. The study further revealed that 67.4% were influenced by the positions held in their respective colleges while 44.5% were influenced by educational level. The research established that female tutors need to dress to suit their occupational status and at the same time, obtain admiration and credibility necessary from teacher trainees and the community in general. Kotler et al. (2005) argue that the job role and status of tutors also determine the preference of clothing products.

5.2 Level of Awareness of the TSC Dress Code by Female Tutors

The second objective of the study was to establish the level of awareness of TSC dress code by female tutors. The study found that majority of the respondents (85%) were aware of the TSC dress code statement, and only 11% of the respondents were not aware. The study further revealed that 45.6% of the female tutors had read the dress code requirement from the TSC code of conduct, followed by 28.7% who read the same from the TSC magazine. Finally, 22.7% of tutors found and read it from notice boards and 6.7% from other sources. The TSC code of conduct and ethics for teachers states that

"Teachers are required to maintain a neat and decent standard of dressing which befits the dignity and image of the teaching service and ensure that their appearance and personal hygiene is not offensive to workmates or those they serve"(TSC, 2015). Most tutors felt the statement should be made more specific on clothing styles other than being left to decide what decent dressing entails.

It is important to note that the majority (84.5%) of the respondents felt there is a need for emphasis on compliance of TSC dress code, which is usually silent. Most respondents mentioned that a formal dress code would ensure tutors in TTC are dressed decently to avoid any distraction to learners at the same time to be a role model to their learners. Research done by Workman and Freeburg (2010) revealed that one way to control the school's image is through written dress code policies for teachers. In this era of "My Dress my choice" female tutor needs to be informed that the way they dress has either positive or negative effects not only on the teacher trainee but also on the community at large. A possible explanation of female tutors who dress in a casual manner may display a relaxed attitude toward their professional obligations.

5.3 Functional and Aesthetic Elements Considered by Female Tutors

Objective four sought to identify the expressive elements of influencing clothing preferences by female tutors. In summary, the findings from the Likert scale from multiple responses revealed that 94.3% of the tutors were influenced by their personality, while their values influenced 94.2%. The finding of this study concurs with Batra and Niehu (2009), who noted that the clothing preference of Indian women is prejudiced by social values, social norms, and individual tastes. The results produced also corroborate

the findings by Mahreen (2012), who revealed that factors influence clothing preference for female tutors included their personality, socio-cultural, price, and psychological factors. A study that was done by Corbu (2009) also indicated that although globalization has affected collective societies in India, the majority of people tend to conform to their personality and cultural values in their clothing preference. Asaju (2013) emphasized that clothing style is a way of saying who you are without having to say it.

According to the results of this study, more than half of the female tutors were influenced by their roles in the college. The results corroborate the finding by Jenkins (2008) that every person plays multiple roles in their daily life, for instance, professional role, family or social role each of these roles have a certain effect on clothing preference of an individual. According to Inglessis (2008), when tutors wear more officially, such as when they wear suits, they are seen to be more knowledgeable, more intellectual and convincing than teachers wearing informal clothing such style as jeans and a t-shirt.

The study further established that 91.9% of the tutors were influenced by their self-esteem and 91.2% by their self-concepts in clothing preference. Tombs (2010) similarly emphasized that dressing code affects both our inner feelings and our self-concept. Unsuitable choices of apparel can also embarrass an individual and lower their self-esteem, and confidence. Therefore, among tutors, it was observed that clothing was considered a major force in the development of an individual's self-concept and personality.

Interestingly 62.7% of the tutors were never influenced by their will to impress others, while 28.8% of the respondents' clothing preferences were affected by their attitude. The results contradict study done by Francis (2011), who affirmed that women felt a sense of power depending on their kind of clothing and that clothing was a way of expressing who they were.

According to the study done by Moody, Kinderman, and Sinha (2010), women as a group of consumers have considerable interest in clothing as a fashion product, and they use clothing as a way of expressing their cultural identities. The finding of this study differs in that the majority of the tutors never wore clothes that expressed their ethnicity, even though 36.2% often preferred clothes that are accepted in their religion. This implied that tutors dressed for work rather than social occasions, and hence, culture and religion were not critical.

5.4 Expressive Elements Influencing Clothing Preferences

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To establish the relationship between the expressive elements and adoption of TSC dress code, a chi-square test was carried out whose findings revealed that there was no relationship between the expressive elements and the adoption of TSC dress code (see Table 4.27) in chapter four.

5.5 Clothing Styles Preferred by Female Tutors in TTC

Objective five of the study sought to establish the styles of clothing preferred by female tutors in TTCs. The majority (66.9%) of the female tutors preferred skirts suits, while 30.1% preferred trouser suits, followed by 56.4% who preferred moderate necklines and only 8.0% preferred low necklines. The findings also revealed that 32.1% preferred long garments, while 25.2% preferred short outfits. The results also revealed that 28.2% preferred loosely fitted garments, while 20.9% preferred close-fitting garments. However, the TSC dress code only includes; not wearing tight-fitting clothes, not to wear transparent clothes and not to wear garments that expose cleavage.

The findings are consistent with those of Hoover (2007), who found out that professional appearance of teachers is important, and there are specific items of clothing that teachers should not wear like an exposed midriff or visible underwear in the school environment. He further explained that professionally, female teachers should be covered from below the collar bone to around one inch above the knee.

Thompson (2017) explains that clothing for teachers should be modest, appropriate to the season and not too tight to divert students' attention in the classroom. A tutor dressed professionally will gain admiration and respect from their learners and affect the learners' perception of the teacher's ability to teach. This helps to set an excellent example as learners are good in aping the behavior of their tutors. According to Damhorst (2005), people you interact with tend to influence clothing preference of an individual. Learners will tend to ape the appearance and behavior they see from their tutors in classrooms.

5.6 Adoption of TSC Dress Code

The Dependent Variable (DV) for this study was the adoption of the TSC dress code. The research established that a large percent of administrator (68.1%) conformed to TSC dress code. This is as a result of the position held in college which would require them to set the pace for other tutors in the adoption of TSC dress code. At the same time, they earn more money, and from the findings, it was established that there was a relationship between income and adoption. Even the findings from observations confirmed that they were conforming. On the other hand, a lower percent of non-administrators was not conforming to TSC dress code, and this may be contributed by less income and lack of

pressure to conform like administrators who should enforce the adoption.

The observation showed that most tutors were not conforming. For example, 51.7% wore garments that exposed cleavage contrary to TSC dress code. Further, they violated other styles like wearing close fitted garments (60.0%) even though in the questionnaire, they claimed (20.9%) to be conforming. Barely half are conforming, and this implies that the TSC has to do a lot more for their dress code to raise the level of conformity.

The results from the level of awareness revealed that 74.0% of those who were aware of TSC dress code requirement was conforming as compared to 75.0% of those who were not aware of the TSC dress codes were non-conforming. This implies that the TSC needs to enforce the dress code by demanding full conformity and ensuring the clothing styles for the tutors are more specific. It was established that there was a relationship between the level of awareness and adoption.

5.7 Hypotheses Testing

The study hypothesized that there is no relationship between socio-demographic characteristics and the adoption of TSC dress code by female tutors in TTC in Kenya. A chi-square test of association was carried to establish whether there was a relationship between various socio-demographic characteristics, including position held, level of education, years of teaching, and age. Satrapa (1992) found out that the kind of clothing one prefers to wear is worth words of expression. They further reported that clothing as part of appearance gives information about the wearer's age, sex, personality, and socioeconomic status. Kotler et al. (2005) argue that the job role and status of tutors also determines the preference of clothing products.

Others socio-demographic characteristics included marital status, number of dependents, and monthly net income. Out of all the above stated socio-demographic characteristics, the hypothesis test using chi-square revealed that only monthly net income of the respondents had a relationship with the adoption of stipulated TSC dress code. The findings concur with Kotler (2005) who found out that the economic status of an individual has a considerable impact on clothing preference.

Majority of tutors with bachelors' degree conformed to TSC dress code compared to tutors with post-graduate degrees. This was in contrast with what Isika (2006) found out, that educational level has a great significance on the clothing adoption behavior as professional women with higher levels of education may have better taste in clothing preference. Beebe and Beebe (1997) also acknowledged that more elevated status of individual due to academic achievement is associated with more expensive, higher quality clothing. Coskuner and Sandikci (2004), also observed that clothing is worn for symbolic reasons such as showing the position or status of an individual in a given set up.

The study also found out that tutors who did not have dependents conformed to the adoption of TSC dress code as compared to those who had more dependents. This concurred with what Otieno (1990) found out that the number of dependents profoundly influences Kenyan consumers in their consumption behavior.

The study hypothesized that there is no relationship between the level of awareness of TSC dress code and its adoption by female tutors in TTC in Kenya. The chi-square test showed that there was an association between the level of awareness of TSC dress code and its adoption. Therefore, the null hypothesis that there is no relationship between

awareness of TSC dress code and its adoption was not by chance. The null hypothesis was, consequently rejected.

The study hypothesized that there is no relationship between functional, expressive, and aesthetic elements and adoption of TSC dress code by female tutors in TTC in Kenya. The Chi-square test revealed that there was no relationship between the FEA garment elements and adoption of TSC dress code.

The study hypothesized that there is no relationship between clothing preferences and adoption of TSC dress code by female tutors in TTC in Kenya. The inferential statistical test showed that there was no relationship between the two, and therefore, the null hypothesis was not rejected. Based on the hypothesis tests, inferential Statistical analysis revealed that there was a relationship between the level of awareness, net income earned, and adoption of TSC dress code.

5.8 Development of Clothing Styles

Objective eight of the study was the development of clothing styles that can be incorporated in TSC dress code for tutors. From the finding of the study, clothing styles were sketched/developed using styles preference from tutors. FEA garment elements preferred by tutors were also put into consideration such as functional (comfortable and fitting garment), aesthetics (well-constructed and style of garment) and expressive elements (personality and values of a tutor). The researcher used the clothing styles preferred by the tutors during the time of study and was not in the TSC code of conduct. This implies that if they are incorporated in TSC dress code tutors would wear them.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the findings and gives conclusions and recommendations of the study. The implications of the research findings are explained. Additional research areas are also suggested. The study was based on the following objectives: identify the socio-demographic characteristics of female tutors and establish their level of awareness of the TSC dress code. The study further identified the functional and aesthetic elements that female tutors considered; the expressive elements influencing their clothing preferences and established the styles of clothing that female tutors preferred. The study established the extent of adoption of the TSC dress code by female tutors. Finally, the study established the relationship between selected variables such as socio-demographic characteristics, functional, aesthetic and expressive elements, level of awareness and adoption of TSC dress code and clothing preference with the adoption of TSC dress code. A manual of clothing styles was developed.

The study employed a cross-sectional descriptive survey to assess the adoption of TSC dress code among female tutors in teacher training colleges. It involved administering a questionnaire to all female tutors from seven TTC that were randomly selected. The researcher also observed and recorded the kind of clothing worn by respondents. The variables measured were sociodemographic characteristics, functional, expressive, and aesthetics garment elements, clothing preference, level of awareness, and adoption of TSC dress code.

6.1 Summary of the Main Findings

In terms of socio-demographic information, the majority (67.8%) of the respondents were

lecturers, 21.1% were heads of subject and 14.9% heads of department. Other positions included principals and deputy principals 0.6% respectively. On academic qualifications, 49.1% of the female tutors had a masters level of education, 47.2% had a bachelor's degree, 2.5% had Ph.D. degrees while 1.2% had higher Diplomas. The tutors had an average of 20 years of teaching experience with a minimum of three years and a maximum of 26 years. Most of those who were not aware (75.0%) of the TSC dress codes were non-conforming as compared to (74.0%) tutors who were aware of TSC dress code requirement and conforming.

Regarding the level of awareness, the study revealed that majority (45.6%) of the female tutors read the dress code requirement on the TSC code of conduct while only 7.3% of respondents read it from Daily newspaper and 6.7% from other sources. Finally, the majority (79.7%) of those who were earning a net income of above Kshs 55,000 were conforming to the adoption of TSC dress code as compared to 57.1% of those who were earning below Kshs 55,000. In terms of hypothesis testing, there was a significant relationship between levels of awareness of TSC dress code and adoption of the TSC dress code by female tutors.

The study identified the functional and aesthetic elements that female tutors considered before the adoption of the TSC dress code. Functional elements considered were the comfort of the garment (94.9%), followed by fit (91.6%), mobility (75.6%), and finally protectiveness of the garment (73.5%). The aesthetic elements most considered were well-constructed garment (94.8%), followed by style of the garment (78.4%), fabric quality (89.7%), and least considered was the fabric design (74.9%).

Concerning the expressive elements influencing clothing preferences by female tutors, the majority (70.7%) were always influenced by their personality, and interestingly 62.7% were never influenced by their will to impress others.

The study sought to establish the styles of clothing preference for female tutors in TTCs, a majority (66.9%) of the female tutors preferred skirts suits, followed by 56.4% who preferred moderate necklines while only 8.0% preferred low necklines. In terms of the length of the garment worn, majority 46.7% preferred moderate length, 28.3% wore the garments that were below the knees and 13.3% preferred those above the knee length while 10.0% wore long garments and only 30.1% preferred trouser suits,

Regarding the extent of adoption of the TSC dress code for tutors in Kenya, 67.6% of the respondents were always or often concerned about the TSC dress code as they dressed for work. Close to three-quarters of female tutors selected their workplace attires in line with stipulated TSC dress code.

While comparing the findings from the questionnaire and the observation, the result showed some similarities. For instance, the questionnaire result showed that tutors wore separate suits, which were confirmed through observation; secondly, both instruments showed similar results that tutors wore loosely fitted garment and low necklines. On the other hand, results from the questionnaires and observation showed some inconsistencies. For example, a small percentage (20.9%) of tutors reported in the questionnaires that they preferred close fitted garment, while through observation, the researcher recorded that a higher rate (60.0%) of respondents wore close fitted garment, which violates TSC dress code. The study further recorded from the questionnaire that a low number of tutors

(8.3%) preferred garments with high neckline while observations showed that more than 50.0% preferred low necklines.

The study also established that 88.6% of the respondents selected clothes with skirt lengths below the kneecap while 92.7% rarely or never at all preferred skirts that are tight fitting. Seventy-seven point six percentages (77.6%) never wore blouses that expose cleavage, and 94.7% never preferred clothes that were transparent. The study further revealed that 63.5% always or often wore moderate fitting trouser, 87.1 preferred length of skirt slit that is moderate and 67.1% preferred top for a trouser that is of hip length.

In terms of hypothesis testing, there was no statistically significant association between positions held, level of education, age, marital status, and number dependents and adoption TSC dress code. The results of chi-square and p- values for each of the sociodemographic characteristic was as follows: position held (chi-square 0.003, p-value 0.957), level of education (chi-square 0.167 and p-value of 0.683), years of teaching (Chi-Square value 3.618 and p-value of 0.164), age (Chi-Square value 0.003 and p-value of 0.953), marital status (Chi-Square value 0.008 and p-value of 0.931),number dependents (Chi-Square value 1.207 and p-value of 0.751) and net monthly income (Chi-Square value 8.336 and p-value of 0.004).

The only socio-demographic characteristics that had a relationship with the adoption of stipulated TSC dress code was monthly net income. The cross-tabulation results confirmed this because it was established that 79.7% of those who were earning a net income of above Kshs 55,000 were conforming to the adoption of TSC dress code as compared to 57.1% of those who were making below Kshs 55,000.

The study had hypothesized that there is no relationship between awareness of the TSC dress code and adoption of the TSC dress code by female tutors in TTC in Kenya. The finding of the study showed a Pearson Chi-Square value of 18.878 and p-value of 0.000. Through cross-tabulation, the study established that a higher percentage of 74.0% of those who were aware of TSC dress code requirement was conforming while 26.0% who were aware, were conforming. On the other hand, 25.0% of the tutors were not aware but were conforming, while 75.0% of those who were not aware of the TSC dress codes were non-conforming. Therefore, it was established that there was a relationship between the level of awareness and adoption of TSC dress code and the null hypothesis rejected.

To establish the relationship between functional, expressive and aesthetic elements and adoption TSC dress code, all the indicators of functional, expressive and aesthetic elements had no ties with adoption TSC dress code as all their p values were above the significance level of 0.05. The chi-square and p-values were (functional elements Pearson Chi-Square value 0.463 and the p-value of 0.496, aesthetic elements Chi-Square value 0.454 and p-value of 0.500 and expressive elements Chi- Square value was 0.214 and p-value of 0.644). From the hypothesis testing, there was no relationship between FEA elements and adoption of TSC dress code.

The findings indicated that there was no association between clothing preference and adoption of TSC dress code. This is because the Pearson Chi-Square value was 1.786, and the p-value of 0.409 was above the 0.05 alpha value for the result to have statistical significance. There was no relationship between clothing preferences and adoption of TSC dress code.

6.2 Conclusion

Based on the findings, the following conclusions were made:

1. Majority of tutors were lecturers with a master's degree and an average age of 47 years old.
2. Most female tutors had seen and read TSC dress code in TSC code of conduct with all of them recommending that the dress code should be more specific in its guidelines.
3. Functional and aesthetics garments elements that were most preferred clothing by tutors were comfortable garments to wear, well- constructed and style of the garment.
4. Expressive garments elements preferred by tutors were one's personality, one's values, self-esteem, self-concept, and one's attitude.
5. Most tutors preferred wearing skirt suits that were close fitted with moderate necklines and short sleeves at the place of work.
6. Majority of female tutors in this study were influenced by their age in their clothing preference.
7. Tutors earning monthly net income above Kshs 55,000 tended to adhere to the TSC dress code.

6.3 Recommendations

6.3.1 Recommendations for Policy

Based on the study findings, the following are policy recommendations:

1. Ministry of education needs to instruct and enforce all tutors in institutions of learning the dress code for the workplace that can be emulated by learners to improve dressing morals in society.

2. The Teachers Service Commission need to put into account the views of tutors during

the revision and implementation of dress code to enhance its adoption.

3. To increase awareness, the TSC needs to interact through a feedback mechanism on clothing styles integrated with the dress code by using various means of communication.

4. A mechanism needs to be put in place in teacher training colleges to demand compliance and give disciplinary action for the failure to comply.

6.3.2 Recommendations for Practice

From the findings of this study, the following recommendations were made for practice:

1. There is need to review dress code from time to time to take in accounts the views of tutors and new fashion trends.

2. Newly employed tutors should be guided and inducted by administrators on TSC dress code. This would ensure they are well informed and enlightened about the stipulated TSC dress code. Frequent refresher courses on dress code could enhance adoption of it.

3. TSC should demand full compliance of the dress code by all tutors.

4. Designers, manufacturers and custom tailors to design and make clothing styles that are comfortable to wear and well- constructed to ensure they meet needs of tutors.

6.4 Recommendations for further research

The following were suggested for further research;

1. There is limited research in the area of dress code for tutors in secondary schools and technical colleges. A survey should be carried out, and results would generate policy on the mode of dressing for all instructors in learning institutions in Kenya.
2. A study similar to the current research on adoption of TSC dress code by male tutors

is done.

3. A comparative study of clothing preference by male tutors and female tutors to be done in TTCs.
4. It is necessary to carry out a comparative study in the public primary schools to establish if the trend is similar to TTCs.

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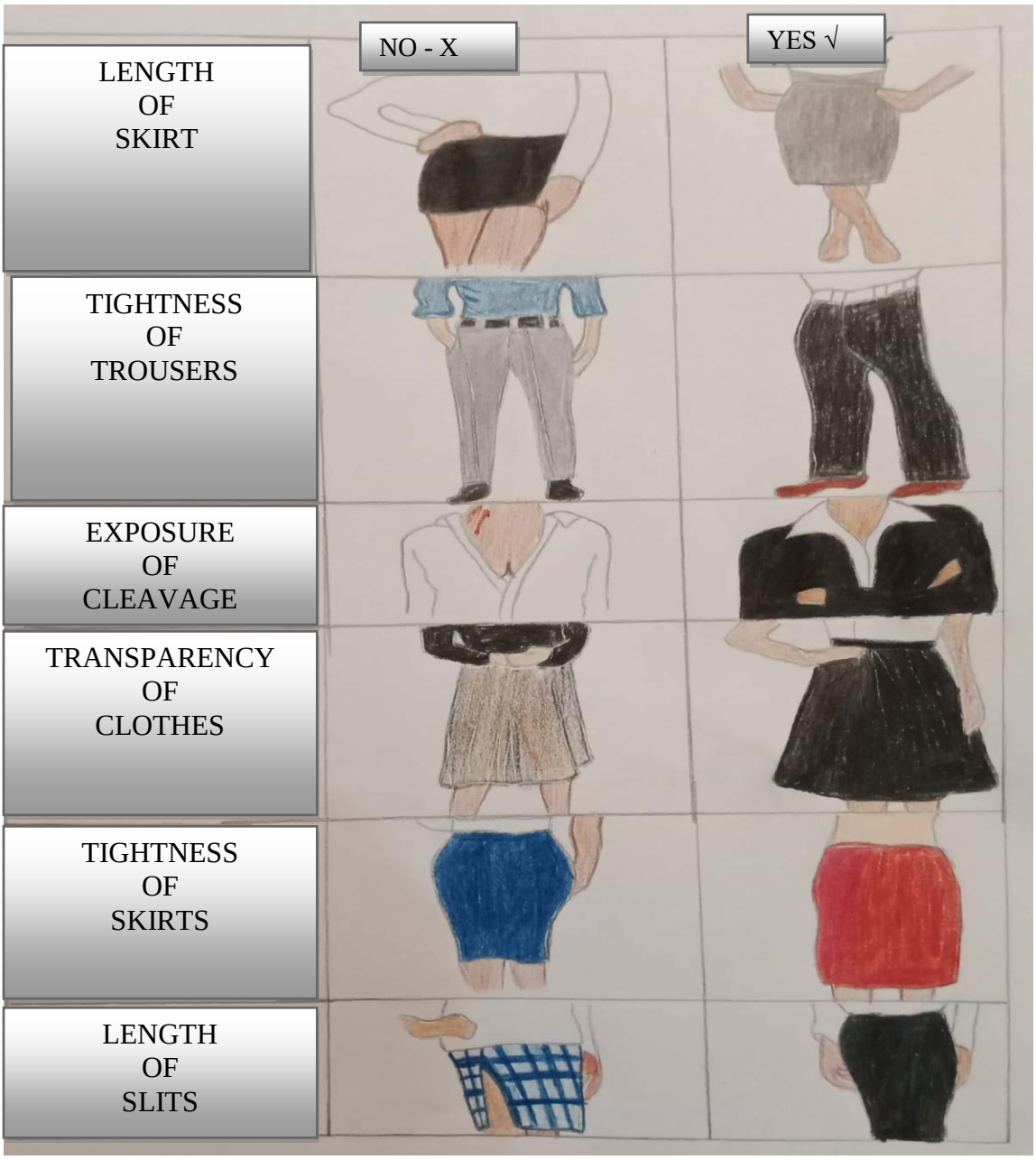
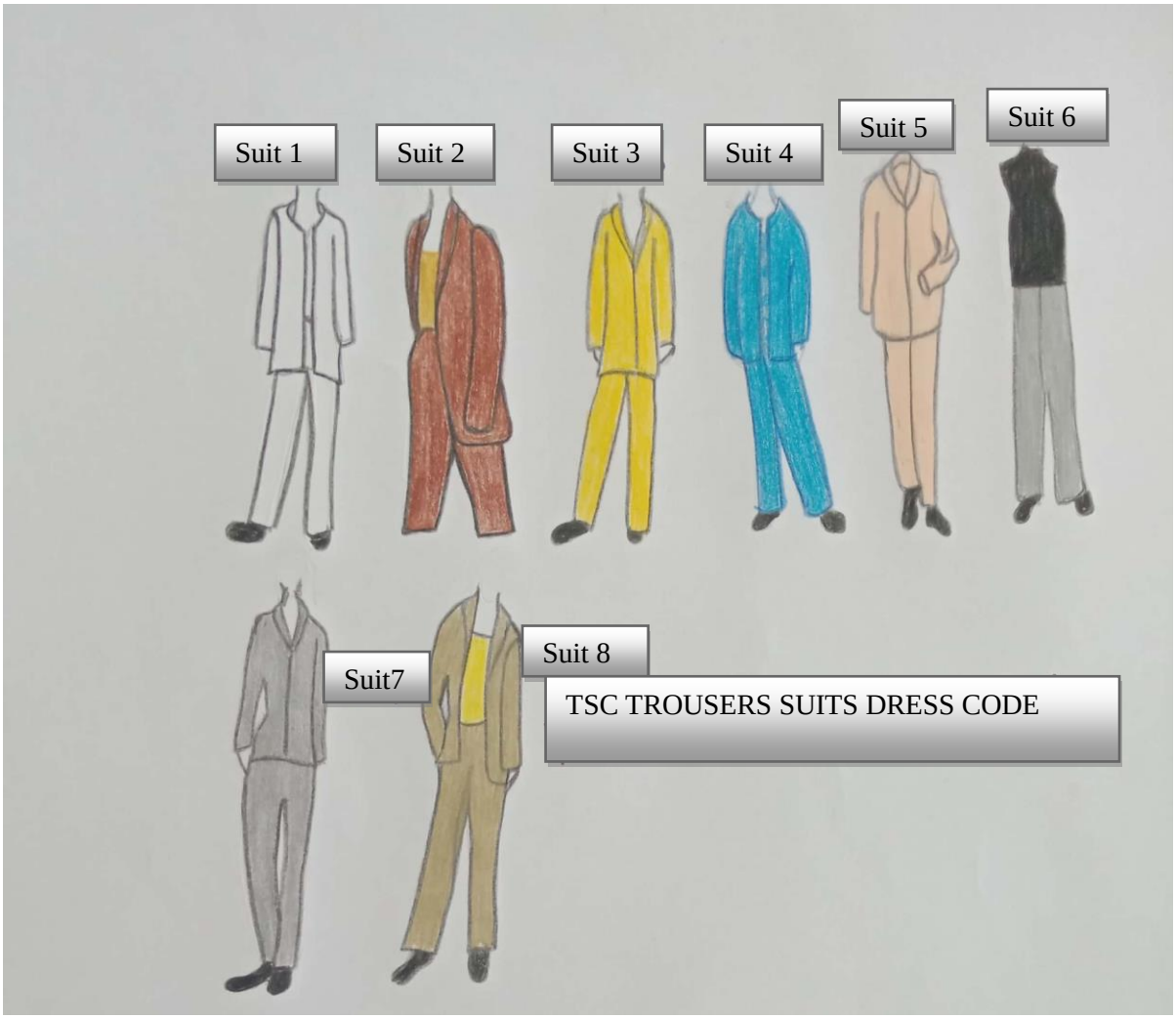
APPENDICES

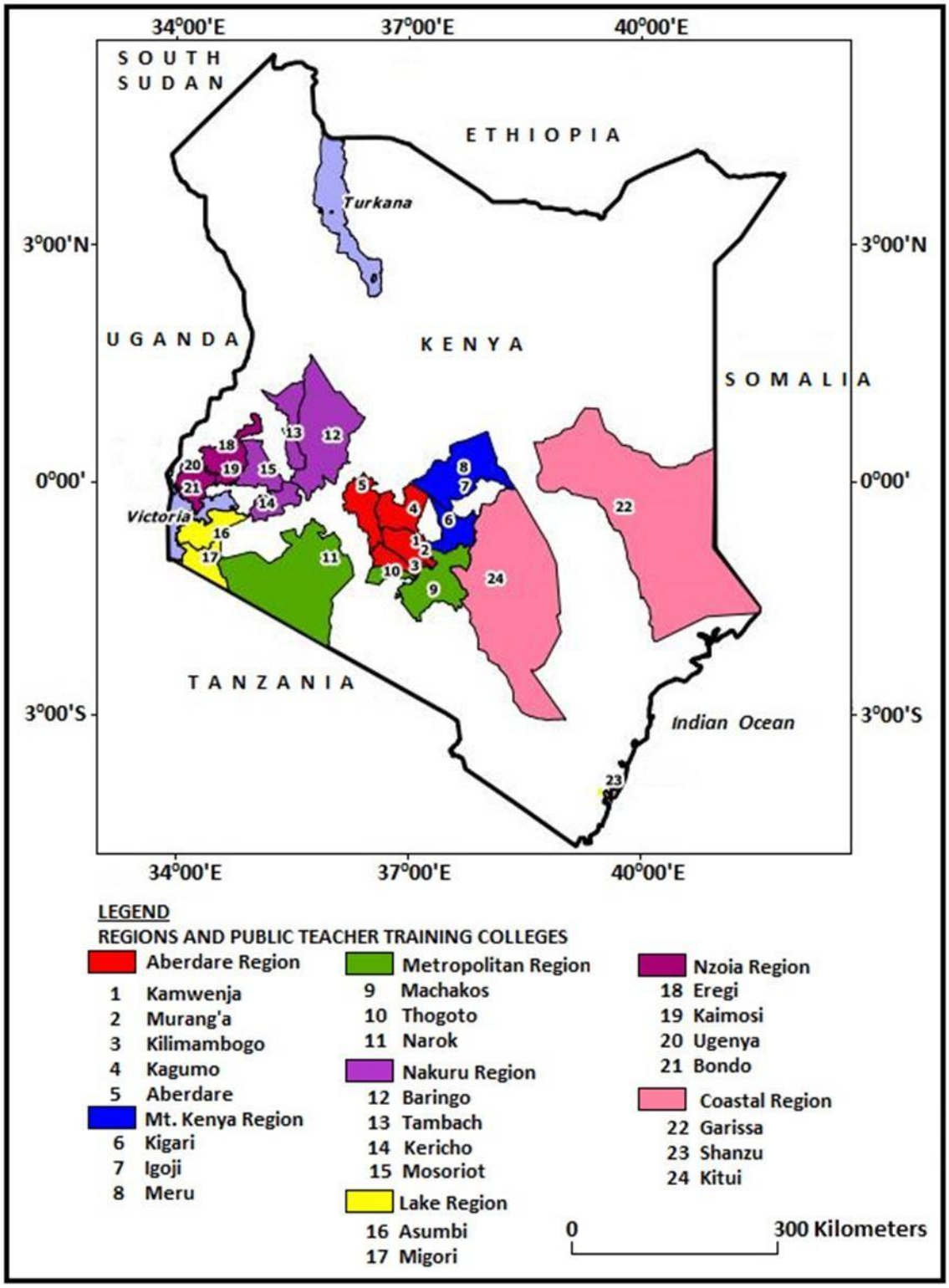
Appendix A: Sketched TSC Clothing Styles



Appendix B: Sketched TSC Trouser Suits Styles



Appendix C: Map of Public Teacher Training Colleges included in the study.



Appendix D: Public Teacher Training Colleges in Kenya

Name of Region	Name of Public College	No of Female Tutors
Aberdare Region	Kamwenja	38
	Muranga	28
	Kilimambogo	36
	Kagumo	47
	Aberdare	12
Mt. Kenya Region	Kigari	41
	Igoji	33
	Meru	29
Metropolitan Region	Machakos	40
	Thogoto	42
	Narok	13
Nakuru Region	Baringo	15
	Tambach	23
	Kericho	36
	Mosoriot	32
Lake Region	Asumbi	19
	Migori	24
Nzoia Region	Eregi	15
	Kaimosi	14
	Ugenya	08
	Bondo	11
Coastal Region	Garissa	05
	Shanzu	34
	Kitui	18
	TOTAL	**613**

Source: Survey census (Researcher, April 2016)

Appendix E: Study Questionnaire for Female Tutors

Dear Respondent,

My name is Dorothy Riungu. I am a graduate student at Kenyatta University. This questionnaire is part of a study to explore the extent of the adoption of the TSC dress code and clothing preference for female tutors. The questionnaire is for academic purposes and you will be asked to answer some questions about your clothing preference in regard to TSC dress code. The survey will take 10-15 minutes and your participation in the study is completely voluntary. So please give your honest responses to the questions. The information given will be treated with strict confidentiality.

Thank you.

Questionnaire

Name of College……. Date…….

Kindly tick against the appropriate answer

Socio-demographic characteristics of female tutors

1. What position do you hold in college?

Principal	[	]
Deputy Principal	[	]
Dean of curriculum	[	]
Dean of students	[	]
Head of department	[	]
Head of subject	[	]
Lecturer	[	]

-Others? Specify…….

2. What is your highest academic qualification?

Diploma	[	]
Higher Diploma	[	]
Bachelor's Degree.	[	]
Masters	[	]
PhD	[	]

3. How many years have you been in teaching profession? Indicate…….

4. Indicate your age……

5. What is your marital status?

Married	[ ]
Single	[ ]
Others? Specify	[ ]

6. How many people within your household are dependents on your income?

None	[ ]
1-3	[ ]
4-6	[ ]
7 and above	[ ]

7. What is your net monthly income from employment in Kenya shilling?

Below 25,000	[ ]
25,001-40,000	[ ]
40,001-55,000	[ ]
55,001-70,000	[ ]
70,001-95,000	[ ]
Above 95,000	[ ]

8. Do you select and buy your own clothes? Tick appropriately. Always [ ] Often [ ] Rarely [ ] Never [ ]
   If not always, who buys for you? .....

9. Which kind of clothes styles do you prefer? Give a reason in each case.

Skirt suits	[ ]	.....
Trouser suits	[ ]	.....
Separate suits	[ ]	.....
Long garments	[ ]	.....
Short outfits	[ ]	.....
Loose fitted garments	[ ]	.....
Close fitted garments	[ ]	.....
Long sleeves	[ ]	.....

Short sleeves [ ] .....
High necklines [ ] .....
Moderate necklines [ ] .....
Low necklines [ ] .....

10. Below are some of the socio-demographic characteristics that may influence your clothing preference. Indicate whether they never, rarely, often or always influence you.

Factor	**Never**	**Rarely**	**Often**	**Always**
Your age				
Position held in college				
Marital status				
Education level				
Amount of money available				
Latest fashion				
Style acceptable by college community				

11. To what extent do the following functional and aesthetic elements affect your clothing preference? Tick appropriately.

Functional and aesthetic elements	**Never**	**Rarely**	**Often**	**Always**
Fit of the garment				
Comfortable garment				
protective garment				
Mobility of garment				
Fabric design				
Fabric quality				
Style of the garment				
Well-constructed garment				

12. Below are some of expressive elements that influence your clothing preference. Tick appropriately.

Expressive elements	**Always**	**Often**	**Rarely**	**Never**
Your personality				
Your values				
Your attitudes				
Your beliefs				
Uniqueness of style				
To impress others				
Your roles				
Your self-concept				
Your self-esteem				

13. Are you aware of TSC dress code? Yes [ ] No [ ]

14. If yes, where did you first see and read about the TSC dress code?
    - College noticeboard [ ]
    - TSC Image magazine [ ]
    - TSC code of conduct [ ]
    - TSC code of regulation [ ]
    - Daily newspaper [ ]
    - Others. Specify……

15. Do you know the main features of the TSC dress code? Give at least four features……

16. What is your perception on the dress code? Explain
    .....
    .....
    .....

17. In your opinion, do teachers need a dress code?
    Explain……..……
    …….

18. Do you select your workplace attire in line with the stipulated dress code?
    Yes[ ] No [ ]. If no, give a reason……

19. Please indicate how you select clothes to wear for workplace.

Statements	**Always**	**Often**	**Rarely**	**Never**
I am concern about TSC dress code as I dress for work				
I wear clothing that is trendy and fashionable				
I prefer clothes that give me self confidence				
I prefer clothes which boost my self esteem				
I wear clothes that express my ethnicity				
I prefer clothes accepted by my religion				

20. Please indicate how you select clothes for workplace that best describes your clothing preference.

Positive or negative statements	**Always**	**Often**	**Rarely**	**Never**
My skirt length is below the kneecap				
I wear skirt that is tight fitting				
I wear blouse that exposes cleavage				
I prefer clothes that are transparent				
I wear moderate fitting trouser				
I prefer length of skirt slit that is moderate				
I prefer top for trouser that is of hip length				

Thank you very much for participation.

Appendix F: Observation Check List for Researcher.

Name of college……. Respondent No. …… Date……

The researcher will make the following observation concerning the adoption of TSC dress code and record what best suit the situation.

1. Indicate the clothing styles worn by female tutors. (Tick all that apply).

Skirt suits	Separate suits
Trouser suits.	Long garments
Short outfits	Loose fitted garments
Close fitted garments	Long sleeves
Short sleeves	High necklines.
Moderate necklines.	Low necklines.

2. Indicate whether the garment worn exposes the cleavage or not.
   Yes [ ] No [ ]

3. Are the garments worn transparent? Yes. [ ] No [ ]

4. Is the slit of the garment; High [ ] Low [ ] Moderate length [ ]

5. Indicate the length of garment worn.

   Above the knee length [ ]

   Moderate length [ ]

   Below the knee length [ ]

   Long garment (maxi) [ ]

Appendix G: Research Permit from National Council for Science Technology and Innovation

THIS IS TO CERTIFY THAT:
MS. DOROTHY MUKWANJAGI RIUNGU
of KENYATTA UNIVERSITY, 43844-100
NAIROBI,has been permitted to conduct
research in *Embu , Kakamega , Kiambu , Kilifi , Kisumu , Nakuru Counties*

on the topic: *ASSESSMENT OF ADOPTION OF TEACHERS' SERVICE COMMISSION DRESS CODE BY FEMALE TUTORS IN TEACHER TRAINING COLLEGES IN KENYA*

for the period ending:
27th February,2018

Permit No : NACOSTI/P/17/69173/15708
Date Of Issue : 27th February,2017
Fee Recieved :Ksh 2000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

Appendix H: Participant Information and Consent Form

Researchers Contact:

Dorothy M. Riungu, Ph.D. student
Department of Fashion Design and Marketing Kenyatta University
P.O. Box 43844-00100 Nairobi Email: riungu.dorothy@ku.ac.ke

Introduction: I am a post graduate student at Kenyatta University, Department of Fashion Design and Marketing; conducting a research on "Assessment of Adoption of Teachers Service Commission Dress Code by Female Tutors in Teacher Training Colleges in Kenya".

Procedure to be followed

You are invited to participate in this study as a female tutor in Teacher Training College and an employee of Teachers Service Commission. Your participation is completely voluntary. Kindly give your honest responses to the questions.

Discomforts and risk

In case you are uncomfortable with any questions, you may choose not to answer. The questionnaire will take 15-20 minutes of your time to fill.

Benefits

If you participate in this study you will help us understand the extent of adoption of TSC dress code and clothing styles acceptable for incorporation.

Reward

I would really appreciate your participation orally with a word of "Thank you"

Confidentiality

The information given will be treated with strict confidentiality and your name will not be recorded on the questionnaire.

Contact information

In case of any question you may contact Prof. Mburugu on mburugu.keren@ku.ac.ke or Dr. Oigo on oigo.bosibori@ku.ac.ke or Kenyatta University Ethical Review Committee on chairman.kuerc@ku.ac.ke

Participant's Statement

I understand the above information and procedures of the study as explained to me by research and I voluntarily agree to participate. I understand I can withdraw from the study at any time without jeopardizing job career.

I also understand the information given will be kept private.

_____ _____

Signature of participate Date

Investigators statement

I, the undersigned have explained to the volunteer in a language she understands, the procedures to be followed in this study and the risks and benefits involved.

Name of researcher _____

_____ _____

Signature of participate Date