

**THE ROLE OF CLOTHING IN DEVELOPING SELF-WORTH
AMONG PRE-ADOLESCENTS: A CASE OF PRIMARY
SCHOOLS IN KASARANI DIVISION, NAIROBI KENYA**

BY

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A thesis submitted in partial fulfillment of the requirements of the degree of Master of
Science in Textile Science and Design of Kenyatta University.

Maiyo, Chepchumba
*The role of clothing
in developing*



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DECLARATION

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

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DEDICATION

To my son Kevin, the source of my inspiration.

In memory of my late parents who laid a foundation that enabled me come
this far.

ACKNOWLEDGEMENT

I wish to express my sincere appreciation to all whose contributions made the completion of this thesis possible. First I thank my supervisors Dr. Keren Mburugu and Professor Olive Mugenda for their keen supervision, scholarly guidance, patience, devotion and sustained interest they showed throughout my research.

Special thanks to all the pre-adolescents from selected primary schools in Kasarani Division who participated in the study and not forgetting their head teachers. My thanks go to Kenyatta University for their partial sponsorship to my study. Sincere thanks to my friend Philip for his financial assistance, concern and encouragement throughout my study. I also thank my sister Egla for her financial support and not forgetting Mr. Bojana for editing my work.

I thank my son Kevin for his patience, my sisters Egla, Lilian, Joan and Margaret for their understanding and great encouragement they gave throughout my study. To all mentioned I say **THANK YOU**. Glory and thanks to God from whom all blessings come.

ABSTRACT

Throughout history, clothing has always been regarded as one of the primary needs of a human being and primary needs must be fulfilled before secondary needs are fulfilled. Self-worth, one of the secondary needs consists of self-concept and self-esteem. It is during the pre-adolescent period that a child starts defining self and this determines perception of self-worth. The purpose of this study therefore, was to investigate on issues related to clothing satisfaction of the pre-adolescents and how it influences their perception of self-worth. The objectives of the study were to: determine the pre-adolescent's socio-economic background and demographic characteristics, establish how the pre-adolescents acquired their clothing and factors considered in the selection, establish the extent to which the pre-adolescents were satisfied with their clothing and assess their perception of self-worth, establish the relationship between the pre-adolescent's satisfaction with clothing and their perception of self-worth, and also relationship between clothing satisfaction with variables such as their involvement in clothing selection and their socio-economic background and demographic characteristics.

This study was a survey research conducted in six primary schools in Kasarani Division of Nairobi Province, using an interview schedule and an essay. A sample of 144 pre-adolescents was selected by stratified and simple random sampling methods. Both qualitative and quantitative data were collected and analysed.

The findings showed that most of the pre-adolescent's parents/guardians were educated, employed and resided in the urban area. The majority of the respondents had their clothing mainly bought for by their parents; open-air markets selling second-hand

clothes being where most clothes were mainly bought. Most pre-adolescents were mainly involved in their clothing selection. What is accepted by parents and peers were the socio-cultural factors that always influenced pre-adolescent's clothing selection while size and colour were the most influential among the factors related to clothing characteristics. The majority of them were satisfied with their clothing and attributed size and colour to clothing satisfaction. Most of them had a high perception of self-worth in relation to their clothing. There was significant relationship between clothing satisfaction and self-worth, clothing satisfaction and involvement in clothing selection. No significant relationships were found between clothing satisfaction and variables such school type, gender, age and highest education attained by respondent's mothers.

It was concluded that through symbolic interaction with significant others and peer group members, clothing satisfaction plays a significant role in increasing the pre-adolescent's self-worth and therefore issue such like involvement in clothing selection which affects pre-adolescent's clothing satisfaction should be considered by those involved with pre-adolescents' clothing. For instance parents should involve their children in their clothing selection, school policy makers who deal with school uniforms and designers of children's clothing should always seek the children's opinion when dealing with their designs. Clothing scholars should also emphasize on the symbolic implication of clothing satisfaction to social interaction and its significant role in increasing self-worth, local designers should improve their designs and further research should be done on clothing in relation to other psychological issues.

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CHAPTER ONE

INTRODUCTION

Throughout recorded history, clothing along with food and shelter have been regarded as the primary needs of a human being (Horn, 1975). According to Maslow, primary needs must be fulfilled before secondary needs such as love and belonging, security and self-esteem are fulfilled (Storm, 1987). A child on the street or in drought-stricken areas therefore, will first strive to meet the most basic needs in this order; food, shelter, clothing and then secondary needs.

The pre-adolescent stage according to this study is the period between 11 and 12 years of age. According to Erik Erickson's theory, children at this stage are in the fourth stage of personality development. They must learn the skills of their culture or risk developing feelings of inferiority. Children's initial efforts to handle the tools of their society help them to grow and form a positive self-concept. These are important years for the development of self-esteem. As children compare their own abilities with those of their peers, they construct a sense of who they are (Papalia and Olds, 1987; Santrock, 1987; Collins and Kuckzaj, 1991)

It is also during the pre-adolescent stage that a child starts defining his real and ideal self (Papalia *et al*, 1987). His appearance affects the satisfaction with self which in turn determines the self-esteem of the child and causing either a feeling of self-worth or depression (Kaiser, 1990). Physical attractiveness is enhanced by one's appearance, which includes the

body, any modification made to it through grooming practices and proper selection of clothing worn (Kaiser 1990). Self-assessment by a child is based on self-appraisal, feedback from others and comparison with peers (Hayes, 1998; Kaiser, 1990; Papalia *et al.* 1987).

Research shows that children of all ages want attractive children as friends. When clothing is purposefully used to enhance individual's identity, interaction with others also helps to satisfy love and esteem needs (Storm, 1987). Love and esteem needs of children relate to seeking approval and friendship. When the clothes are too different from those of friends, it leads to rejection by peers and the child may become less confident (Collins and Kuckzaj, 1991). Clothing affects a child's feeling about himself, his response to other people and his ability to be physically active with his peers (Langford, 1975). Children who have poor relationships with peers have problems such as low achievement in school, learning difficulties, delinquency, emotional and mental health problems in adulthood, dropping out of school and other criminal vices (Anselmo, 1987; Mussen, Conger, Kegan and Huston, 1990; Papalia *et al.* 1987).

It has also been found that attractive children are likely to obtain higher scores and achievement test and engage in more positive interaction with teachers (Collins *et al.* 1991; Kaiser, 1990). Children hold different stereotypes about attractive versus unattractive peers, attributing to attractive ones such characteristics as greater intelligence and better overall skills (Collins *et al.* 1991; Hayes, 1998, Kaiser, 1985). There is also some evidence

that physically attractive children behave differently from unattractive ones (Anselmo, 1987; Collins *et al.* 1991; Hayes, 1998; Kaiser, 1985).

Clothing and appearance are therefore important cues upon which people base their appraisals and that of others. They influence how a child interacts with others in the society. According to Horn (1975), clothing provides a positive means of satisfying the need for self-enhancement by beautifying the appearance, making the physical self more desirable thus increasing acceptance by the group, and preventing rejection. It may be a source of overt admiration, resulting in increased self-esteem, self-respect, self-confidence and security.

1.1 Statement of the problem

Members of the society such as parents and teachers often criticize the youth over their clothing. At the same time, the youth wish to conform to the clothing styles worn by the peers. This often results in conflict between parents and the youth over their clothing and this may lead to depression and low self-worth due to dissatisfaction with the clothing proposed to them by their parents (Youth Variety Show, 2001). Self-worth is an important component of one's identity. Review of literature shows that self-worth is related to satisfaction with one's clothing and appearance, and that people with lower self-worth view themselves as unattractive (Kaiser, 1990).

It is during the pre-adolescent stage that a child starts defining whom she/he is through social interaction with peers, and the type of clothing worn

can make him be accepted or rejected resulting to low self-worth. A person with low self-worth tends to have emotional problems such as frustrations, depression and loneliness (Hayes, 1998; Bourne and Russo, 1998), which can lead to a search for comfort in another person (Hayes, 1998). This may be a wrong company and could lead to problems such as indulgence in irresponsible sexual behaviour, drug abuse, poor academic performance and dropping out of school.

In this era of many social problems including HIV, drug abuse among others, it is worth bringing up individuals who have self-respect and self-control that result from their feeling of self-worth. An individual with a higher self-worth is responsible, committed to achieving future goals, and can make wiser decisions. While many studies on clothing and self-worth have been conducted elsewhere (Kaiser, 1990; Feather, 1976), it has not received special attention in Kenya. Studies have been done on factors considered in clothing selection for the pre-school children (Njororai, 1994), adolescents (Migunde, 1993), adults (Otieno, 1990), the elderly (Kuria, 1995) and the physically handicapped (Marinda, 2001) but no study has addressed the pre-adolescent's view about their clothing and the extent to which satisfaction with the clothing contributes to development of self-worth. Papalia *et al* (1987) recommends that since self-worth is an important key to success throughout life, more research should be done on it. In view of this recommendation, the researcher sought to find out the role of clothing satisfaction in developing positive self-worth among pre-adolescents.

1.2 Purpose of the study

The purpose of this study was to investigate on clothing satisfaction, issues related to it and the role it plays in developing self-worth among the pre-adolescents. This was done by assessing satisfaction with their clothing and relating it to perception of self-worth in connection with their clothing.

1.3 Specific objectives

The objectives of the study were to:

- 1 determine the pre-adolescents' socio-economic background and demographic characteristics,
- 2 establish how the pre-adolescents acquired their clothing,
- 3 determine factors that were considered in clothing selection among the pre-adolescents,
- 4 establish the extent to which the pre-adolescents were satisfied with their clothing,
- 5 assess the pre-adolescents' perception of their self-worth in relation to their clothing,
- 6 establish the relationship between the pre-adolescents' satisfaction with clothing and perception of self-worth in relation to their clothing,
- 7 determine if there was a relationship between the pre-adolescents' clothing satisfaction and their involvement in their clothing selection and

- 8 determine whether there were significant relationships between clothing satisfaction and socio-economic and demographic variables among the respondents.

1.4 Conceptual framework

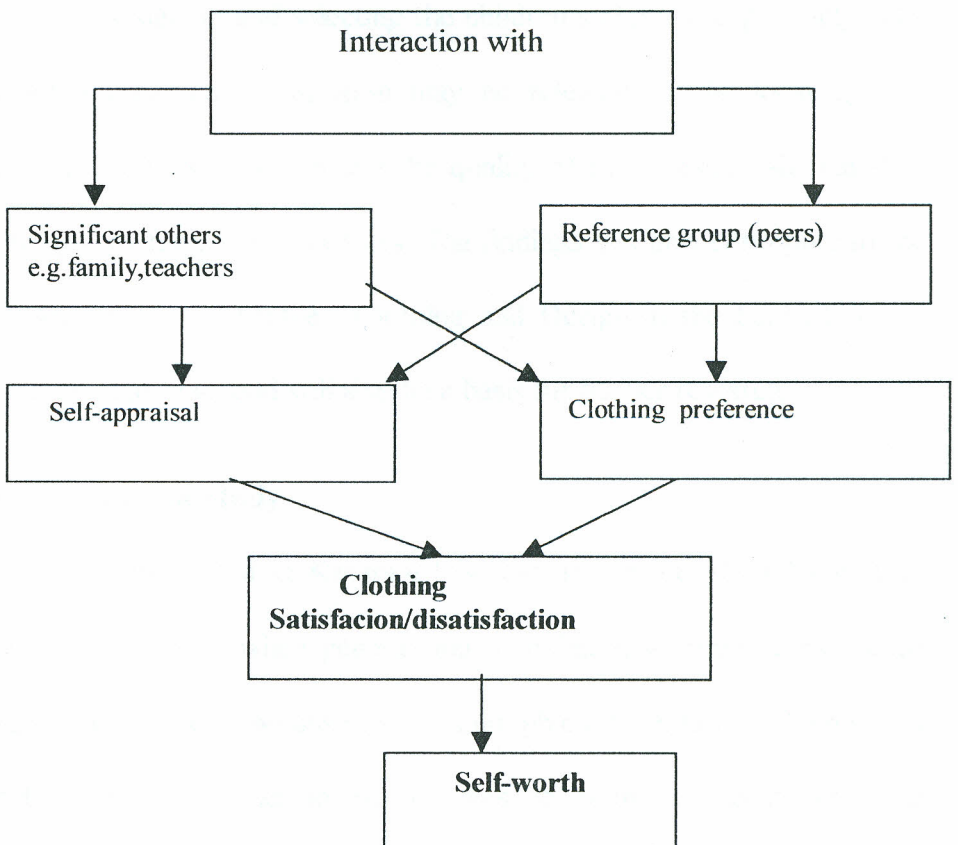
The conceptual framework was based on the symbolic interactionists' theory, which states that one's action toward self depends on one's perspective, and that this perspective comes from significant others, generalized others, and reference group (Charon, 1979). People act towards others in part, on the basis of meanings their appearance hold for them, i.e we use cues provided by appearance, interpret them and attempt to organize our actions towards them (Kaiser, 1990).

In this study, appraisals and perspectives from those with whom he/she interacts determine the pre-adolescent's perception of self. These appraisals and perspectives are based on the clothing and appearance of the pre-adolescent. The perception of self by the pre-adolescent will then influence his/her self-worth

The model on figure 1 has been adapted from Charon (1979) and modified to suit the study. From the pre-adolescent's interaction with significant others in the society (e.g. family, teachers,) and the reference group (peers), he/she develops perspective about self which influences self-worth. The pre-adolescent also develops clothing preference. The extent to which his/her clothing relates to the clothing preference also determines the pre-adolescent's satisfaction/dissatisfaction with his/her clothing, and this affects

self-worth. Self-worth is therefore influenced by satisfaction/dissatisfaction with clothing among other factors and this depends on self-appraisal and clothing preference which is derived from interaction with significant others and the reference group.

Fig 1: Relationship between symbolic interaction, clothing satisfaction and self-worth



Adapted from Charon(1979)

1.5 Significance of the study

It is hoped that the findings of this study will be useful to the school administrators and policy makers when making decisions regarding childrens' uniforms, in that the children's opinion will be sought. The findings will be made available in the libraries and may therefore enable designers of children's clothing and parents to understand how satisfaction with clothing influences self-worth so that they can incorporate the child's opinion when designing and selecting the children's clothes respectively. The information on clothing acquisition may be relevant to the local apparel designers in that they may improve the quality of their designs so that they can be bought by the local consumers. The findings will also contribute to the body of knowledge of Textiles, Clothing and Design in the field of Social Psychology of Clothing, and will also be a basis for further research.

1.6 Limitation of the study

The study was conducted in Kasarani Division; the results should therefore be treated with caution when generalising to children in other areas and of other age-groups. This is because the demographic distribution of the division may not be the same as in other areas in terms of socio-economic characteristics.

1.7 Assumption of the study

It was assumed that in the selected schools, especially slum and middle lower areas, majority of the children came from the area. It was also assumed that most respondents resided with their parents.

1.8 Definition of terms

The following terms were defined as used in the study:

Appearance: It is the total composite image of a human body created by clothing, the human body and any modifications to the body that are visually perceived.

Clothing: Refers to the pre-adolescent's outerwear for home, occasion and school uniform.

Dissatisfaction: A feeling of discontentment that arises when one's desires are not fulfilled.

Middle lower area: Where the average house rent paid was between Ksh.1500.00 and Ksh.8000.00.

Middle upper area: Where the average house rent paid was more than Ksh. 8000.00.

Physical attractiveness: Appealing effect created by one's appearance including any body modifications.

Pre-adolescents: A child who is eleven or twelve years old.

Satisfaction: A feeling of contentment that arises when one's desires are fulfilled.

Self-concept: One's perceptions (mental picture) about self.

Self-esteem: One's feelings/attitude toward self.

Self-worth: Refers to one's self-concept (self-image) and self-esteem (attitude and feelings toward self).

Slum area: Where average house rent paid was less than Ksh 1500.00.

CHAPTER TWO

LITERATURE REVIEW

This chapter contains related literature and research conducted under areas related to the study. The major areas include functions of clothing, clothing and appearance, social psychology developmental characteristics of pre-adolescents, the concept of self, clothing of other groups with regard to self, clothing and social construction of gender and factors that influence teenagers in clothing choices.

2.1 Functions of clothing

Clothing serves intrinsic, communicative and social psychological functions (Kaiser, 1990; Solomon, 1985; Storm, 1987). **Intrinsic function:** This includes adornment, modesty, convenience, utility and protection (Kaiser, 1990; Storm, 1987). Clothing highlights our good qualities and camouflages the bad ones; it therefore contributes to our physical attractiveness. Modesty is the quality of expressing moderate or acceptable behaviour. Clothing can reflect modesty or immodesty depending on the situation. Clothing allows the wearer to perform certain tasks and protects one from harsh weather, diseases and animal attack.

Communicative function: Clothing may communicate socio-economic status, group affiliation and personal identity (Kaiser, 1990; Storm, 1987). **Social-psychological function:** Clothing assists the individual in meeting his developmental needs and in expressing or enhancing his self-concept and self-esteem (Horn, 1975; Storm, 1987). Clothing can also decrease or increase one's confidence. It influences

amounts and kinds of social participation. It is therefore a guide to one's general conduct or behaviour (Kaiser, 1990).

2.2 Clothing and appearance

Clothing applies to those objects that we obtain and attach to or wear on our bodies (Kaiser, 1990). Horn (1975), refers to clothing as a kind of 'second skin' or extension of the body. Clothing may confound the process of developing a personal body image to some extent, especially when the clothes do not closely fit the body (Kaiser, 1990).

Appearance on the other hand refers to the total composite image created not only by clothing but also by the human body and any modifications to the body that are visual. Clothes are therefore generally viewed in conjunction with bodies, which are themselves modified (Kaiser, 1990).

Research indicates that people view attractiveness more as facial attractiveness, whereas in others, the entire body serves as stimulus. Both bodies and faces contribute to impression of attractiveness (Alicke, Smith and Klotz, 1986 as cited by Kaiser, 1990). According to Creekmore (1980), personal appearance in high school students was found to be related to the clothes they wear. Attractive students generally wore attractive clothing and conformed to clothing styles worn by the peers.

2.3 Social-psychology developmental characteristics of pre-adolescents

Most authors refer to the pre-adolescent period as the late childhood. Pre-adolescent stage is characterised by some social-psychology developmental characteristics such as self-definition, relationship with peers, popularity, and how they establish friendship.

According to Erickson's theory, children in this stage are in the fourth stage of personality development; they must learn the skills of their culture or risk developing feelings of inferiority. Children's initial efforts to handle the tools of their society help them to grow and to form a positive self-concept. These are important years for the development of self-esteem. As children compare their own abilities with those of their peers, they construct a sense of who they are (Papalia, *et al.* 1987; Santrock, 1987; Collins *et al.* 1991).

Self-definition: Children begin to define themselves in psychological terms. They now develop the concept of what they are like (real self) and also what they would like to be (ideal self) (Papalia *et al.* 1987). During this period, children begin to evaluate themselves. They may like what they see when they look within themselves or they may think poorly of themselves (Collins *et al.* 1991). Papalia *et al.* (1987) indicates that children with high self-esteem were more popular and did better in school while those with low self-esteem were more likely to be loners and to have behavioural problems such as bed-wetting and poor academic performance.

Peer group: Although babies are aware of one another and pre-schoolers do begin to make friends, it is not until this childhood period that the peer group comes to its own (Mussen *et al.* 1990). The peer group helps children form attitudes and values. Through the medium of other children from different backgrounds and with different value systems, children can see how well they hold up (Mussen *et al.*, 1990; Papalia *et al.*, 1987). Peers offer emotional security and help the child learn how to get along in society. He/she learns how and when to adjust their needs and desires to those of others (Collins *et a.*, 1991; Papalia *et al.* 1987).

Popularity and children: Popular children tend to be more physically attractive than unpopular ones and this may create the desire by children to surround themselves with 'beautiful' people. Popular children also have higher self-esteem and are enjoyable to be with (Papalia *et al.* 1987). Unpopular children on the other hand show unprovoked aggression and hostility. They look silly and babyish showing off immature ways. They are anxious and uncertain, lack confidence that they repel other children, who don't find them any fun to be with. In most cases, these children are unattractive and behave in a way that seems strange and are slow learners. A study by Papalia *et al.* (1987) found that children's feelings of loneliness relate to their position in the sociogram.

Friendship: Friends are defined as people who spontaneously seek each other's company without social pressure to do so (Anselmo, 1987). Young children tend to select friends of their own age, sex and race. Another consideration is that physically attractive children are much liked

and chosen for friends than physically unattractive ones (Collins *et al.*, 1991; Papalia *et al.* 1987; Kaiser, 1985).

2.4 The concept of self

The self consists of an individual's consciousness of being, and that being comprises a tangible dimension (body and appearance symbols), as well as a conceptual and/or perceptual dimension (how one defines and appraises self (Kaiser, 1990). According to Horn (1975), self is the object to which we refer with the words 'I', 'me', 'mine' and 'myself', and self idea has three principles; the imagination of our appearance to the other person, the imagination of his judgement of that appearance, and some sort of self-feeling such as pride or mortification. The physical, social and psychological factors that relate to how we view our bodies are what constitute the concept of self (Kaiser, 1985). Among the important factors are body image, body cathexis, self-worth, self-evaluation and self-presentation.

Body image: This refers to the mental picture one has of his or her body at any given moment in time. This picture may or may not be accurate or consistent with other's perceptions of that body (Kaiser, 1990). According to Horn (1975), clothing does strengthen or weaken the body image boundary.

Although individuals have some concept of body image, research has indicated that there is a considerable variation in the way they process information relevant to specific aspects of body image such as weight. People have distorted images of their bodies as they compare themselves

with fashion models or other media figures, when they feel that they do not look the same way as those models, they begin to dwell on certain parts of the body (or the body as whole) that they view as problematic (Kaiser, 1990). Some researchers attribute the problem of distorted body image to perceptual difficulties, while others emphasise on emotional or cognitive factors (Kaiser, 1990).

Body cathexis: Body cathexis represents the degree of satisfaction with the body, and is closely linked to the self in general (Horn, 1975; Kaiser, 1990). Kaiser's research shows that cultural ideals for males and females influence the degree of satisfaction one has with the body and there is a close relation between physical ideals and apparel styles at a given point of time (Kaiser, 1990). Body cathexis has been shown to relate positively to feelings of self-acceptance and that individuals who express a high degree of satisfaction with physical self tend to score higher on measures of psychological security (Horn, 1975).

Self-worth: Hira and Mugenda (1999) define self-worth as system of thoughts and feelings concerning or focused on self. Self-worth consists of self-concept and self-esteem.

Self-concept is the sum total of the views which an individual has of himself or herself (Vender off, 1981). Storm (1987) defines self-concept as the individual's mental system of organising his or her own perceptions and concepts about self. According to Kaiser (1990), self-concept is a global perception of who one is and people internalise and integrate personal qualities and other characteristics to define self. Clothing and appearance play a vital part in the development, maintenance and

modification of one's sense of self (Gregory Stone, 1965 as cited by Kaiser, 1990). One has a self when he or she can interact in a meaningful way with others.

Self-esteem involves individual's feelings and attitude toward self (Kaiser, 1990). It also refers to one's evaluation of one's own abilities (Papalia *et al.* 1987) and it is based on the part of the self that is capable of not only judging and responding to the self as an object but also taking satisfaction in what is observed and explained (Horn 1975; Kaiser, 1990). A person with high self-esteem is self-accepting and self-tolerant, like the self and has proper respect for self. In contrast low self-esteem is associated with depression, unhappiness and anxiety (Rosenberg, 1985 as cited by Kaiser (1990). As children form identities and concepts about themselves, they implicitly assign positive or negative values to their own attributes. In most cases, their self-esteem is determined by their physical attractiveness (Papalia *et al.* 1987; Schor, 1991). Research has indicated that self-esteem is related to satisfaction with the body and appearance in general (Kaiser, 1990) and that people who evaluate themselves positively tend to use clothing as a means of social approval (Horn, 1975; Kaiser, 1990).

Low self-esteem has been linked to depression and insecurity. Depressed persons tend to be less satisfied with their bodies and view themselves as less attractive than non-depressed persons. They tend to distort their self-image in a negative manner, while non-depressed persons appear to distort their self-image positively (Kaiser, 1990). It seems that for persons who are depressed or have low self-esteem, appearance

management serves an adaptive function, to bolster oneself in social life. For persons who feel positive about themselves, clothing may be used as a form of self-expression in the eyes of self more than others (Horn, 1975; Kaiser, 1990). Clothing may be a source of overt admiration resulting in increased self-esteem, self-respect and security (Horn, 1975).

Self-evaluation: We acquire information about ourselves to enable self-assessment through feedback from others, personal comparison with others and self-perception (Kaiser, 1990). Socially, we rely on others to supply us with feedback about what we look like, as well as how attractive and appropriate our clothes are perceived to be. In other words, our impressions of our own appearance are largely based on reflected appraisals, or we see ourselves, in part through the eyes and impressions of others. Social feedback comes in form of direct comments, verbal or non-verbal. Research indicates that physically attractive children tend to have more favourable self-concepts than unattractive ones and this advantage is likely to be based at least in part on social feedback (Kaiser, 1990; Papalia *et al.* 1987). Festinger (1954) as cited by Kaiser (1990) and Santrock (1988) noted that humans have basic need to compare themselves with others, for purposes of self-evaluation. Appearance is so visible that it becomes an easy target for social comparison. Thus, subjects use clothing and appearance to evaluate themselves (Morse and Gergen, 1970 as cited by Kaiser, 1990). Self-perception means that we rely on feedback from others to aid us in formulating a self-image and in determining how we want to appear to others. The self-image helps us in deciding what kinds of clothes and

accessories are consistent with our images of who we are. We vary our modes of dress depending on the persons with whom we are interacting and on the roles that we are playing (Kaiser, 1990).

Self-presentation: Self-presentation is a process of displaying an identity to others in social context (Kaiser, 1990; Santrock, 1988). Our self-concepts provide guidelines for dressing (Kaiser, 1990). Papalia *et al.* (1987) talk of the real self, which is a person's concept of what he or she is like, and ideal self, which is a person's concept of what he or she would like to appear. At times our perceived selves or self-concepts do not necessarily coincide with our ideal selves, or the selves we are striving to be. Appearance management affords an outlet of approximating visually as close as possible one's ideal self. Our clothing selection and styles of grooming are influenced by how we would like others to see us (Kaiser, 1990). For most people, clothing provides a positive means of satisfying the need for self-enhancement. It can beautify the appearance of an individual, and prevent rejection (Horn, 1975).

The symbolic interactionists states that one's actions toward self depends on one's perspective, and that this perspective comes from significant others, generalized others and the reference group (Charon, 1979). From the above social, physical and psychological factors of how self is viewed, one develops a self-worth from self evaluation of one's appearance. One gets information about self through self perceptions, social feedback and social comparison. How one present self therefore depends on self evaluation which in turn will also determine perception of self-worth.

2.5 Clothing satisfaction among other age-groups with regard to self-worth

Clothing plays a major role in the enhancement of self-concept and self-esteem and feeling of acceptance into a group and sense of belonging. The clothes worn by an individual should satisfy his/her social-psychological needs as much as possible. Studies reveal different views and levels of satisfaction regarding clothing in age groups such as pre-scholars and adolescents.

Pre-school children: A study conducted in Kenya indicates that children's opinion is least considered when choosing their clothes and mothers are the ones who in most cases buy the pre-schooler's clothes. It is suggested that parents should let children accompany them when purchasing the clothes (Njororai, 1994). Research conducted elsewhere suggests that there is some evidence that teachers react more positively toward attractive children in classroom contexts (Adams and Cohen, 1974 as cited by Kaiser, 1990). Although there is no evidence that attractive children are actually brighter than unattractive children, attractive children receive significantly higher grades (Kaiser, 1990). In terms of peer relations, pre-school children are perceived as 'nicer' and more popular when they are attractive than when they are unattractive (Kaiser, 1990). Attractive children are also thought by their peers to have control over their destinies and to be more capable of achieving their goals. Conversely, unattractive children are expected to have less control over their lives and are regarded as looking 'scary' or 'frightened' (Kaiser, 1990).

Adolescents: Research indicates that positive feelings about the body are related to a positive self-concept in adolescents (Kaiser, 1990). Adolescent males evaluate their bodies as more physically effective, while adolescent females tend to perceive their bodies as effective by use of attractiveness (Kaiser, 1990). Personal attractiveness has been found to be related to clothes worn by adolescents (Creekmore, 1980). Adolescents who are more satisfied with clothing tend to feel more secure socially whereas those who feel deprived in terms of their clothing are socially insecure. Self-esteem was positively related to satisfaction with clothing as well (Kaiser, 1990; Horn, 1975).

Marinda (2001) found that among the physically handicapped Kenyan adolescents in Nairobi, factors that brought satisfaction with their clothing were, clothing made from fabric that does not cling, right size of clothing, variety of styles and appropriate positioning of openings. Dissatisfaction with clothing was caused by poor quality of fabric used, colours that easily fade and monotonous styles due to mass produced clothing as was with Kenyan-made clothing.

2.6 Clothing and social construction of gender

Taking a social-cultural stance, Barnes and Eicher (1992) define dress as an assemblage of body modifications and/or supplements displayed by a person in communicating with other human beings. Defined in this way, the word dress is therefore gender neutral.

Gender is a social construction. Accordingly, in every day life, clothing and appearance become a medium with which we can shape our

impressions of what it means to be male or female. In everyday social life, genitalia are covered by clothes; hairstyles and other forms of appearance management are used to construct a masculine or feminine image (Kaiser, 1990; Paff and Laknar, 1997). At birth when a child lacks verbal skills, physical power and motor skills required to manipulate dress, adult caretakers act as purveyors of culture by providing gender-symbolic dress that encourages others to attribute masculine and feminine image with the child (Barnes *et al.* 1992).

Research indicates that children as young as two years of age use clothing to classify people according to cultural codes or rules of gender, before they are likely to understand biological difference. Clothes, like verbal labels (boy and girl), comprise the early basis for mental 'filling' systems used to classify others and the self (Kaiser, 1990). Miller (1997) reveals that a sample of men and women who dress in costume differ according to childhood memories of dress. These reported gender differences in childhood memories indicate that boys and girls are socialised differently where dress is concerned. Researchers have shown differences between the sexes when studying the occurrence of dress-up play and level of awareness of one's dress. Barnes *et al* (1992) notes that as children grow older and develop increasing physical and social independence, they learn by trial and error to manipulate their own dress according to rules of gender, and that acquiring knowledge about gender appropriate dress for various social situations is part of learning rights and responsibilities to act "as one looks". Appropriate dress therefore

encourages each individual to internalise gender roles and a set of expectations of behaviour (Barnes *et al.* 1992).

Cross-cultural studies have indicated that in virtually every cultural context, male activities are recognised as being more important than female activities (Rosaldo 1974 as cited by Kaiser, 1990). Culture provides a way of socially organising our thoughts about gender categories. Most commonly, females are expected to be immersed in the fashion and beauty culture, whereas males are not. There is a strong link between femininity and beauty. In contrast, males are often regarded with suspicion if they seem to pay too much attention to their looks or to fashion (Kaiser, 1990). Throughout history, however, those dress and appearance cues that have been considered either 'masculine' or feminine have undergone much change (Paff *et al.* 1997). Migunde (1993) points out that although there were some differences in some factors that influenced adolescents' decisions in clothing selection, male and female respondents were influenced more or less in the same way.

2.7 Factors that influence teenagers in clothing choice

Clothing is one of the most noticeable aspects of adolescent culture and is an important means by which individual adolescents express their identities and gain social approval. Adolescents use clothing to compare themselves to peers and to communicate self-importance, emotion, modesty and conformity (Wilson and MacGillivray, 1998). A study carried out by Wilson *et al.* (1998) among adolescents indicates that family, peer and media were very important influence on adolescent's

clothing choice. Younger adolescents report family (parents and siblings) to have more importance than other relationships, including relationships with friends although this influence diminishes in older adolescents. Another study by Koester and May (1985) as cited by Wilson *et al.* (1998) found that parental influence on clothing selection decreased with the age of the adolescents although peer, sibling and media influence increased with age. Wilson *et al.* (1998) therefore notes that parental influence declines with age and that only youngest adolescents named family as the most influence on clothing choice. It is the peer group that provides the adolescents with the main environment for social comparison involving likes and dislikes, norms and values, behaviours and appropriate appearance. Peer influence was also found to be higher in early adolescence, declining in later adolescence (Wilson *et al.* 1998).

Wilson *et al.* (1998) notes that certain media celebrities have greater impact as ideal role models for a majority of children and were being viewed even more positively than actual acquaintances (Wilson *et al.* 1998). Television was found to have greater influence on adolescent's clothing selection than from any other media form. However, younger male adolescents indicated more influence on clothing choice from television than females. In contrast to movies, television reveals the current everyday appearance of large numbers of other adolescents in the "global village. Magazines provided approximately half of the media influence on adolescents' clothing choice; they provided examples of dress-for-success work clothing to older adolescent females who are becoming anxious about careers (Wilson *et al.* 1998).

According to Migunde (1993), adolescents were allowed by their parents to participate in selection of their clothing. The most influential psychological factors considered included item in which one looked attractive, one's own interest, values, attitudes towards the style of the clothing item and the cost of the item. Prestige, popularity of the brand name of the item, the shop from which the item was bought and to impress others, were the least influential factors.

Marinda's (2001) findings on factors considered in clothing selection by the physically handicapped indicates that most of them participated in their clothing selection. Socio economic factor that was most considered was income while acceptance by agemates was the least. On psychological factors, the most influential were item in which one looked attractive, one's own interests, attitude toward the style, personal values, comfort and where the item was bought. The least influential factors were : to impress others, prestige, popularity of the brand name and uniqueness of the item.

2.8 Summary of literature

Attractiveness is enhanced by appearance, which include facial and body modifications and appropriate clothing styles. At the pre-adolescent stage, children start defining themselves, peer group becomes very important and physical attractiveness of the child affects popularity and friendship thus influencing self-worth. The concept of self comprises physical, social and psychological factors that relate to how we view ourselves. Studies conducted outside Kenya reveal that clothing satisfaction among other

groups affects their self-concepts and self-esteem and that clothing styles which conform to that of the peers bring more satisfaction. One's taste about clothing depends on early socialisation either as a boy or a girl. Studies elsewhere reveals that teenager's clothing selection is influenced by different factors, which reflect one's clothing preference and determine clothing satisfaction/dissatisfaction. In Kenya, studies have been done on factors considered in clothing selection among pre-schoolers, adolescents and adults but no study has addressed how clothing affects one's self-worth. The present study sought to investigate on the role of clothing in developing self-worth among pre-adolescents.

CHAPTER THREE

METHODOLOGY

This chapter contains the following sections, research design, population and sample, data collecting instruments, pre-testing of instruments, data collection procedures, data analysis and measurement of variables.

3.1 Research design

This was a survey study to determine clothing satisfaction, issues related to it and its role in determining a positive self-worth among the pre-adolescents. The survey method involves measuring characteristics of large population by collecting data from a sample of the population. This design seeks to obtain information that describes the existing phenomenon and it also explores the existing status of two or more variables (Mugenda and Mugenda, 1999). This method was therefore used because it describes relationship between different variables in their natural setting within a shorter time.

3.2 Study area

This study was carried out in Kasarani division located in Nairobi Province. Nairobi being the capital city of Kenya is a cosmopolitan society; It has people of all races; from all parts of the world, comprises people from different communities in Kenya and of all levels of socio-economic status. Among the divisions in Nairobi, Kasarani had the 3rd largest enrolment in primary schools as per the statistics for January 2001 at the Ministry of Education. Dandora and Starehe had the 1st and 2nd respectively. But in terms of socio economic distribution, Kasarani is

more heterogeneous as compared to the first two divisions. Kasarani division therefore cuts across all the socio-economic groups found in Nairobi. The division has two zones, Kahawa and Ruaraka zones. There are both private and public schools.

3.3 Population and sample

The target population consisted of all the Kenyan pre-adolescents in Kasarani Division. This age-group was chosen because this is a period in life when an individual starts becoming socially aware of how others appear in comparison with self. The accessible population were pre-adolescent children in six primary schools namely; Githurai, Korogocho, Muthaiga, Immaculate heart, Thika Road academy and Thika road Christian school. The children in this area had heterogeneous cultural and socio-economic backgrounds hence representing different social classes.

Selection of schools

Six schools (3 public and 3 private) were selected purposively from the division. Purposive sampling allows a researcher to use cases that have the required information with respect to the objectives of the study (Mugenda *et al.* 1999). Selection of the schools was therefore done on the following basis;

- to ensure that schools from both zones are selected,
- to represent children in both public and private schools and
- to ensure that schools in slum, middle lower and middle upper areas were represented.

Selection of the sample

Stratified random sampling and simple random sampling methods were used. In stratified random sampling, subjects are selected in such a way that the existing sub-groups in the population are more or less represented in the sample. That is, the sample will consist of the sub-groups (Mugenda *et al*, 1999).

Simple random sampling involves giving a number to every subject of the accessible population then placing the numbers in a container and then picking any number at random (Mugenda *et al*. 1999). In both methods, all cases have equal chance of being selected.

The sampling frame consisted of a list of all the pre-adolescents (11 and 12 year old children) from the six schools which were stratified on basis of school, age and gender. The list was first stratified according to school. In each of the schools, the lists were further stratified according to age and to give two strata of males and females. From each of the stratum a sample was selected by simple random sampling. In order to avoid any gender biases, the sample consisted of equal number of boys and girls. Equal number of 11 and 12 year-olds were also selected to ensure equal representation of the two age-groups.

The accessible population consisted of seven hundred and twelve (712) pre-adolescents from the selected three public schools and three hundred and twenty eight (328) from the selected three private schools. Ninety six (96) pre-adolescents were selected from the public schools and Forty eight (48) from the private schools. Total sample size was therefore

144 which was approximately fourteen percent of the accessible population. According to Gay (1981), 10% - 20% of a population in a survey research is acceptable as a sample.

3.4 Data collection instruments

The instruments that were used for data collection included an interview schedule and essays.

Interview schedule

An interview schedule is a list of questions that the interviewer reads out to the respondents and writes down the responses. This method was used because it enabled the researcher to obtain in-depth responses with clarity given the age of the respondents. The interview schedule was developed so that the specific objectives were addressed. The questions covered structured questions on socio-economic background and demographic characteristics, sources and factors considered in clothing selection and satisfaction/dissatisfaction with clothing.

The interview also covered a self-worth scale that was adopted from a scale used by Hira and Mugenda (1999) to measure self-worth in a study on relationship between self-worth and financial beliefs, behaviours and satisfaction among male and female adult Iowans. The researcher developed the scale in a way that it would suit the pre-adolescents.

Essay

This consisted of short open-ended questions where the respondent was asked to describe him/herself in greater detail. An essay permits the researcher to get a greater depth of response in that the response may give

an insight into respondent's feelings, background and interest. Children may also find it easier to write some things than to say verbally. The essay was used to get in-depth information about the extent to which the pre-adolescents were satisfied with their clothing and how this affected their perception of self-worth.

3.5 Pre-testing of the instruments

The instruments designed were tried on ten pre-adolescents (5 boys and 5 girls) in order to determine the reliability and validity of the instruments. In case the instruments were not clearly understood, they were modified before they were used to collect data. In that case, reliability of information gathered was enhanced and hence the instruments were valid since all the respondents understood them.

3.6 Data collection procedures

Having sought permission from the heads of the schools, the researcher personally held interviews with the pre-adolescents, who then wrote the essays. The main points in the study were explained to the respondents with clarity before the interview schedule, and confidentiality of information given was assured.

3.7 Data analysis

Data were analysed both qualitatively and quantitatively to address the objectives. Qualitative data from the essays were coded according to certain words, patterns and phrases then they were explained in themes. Quantitative data were analysed using the computer statistical package for

social sciences (SPSS). Descriptive statistics such as frequencies and percentages were used to describe and summarise data.

Chi-square was used to determine whether any significant relationship existed between selected categorical variables as in objectives 6-8. The results were presented in form of tables, pie charts and histograms.

3.8 Measurement of variables

Independent variables

Age

The respondents stated their age in years.

Gender

The researcher indicated sex of the respondent.

Parent's education level

The respondents stated the highest education level attained by their parents; either as never went to school, primary, secondary or university

Parent's employment status

The respondents were asked the employment status of their parents. Response was either employed, self-employed or unemployed.

Parents' location of residence

The respondents were asked to state whether their parents resided in a rural or an urban area.

Dependent variables

Acquiring practice

Was measured by asking the respondents how they mainly obtained their clothing.

Factors considered in clothing selection

The respondents indicated how influential the given socio-cultural and factors related to clothing were to their clothing selection.

Clothing satisfaction

This was measured by asking respondents two questions; whether their preferences were considered when clothing was bought or given and if they were completely happy with their clothing. The response for both questions ranged from always, sometimes to never.

Self-worth

This was measured by the scores obtained from a self-worth scale.

CHAPTER FOUR

FINDINGS AND DISCUSSION

The purpose of this study was to investigate on clothing satisfaction, issues related to it and the role it plays in developing self-worth among the pre-adolescents. This was done by assessing satisfaction with their clothing and relating it to perception of self-worth in connection with their clothing.

Data were analysed and summarised using descriptive statistics such as frequencies and percentages. Relationships were established by use of chi-square tests. This chapter presents the results of the statistical analysis of the data that were collected under the following sub-topics:

- (i) socio-economic background and demographic characteristics of the respondents,
- (ii) sources of clothing among the respondents,
- (iii) factors considered in clothing selection among the respondents,
- (iv) clothing satisfaction among the respondents,
- (v) respondents' perception of self-worth,
- (vi) responses from the essays and
- (vii)** chi-square results for selected variables influencing clothing satisfaction.

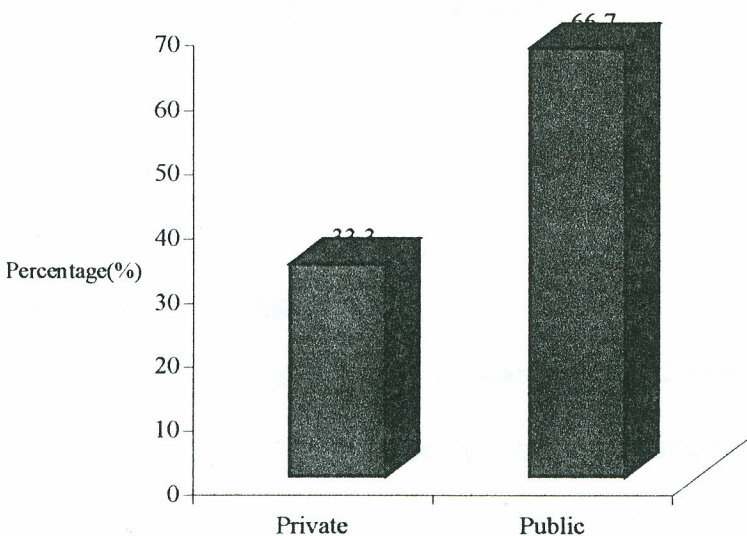
4.1 Demographic characteristics and socio-economic background of the respondents

This part was intended to find out the socio-economic background and demographic characteristics of the respondents. The variables measured were: the school type (private or public), gender, age, and parent's highest level of education reached, location of residence and employment status.

4.1.1 Respondents by school type

The school type of the respondents was analysed because this may have been related to their socio-economic background, which in turn may determine their clothing buying practices (place where they are bought and quality of the clothing). The sample consisted of (96) 66.7% respondents from public schools and (48) 33.3% respondents from private schools. This is because population in the public schools was three times greater than that in the private schools.

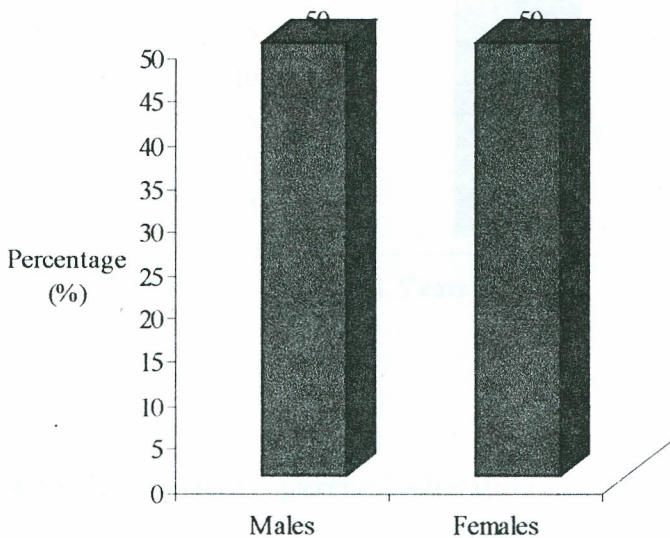
Fig. 2: Histogram showing respondents by school type



4.1.2 Respondents by gender

The gender of an individual has an implication on his/her clothing preference and clothing satisfaction. As shown on the figure below, the sample was composed of 72(50.0%) males and 72(50.0%) females. This was done so in order to give an equal representation of boys and girls thus avoid any gender bias.

Fig. 3: Histogram showing respondents by gender

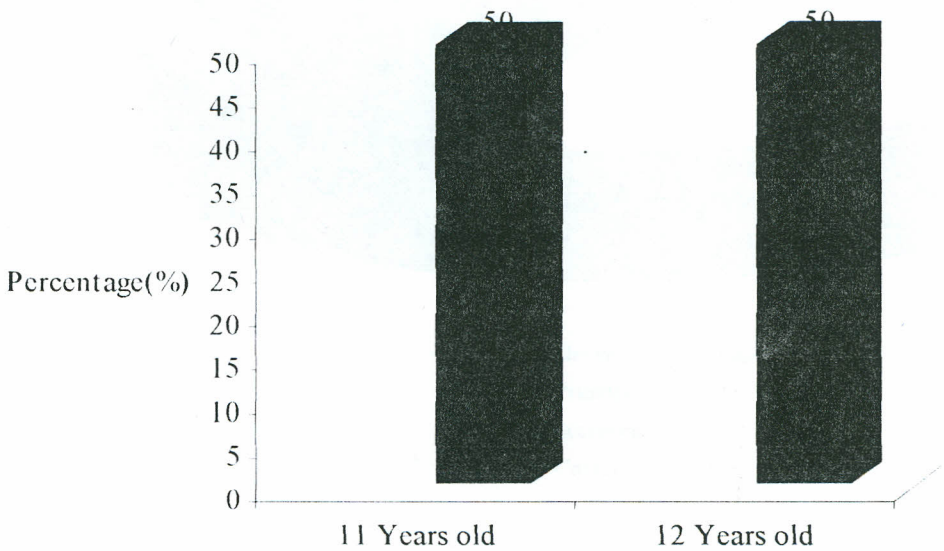


4.1.3 Respondents by age

The study targeted two age groups, 11 year-old and 12 year-old pre-adolescents because this is a period in life when one start becoming socially aware of how others look like in comparison to self. It therefore affects how one interacts with

people in the society. The sample therefore consisted of 50.0% 11 year-old and 50.0% 12 year-old respondents giving an equal representation of the two age groups. Children in this two age groups have similar characteristics.

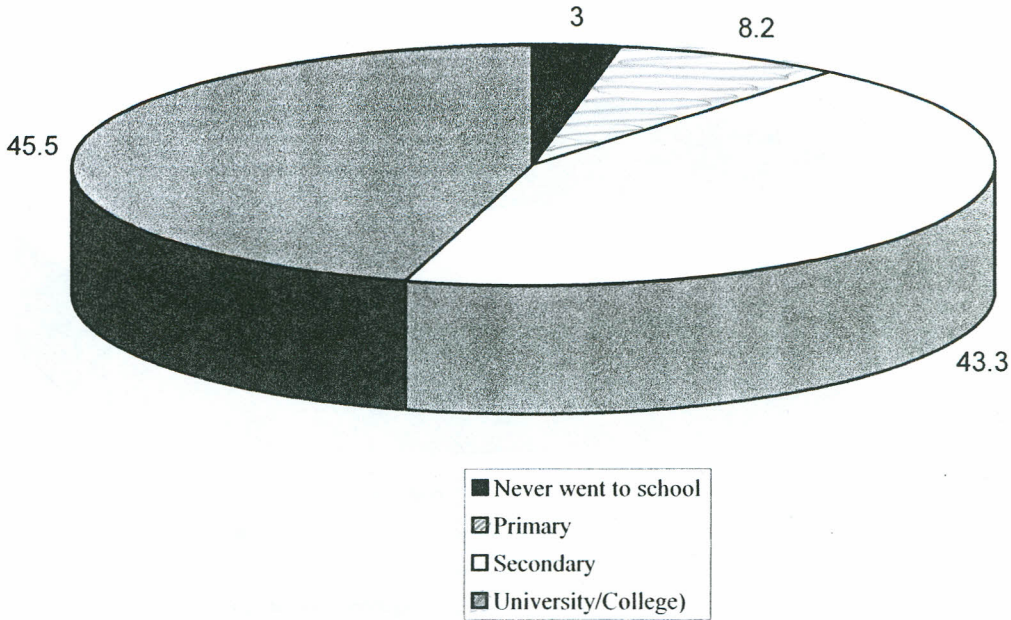
Fig. 4: Histogram showing respondents by age



4.1.4 Respondents' parents' education

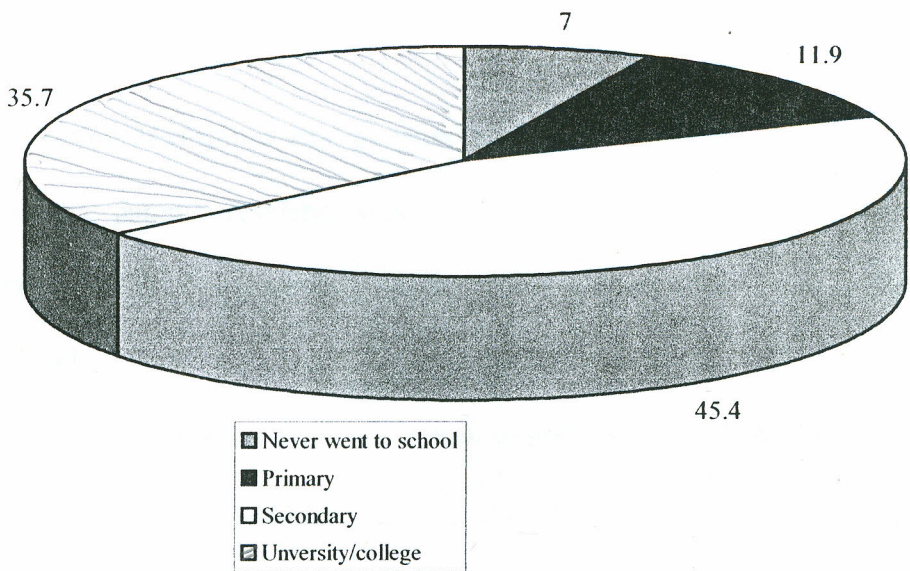
Education level of parents was considered because persons with better education are expected to have better understanding of their children's clothing selection, hence may influence their clothing satisfaction.

Fig. 5: Pie chart showing highest level of education reached by respondents' fathers



The largest percentage (45.5%) of the respondents' fathers reached university/college etc., followed by secondary level (43.3%). Three percent (3.0%) of the respondents' fathers never went to school, and 10 respondents never responded to this question, probably because they come from a single parent (female-headed) families. Education level of mothers was also considered.

Fig. 6: Pie chart showing highest level of education reached by respondents' mothers



The highest level of education reached by the largest category (45.4%) of the respondents' mothers was secondary level followed by university/college as reported by 35.7% of the total respondents. A minority (7.0%) of the respondents' mothers never went to school. One respondent did not respond to this question.

The findings indicate that the majority of fathers had reached university/college of education and very few never went to school. On the other hand, most of the mothers had attained secondary education. The results further

showed that more mothers never went to school than in the case of fathers. Generally these findings indicate that most of the respondents' parents were educated and therefore imply that they had better understanding of their children's clothing needs particularly the mothers who mainly bought the clothing.

4.1.5 Location of respondents' parents' residence

Respondents' parents' residence was considered since the clothing practices and preferences of the respondents may be mainly influenced by their rural/urban background.

Table 1: Frequency table showing respondents' location of residence

	Frequency	Percentage(%)
Rural	12	8.3
Urban	132	91.7
Total	144	100

A majority (91.7%) of the respondents' parents resided in an urban area while 8.3% of them resided in the rural area. Since the study was done in Nairobi, the findings show that most of the respondents lived within the city and their clothing practices may have greatly been influenced by the urban lifestyle.

4.1.6 Respondents' parents' employment status

The employment status of parents has an implication on their socio-economic background and this largely influences their children's clothing practices.

As shown on figure 7, most (67.9%) of the fathers were employed, followed by self-employed ones (29.1%). Only 3.0% were unemployed. Seven percent (7.0%) of the total respondents did not respond to this question probably because they come from single parent (female-headed) families.

Fig. 7: Histogram showing respondents' fathers' employment status

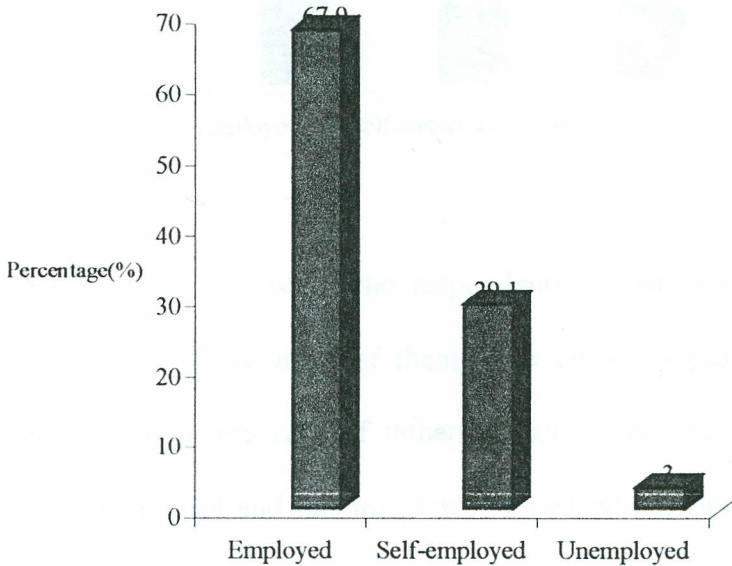
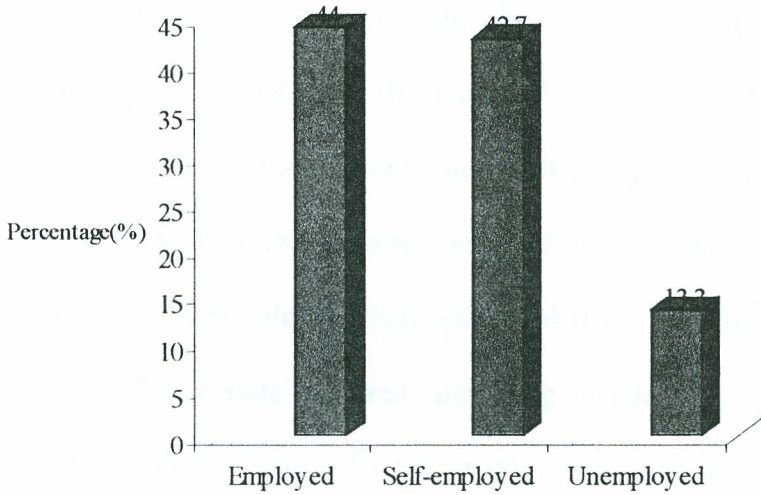


Fig 8 shows that respondents' mothers who were employed were 44.0% while those who were self-employed were 42.7%. Thirteen percent (13.3%) of the mothers were unemployed.

Fig. 8: Histogram showing respondents' mothers' employment status

The findings show that most of the respondents' fathers were employed as opposed to mothers where most of them were self-employed. More mothers were unemployed than the case of fathers. Most of the respondent's parents were therefore employed and this may have influenced the clothing satisfaction of the respondents since the parents atleast had an income for the provision of their children's clothing.

4.2 Clothing acquisition among the respondents

This section considered questions on the respondents' main way of acquiring clothing, source of the clothing and whether the respondents were mostly involved in their clothing selection or not.

4.2.1 How the respondents mainly acquired clothing

How the respondent acquired clothing is important as it may have an influence on an individual's clothing preference and clothing satisfaction.

The findings on table 2 show that most (92.4%) of the respondents' clothing were mainly bought by their parents and particularly their mothers. Five point five percent (5.5%) of them mainly acquired the clothing through inheriting from siblings, 1.4% bought for themselves and 0.7% had the clothing donated by relatives. The results are not surprising given that at their age, the respondents are in most cases dependent on their parents for provision of their basic needs.

Table 2: Frequency table showing respondents' clothing acquisition practice

	Frequency	Percentage(%)
Buy for myself	2	1.4
Inherit from siblings	8	5.5
Bought for by parents	133	92.4
Donation from relatives	1	0.7
Total	144	100

4.2.2 Source of respondents' clothing

This variable was considered because where clothing is bought from may have an impact on clothing satisfaction of an individual.

Table 3: Frequency table showing where the respondents' clothing were mainly bought

	Frequency	Percentage(%)
Shops selling new clothes	43	31.9
Shops selling second-hand clothes	9	6.7
Open-air markets selling new clothes	13	9.5
Open-air market selling second-hand clothes	70	51.9
Missing	9	.
Total	144	100

A majority (59%) of the respondents' clothing were bought from outlets selling second-hand clothing. Out of this, 51.9% were from open-air markets while 6.7% were from shops. Forty one percent of the clothing were bought from outlets selling new clothes, where 31.9% of them were from the shops and 9.5% from the open-air markets. This may have had an influence on clothing satisfaction since most of the respondents had their clothes bought from a common place as their friends' hence common clothing features. These findings concurred with Migunde's (1993) and Marinda's (2001) on clothing of the adolescents where open-air market selling second-hand clothes was a popular source of clothing. In most cases, second-hand clothing are imported. Nyang'or (1994) pointed out that majority of working women in Nairobi preferred imported to locally made clothing due to the fact that imported clothing were of better quality and were cheaper. Nine (9) respondents never answered the

question probably because they were not sure of where the clothing were bought as their clothing were mainly donated and inherited.

4.2.3 Respondents' involvement in clothing selection

Whether involved or not in one's clothing selection may have an impact on an individual's clothing satisfaction since one will select what he/she prefers. Sixty four percent (64%) of the respondents mainly participated in their clothing selection while 36.1% were not mainly involved in the selection. Therefore, a majority of them were involved in the selection of their clothing. This finding agrees with Migundes' (1993) on factors considered in clothing selection among adolescents in Nairobi, who found that a majority of the adolescents were involved in their clothing selection.

4.3 Factors considered by respondents in clothing selection

Factors that one considers in clothing selection reflect an individuals' clothing preference which in turn affect clothing satisfaction/dissatisfaction. This section was answered by only those 92 respondents who were involved in their clothing selection.

4.3.1 Socio-cultural factors considered in clothing selection

These are factors related to the society as a whole and one's cultural background.

Parent's acceptance

The findings show that a majority (56.5%) of the respondents who responded to the question were sometimes influenced by their parents' taste in their clothing selection while 37.0% were always influenced. This shows that parental influence was one of the major factors influencing clothing selection among the respondents and this could be due to the respondents' dependence on the parents for their clothing provision. This agrees with Migunde(1993) and Wilson *et al.* (1998) who also found that parents influenced adolescent's decision in clothing selection greatly.

Table 4: Table showing socio-cultural factors considered in respondents' clothing selection

	Always	Sometimes	Never	Total
	%	%	%	%
Parents' preference	37.0	56.5	6.5	100
Peer group preference	32.6	53.3	14.1	100
Religious beliefs/norms	5.5	42.9	51.6	100
Media/movies	3.3	35.9	60.9	100

N=92

Peer group preference

As shown on the table 4, the peer group sometimes influenced 53.3% of the respondents who answered the question while 32.6% were always influenced. Fourteen point one percent (14.1%) of the respondents were never influenced by the peer group. The results indicate that peer group acceptance was also a major

factor considered in the respondents' clothing selection. This is an age whereby they become aware of what those around them wear and their conformity to group preference greatly determined their acceptance into the group. However, because of their dependence on parents, peers may not have much influence to their selection. According to Horn (1975), this is a time when youngsters seem to be obsessed with their clothing and appearance and spend a great deal of time and effort finding out what 'they' are wearing in order to present the same or similar image as their peers. This result agrees with Migunde's (1993) and Wilson *et al* (1998) on factors considered by adolescents in clothing selection, who found that peer group was a major factor considered in clothing selection. This is an important transition period in life for the pre-adolescents as they wish to conform to the peer group. At the same time parents feel that they still have total control on their children's decisions since they are still the major providers for their needs. Parents should understand that the peers' are equally important.

Religious beliefs/norms

Religious beliefs/norms were less influential factors as only 5.5% of those who responded to the question were always influenced by them while 42.9% were sometimes influenced and 51.6% were never influenced by it. This could be due to the fact that the respondents are greatly influenced by urban life where they are mixed up with people from varying religious/cultural backgrounds hence weakening their ties to their respective religions/cultures. The finding concurs with Marinda's (2001) on factors considered in clothing selection among the physically handicapped adolescents, Migunde's (1993) and Otieno's (1990) on

factors considered by adults in clothing selection within Kenyatta university, who found that religious beliefs/norms were less influential factors to their clothing selection.

Media/movies

Media/movies were the least influential factors of the four socio-cultural factors since a majority (60.9%) of the respondents who responded to the question were never influenced by them and 3.3% were always influenced. This could be due to the fact that the respondents spend most of their time on school-work such that they have less time to concentrate on fashion related to media/movies. Media/movies may also have been expensive for most of Kenyans to afford. This also concurs with Migunde's (1993) results who found that media/movies were less influential to adolescents' clothing selection, but doesn't agree with Wilson *et al* (1998) who found that media/movies were major factors influencing adolescents' clothing selection. This difference could be due to availability of media/movies to adolescents in first world countries as opposed to those in third world countries.

Parent's influence was the most influential factor among the socio-cultural factors followed by peer's preference. Religious beliefs and media/movies were least influential socio-cultural factors to respondents' clothing selection.

4.3.2 Factors related to clothing characteristics

These are factors such as texture/comfort, colour, latest fashion, brand name, size and fashionability of the clothing that relate to the nature of the clothing. Thirty six percent (36%) of the total respondents never responded to the

questions in this section because they were not mainly involved in their clothing selection. The results are as shown on the table 5.

Texture/comfort

Texture/comfort was not a very influential factor to the respondents' clothing selection, as 19.6% of those who responded to the question were never influenced while 58.7% were sometimes influenced and 21.7% were always influenced. This indicate that most of the respondents did not mind the texture of the fabric or comfort derived from it.

Colour

Colour was a very influential factor because 63.1% of the respondents who answered the question were always influenced by it and 29.3% were sometimes influenced while 7.6% of the respondents were never influenced by it. Most respondents were therefore very sensitive to the visual appearance of the clothing worn.

Latest fashion

A larger proportion (44.6%) of the respondents who answered the question were sometimes influenced by the latest fashion, 40.2% were always influenced and 15.2% were never influenced by the factor. The latest fashion was a popular factor considered because at their age the respondents start being conscious of the appearance of those around them hence their latest clothing styles

Table 5: Table showing factors related to clothing that were considered in respondent's clothing selection

	Always	Sometimes	Never	Total
	%	%	%	%
Texture/comfort	21.7	58.7	19.6	100
Colour	63.1	29.3	7.6	100
Latest fashion	40.2	44.6	15.2	100
Brand name	3.3	16.3	80.4	100
Size	88.0	7.6	4.4	100
Style/design	23.9	58.7	17.4	100

N=92

Brand name

Brand name of the clothing had a very low influence on the respondents' clothing selection; 80.4% of the respondents who responded to the question were never influenced by it, 16.3% were sometimes influenced and 3.3% were always influenced by it. This agrees with Migunde's (1993) and Marinda's (2001) findings on the clothing of adolescent and this could be due to lack of the respondents' awareness of the clothing brand names in the market.

Size of the clothing

As shown on the table 5, a majority (88.0%) of the respondents who answered the question were always influenced by size of the clothing, 7.6% were sometimes influenced and 4.4% of them were never influenced. The age of the respondents is characterised by onset of physical and physiological changes. The

size (tightness/looseness) of the clothing worn may cause nervousness to them and they may imagine that everyone is noticing the changes taking place within their bodies.

Style/ design of the clothing

The findings show that a majority (58.7%) of the respondents who responded to the question were sometimes influenced by style/design of the clothing, 23.9% were always influenced and 17.4% were never influenced. The implication of this is that the style or design feature of the clothing being selected was moderately considered by the respondents.

Among the above factors related to clothing characteristics, size and colour were the most influential to the respondents' clothing choice, followed by latest fashion, style/design and texture/comfort of the clothing in that order. Brand name of the clothing was the least influential factor in the clothing selection.

4.4 Clothing satisfaction among the respondents

Clothing satisfaction was determined by asking the respondents two questions; how often they felt that their preferences were considered when their clothing were bought or given and how often they were completely happy with their clothing. Response for both questions ranged from always, sometime to never. A clothing satisfaction index was then derived from the two questions. The respondents' attribute of satisfaction to their clothing was also determined in this section.

4.4.1 How often respondents' clothing preferences were considered

Whether one's clothing preference is considered or not greatly influences an individual's contentment/discontentment with his/her clothing. As shown on table 6, 47.2% of the respondents reported that their preferences were always considered when their clothing were bought or given. Forty four point five percent (44.5%) reported that their preferences were sometimes considered and 8.3% reported that their preferences were never considered. This implies that among majority of the respondents, their preferences were taken into account when their clothing was bought or given to them. This could be because most of them were involved in the selection of their clothing, and given the fact that majority of their mothers who mainly bought for them clothing were at least educated and therefore understood the clothing needs of their children.

Table 6: Frequency table showing how often respondents' clothing preferences were considered

	Frequency	Percentage(%)
Always	68	47.2
Sometimes	64	44.5
Never	12	8.3
Total	144	100

4.4.2 How often the respondents were completely happy with their clothing

The respondents were asked how often they were completely happy with their then, present clothing.

Table 7: Frequency table showing how often the respondents were completely happy with their clothing

	Frequency	Percentage(%)
Always	72	50.0
Sometimes	48	33.3
Never	24	16.7
Total	144	100

Fifty percent (50.0%) of the respondents were always completely happy with their clothing, 33.3% sometimes happy and 16.7% were never happy with their clothing. This shows that a majority of them were completely happy with their clothing and it could also be because they were mainly involved in selection of their clothing and therefore selected what pleased them.

4.4.3 Clothing satisfaction index

Whether one's preference is considered and how happy one is with his/her clothing both reflects one's contentment/discontentment with clothing. The two variables were therefore used to get a clothing satisfaction index.

In order to determine the extent to which the respondents were satisfied with their clothing, scores were given to the response to the two questions; 2 for

'always' 1 for 'sometimes' and 0 for 'never'. The maximum score was 4 and the minimum was 0. The scores are shown on the table below:

Table 8: Frequency table showing clothing satisfaction scores

	Frequency	Percentage(%)
4 scores	26	18.1
3 scores	27	18.8
2 scores	37	25.7
1 scores	33	22.9
0 scores	21	14.6
Total	144	100

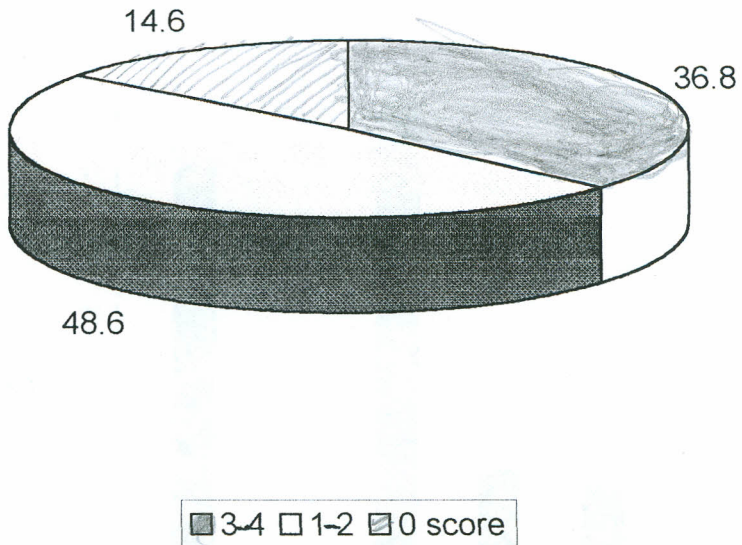
In order to establish if significant relationships existed between clothing satisfaction and other selected variables, they were correlated using chi square tests. The scores were therefore categorized and labelled as follows :

3-4 -----always satisfied

1-2 -----sometimes satisfied

0 -----never satisfied

Fig. 9: Pie-chart showing clothing satisfaction among the respondents

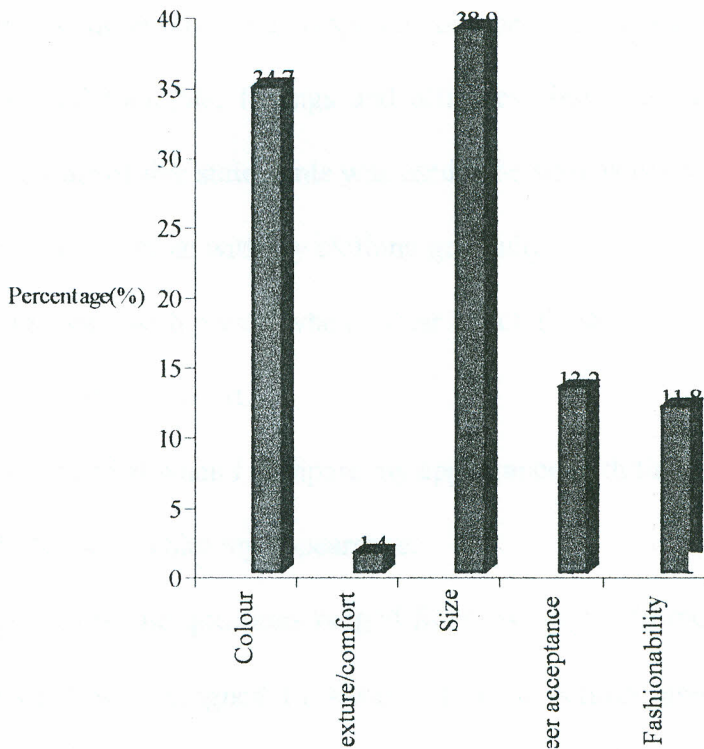


Forty eight point six percent (48.6%) of the respondents scored 1-2 (were sometimes satisfied), 36.8 % scored 3-4 (were always satisfied) and 14.6% scored 0 (were never satisfied with their clothing). The results show that most respondents were moderately satisfied with their clothing. This could be because a majority of them participated in their clothing selection.

4.4.4 Respondents' attribute of satisfaction to clothing

This variable was measured because it enables one to understand the main cause of clothing satisfaction/dissatisfaction.

Fig. 10: Histogram showing respondents' most attributed factor of satisfaction to clothing



Many (38.9%) respondents attributed their satisfaction with clothing to size followed by colour (34.7%). Minority (1.4%) of the respondents attributed their clothing satisfaction to texture/comfort.

The findings imply that size, how one fit in his/her clothing and colour, which is the visual appearance of the clothing were very important to the respondents as far as their clothing satisfaction was concerned. Peer group

acceptance and fashionability of the clothing were relatively important but the texture/comfort of the clothing was not very important as far as the respondents' clothing were concerned.

4.5 Respondents' perception of self-worth

In order to determine the respondents' perception of self-worth (one's perception and thoughts, feelings and attitudes about self) in relation to their clothing, a scale of five statements was used. The statements were:

I am comfortable with my clothing generally,

I am happy with myself when I wear my clothing,

I feel that I am smart,

I am satisfied when I compare my appearance with that of my friends',

My friends admire my appearance.

The responses to the questions ranged from 'Always', 'Sometimes' to 'Never'. A score of 2 was assigned to always, 1 to sometimes and 0 to never. The maximum score that could be attained was 10 and the minimum score was 0 for the five statements. The scores for the respondents were as presented on table 9:

Table 9: Frequency table showing Self-worth scores

Score	Frequency	Percentage (%)
10	5	3.5
9	24	16.7
8	22	15.3
7	14	9.7
6	19	13.2
5	17	11.8
4	11	7.6
3	13	9.0
2	11	7.6
1	4	2.8
0	4	2.8
Total	144	100

The scores were then categorised so as to correlate self-worth with other variables by use of chi square tests. The categories were:

7-10----- High self-worth

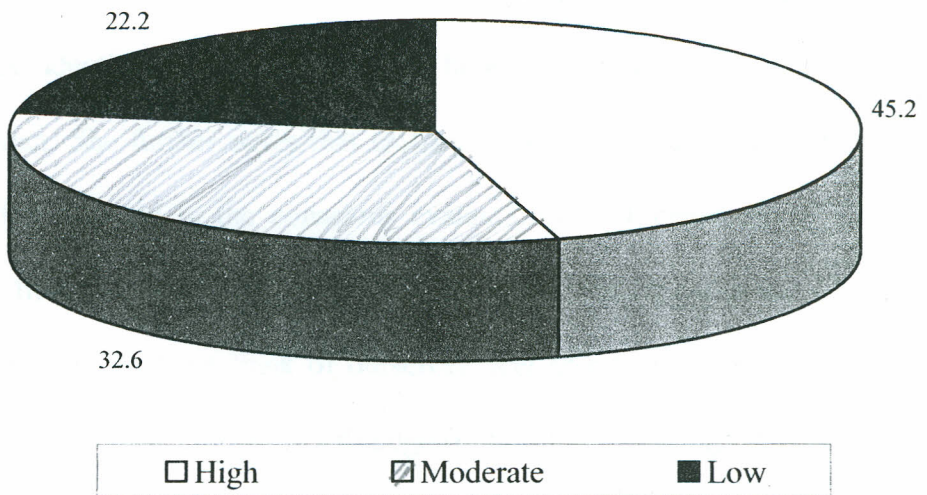
4-6----- Moderate self-worth

0-3-----Low self-worth.

As shown on table 9, (45.2 %) of the respondents had a high perception of self-worth, 32.6% had moderate and 22.2% had a low perception of self-worth in relation to their clothing. This shows that most of the respondents had a high perception of self-worth in relation to their clothing and this implies that most of

them had their clothing affecting their perceptions, attitudes and feelings towards self in a positive way.

Fig. 11: Pie chart showing perception of self-worth among the respondents



4.6 Responses from the essays

The essays sought an in depth response from the respondents about their clothing. The questions asked were,

How do you feel when you wear your clothing?

What features/characteristics of your clothing pleases you?

What features/characteristics of your clothing displease you? and

Suggest what can be done so that you are completely satisfied/happy with your clothing.

The responses from the essays have been analysed and used to explain and describe the findings from quantitative data.

4.6.1 Themes of self-worth from the essays

Self-worth refers to one's perception of self (self-concept) and feelings /attitudes towards self (self-esteem). Kaiser (1990) refers to self-concept as a global perception of who one is. Horn (1975) further notes that clothing helps to establish the identity of the individual to himself and to others with whom he/she interact. She further notes that clothes are such a visual part of the self and are often included in the conscious evaluation of self-characteristic. Self-concept is therefore associated with one's clothing and appearance. Charon (1979) notes that what we think of ourselves, feel about ourselves, like about ourselves result from interaction. Self-judgements results to a high degree from judgement by others.

The findings from the essays shows that the respondents use their clothing to develop self-perception (self-concept). These are also based on self-judgement and judgement from others.

'Sometimes I think I am beautiful and decent when my friends wear cloths same as mine.'

'I feel proud when everyone tell me how good I look.'

'.....other times I feel ugly and naked because my friends have better clothes than mine.'

The themes of self-esteem such as feeling of acceptance, happiness, pride, lowliness, disappointment, embarrassment and shame were found to be associated with the respondent's clothing.

'I feel accepted by my friends when I wear my clothes'

'My friends don't like me when I wear old-fashioned clothes.'

Acceptance refers to when one feels that he/ she is liked and wanted in the society. A person with low self-worth does not like him/herself and feel that others also doesn't like and accept him/her. Phrases such as 'friends don't like me,' 'I feel accepted by friends' and 'I feel sorry for myself' imply that the respondents associated their clothing with acceptance. According to Kaiser(1990) a person with high self-esteem is self-accepting , self tolerant and likes the self.

'I hate myself when friends tell me that my clothes are old-fashioned.'

'My ugly clothing make me feel sorry for myself.'

Feelings of lowliness and disappointment were also found to be associated with the respondents' clothing. One feels low and disappointed when his/her needs /expectations are not met. A person who feels low is not proud of the self. Lowliness and unhappiness were found to be associated with respondents' dissatisfaction with their clothing. On the other hand, the respondents who were satisfied with their clothing expressed feelings of happiness and pride with themselves.

'At times I feel bad when I wear my clothes because my friends wear better clothes which look beautiful and make me feel that I am very low, and they are special while me I am not loved.'

'I feel proud and important when I wear my clothes and everyone tell me how good I look. They really make me feel happy'.

When I wear my clothes, sometimes I feel rather disappointed.'

The findings agrees with Kaiser's (1990) who noted that people who are less satisfied with their appearance including clothing tend to be depressed and view themselves as less attractive. Feelings of embarrassment and shame were also found to be related to the respondents' clothing. Respondents who were dissatisfied with their clothing expressed feelings of embarrassment and shame. Those who were satisfied with their clothing were proud to be associated with their clothing.

'Sometimes my clothes embarrass me when I walk in front of many people.'

'I feel ashamed of my clothes because they are not so good like for my friends.'

'I feel proud, descent and comfortable with my nice clothes.'

Horn (1975) also noted that for some people, clothing may be a source of embarrassment, discomfort and depression. Papalia *et al.* (1987) notes that during middle and late childhood, children evaluate themselves and they may like what they see within themselves or think poorly of their selves.

Generally, the findings of this study show that the respondents associated positive self-attitude with clothing satisfaction hence higher self-worth, while negative self-attitudes were associated with clothing dissatisfaction hence lower self-worth. Clothing therefore was found to play a very significant role in increasing one's perception of self-worth. Horn (1975) notes that positive attitudes expressed toward one's clothes tend to reinforce a generalised positive feeling toward the self, while negative responses contribute to the deprecation of the self.

4.6.2 Suggestions of the respondents about their clothing

The respondents suggested that their parents should take them to choose their clothing, consider their suggestions, consult, buy fashionable clothing for them and of reasonable sizes and should not force them to take what they don't like. They also suggested that clothing dealers should not fix their prices too high.

'My parents should buy clothes that please me.'

'I suggest that I should not be chosen clothes because they may turn out not to be my colours, size....'

'I think that parents should move with fashion and stop being so hard when choosing clothes.'

4.6.3 Relationship between symbolic interaction, clothing satisfaction and perception of self-worth from the essays

The conceptual framework in this study was based on the ideas of symbolic interactionists who believe that people judge themselves and develop a self-image based on ideas, comments and judgements from the people they interact with (Charon 1979). The findings from the respondents' essays show that pre-adolescents judge their appearance as created by their clothing. How satisfied they were with their clothing depends on other people's comments (significant others and peers).

'I like wearing clothes that people have commented that I am smart in them.'

'Sometimes I think I am beautiful when my friends wear clothes same as mine.'

From the comments given by others the pre-adolescents developed a self-image which affect the feeling they have about themselves.

'I feel proud when everyone tell me how good I look.'

'I feel good about them and feel as if I am in my own world.'

' I feel proud, decent and comfortable when I wear clothes liked by my friends'

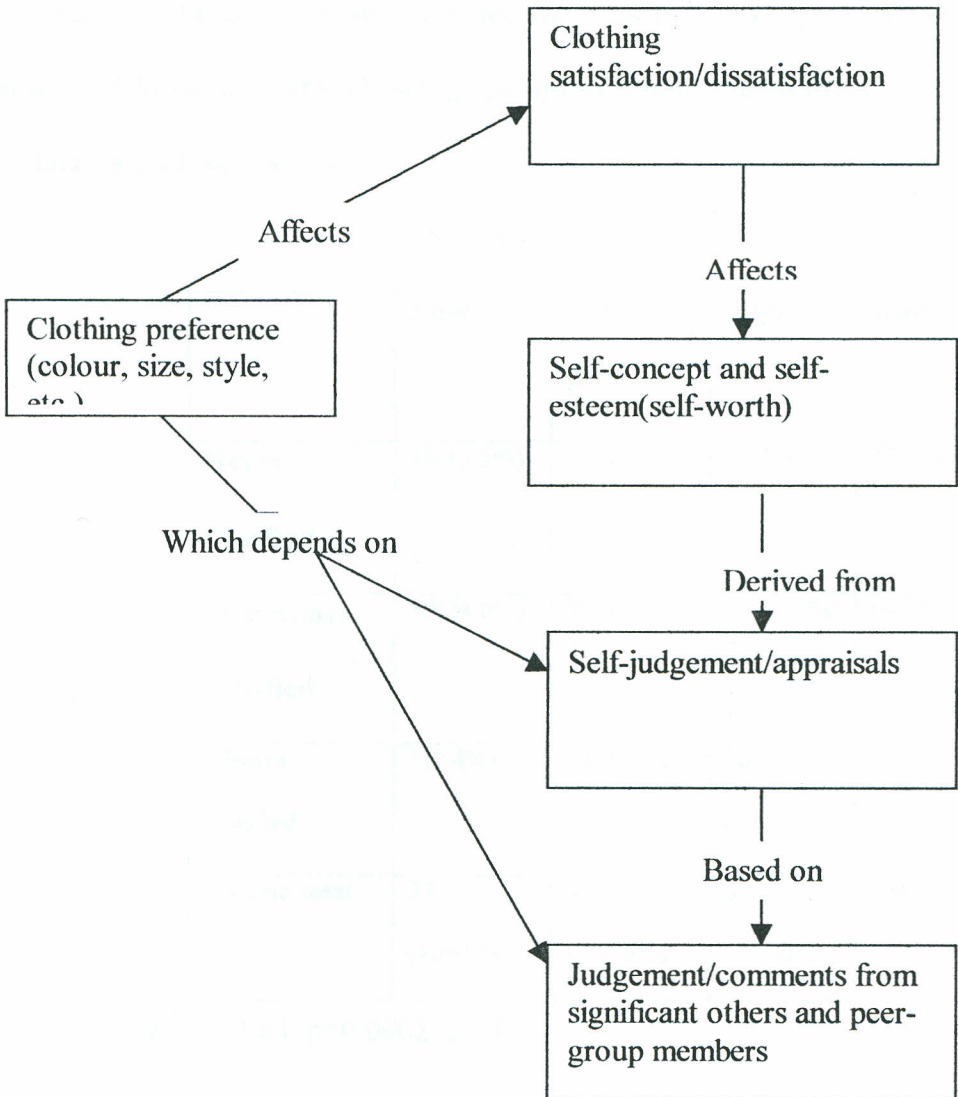
Self-worth according to this study refers to perceptions/mental picture about self and feelings/attitudes toward oneself i.e comprises one's self-concept and self-esteem. A person with higher self-worth has positive perceptions and feelings/attitudes towards self. On the other hand, lower self-worth is associated with a negative self-image and feeling/attitudes towards self. From the findings the respondents' satisfaction with his/her clothing has an implication on his or her self-concept and self-esteem. These are developed from self-judgements/self-appraisals which the respondent developed from judgements /comments of others about the self.

The findings further suggests that the respondents' clothing satisfaction /dissatisfaction depends on whether clothing preference such as fashion ability, peer-acceptance, desirable colours, size, texture or comfort associated with the clothing are considered or not.

'When I wear oversized clothes, my friends teases me and say that I look old'

'I hate when they really have bad colours and ugly designs'

Fig. 12: Relationship between symbolic interaction and the findings of the study



4.7 Chi square results for selected variables influencing clothing satisfaction

Chi square tests were computed at ($p \leq 0.05$) alpha level to determine whether there were relationships between selected variables and clothing satisfaction.

Table 10: Chi-square table showing relationship between clothing satisfaction and self-worth

		Self-worth			Row total
		Low	Moderate	High	
Clothing satisfaction	Never satisfied	10(45.5%)	9(24.3%)	7(31.8%)	22 (100.0%)
	Sometimes satisfied	17(24.6%)	30(43.5%)	22(31.9%)	69(100.0%)
	Always satisfied	5(9.4%)	12(22.7%)	36(67.9%)	51(100.0%)
	Column total	32 (100.0%)	47 (100.0%)	65 (100.0%)	144

$$\chi^2 = 23.84 \quad p = 0.0002 \quad df = 4$$

The results show that there was a significant relationship between clothing satisfaction and perception of self-worth ($p = 0.0002$). A higher proportion (45.5%) of the respondents who were never satisfied with their clothing had a low perception of self-worth as compared to 31.8% of those who were never satisfied having a high perception of self-worth. A majority (67.9%) of those who were always satisfied had a high perception of self-worth as compared to

(9.4%) of those who were always satisfied having a low perception of self-worth.

The test shows that perception of self-worth in relation to clothing increased with the respondents' clothing satisfaction. This agrees with Kaiser (1990) who found that adolescents who were more satisfied with clothing felt more secure socially and had a high self-concept and self-esteem, unlike those who felt deprived in terms of clothing.

Table 11: Chi-square table showing relationship between clothing satisfaction and involvement in clothing selection

Involvement in clothing selection

		Yes	No	Row total
Clothing satisfaction	Never satisfied	8(36.4%)	14(63.6 %)	22(100.0%)
	Sometimes satisfied	45(65.2%)	24(34.8%)	69(100.0%)
	Always satisfied	39(73.6%)	14(26.4%)	53(100.0%)
	Column total	92 (100.0%)	52 (100.0%)	144

$$\chi^2 = 9.437 \quad p = 0.0091 \quad df = 2$$

The results indicate that there was a significant relationship between clothing satisfaction and involvement in clothing selection ($p=0.0091$). The distribution of clothing satisfaction according to involvement in clothing selection show that as many as more than twice (73.6%) of the respondents who were always

satisfied with their clothing were involved in their clothing selection as compared to 26.4% of those who were not involved and were always satisfied with their clothing. Similarly, a majority (63.6%) of those who were never satisfied with their clothing were not involved in their clothing selection as compared to 36.4% of those who were never satisfied and were not involved in their clothing selection. The test shows that involvement in clothing selection increases one's satisfaction with clothing.

Table 12: Chi-square table showing relationship between clothing satisfaction and the school type of the respondent

		School type		Row total
		Private	Public	
Clothing satisfaction	Never satisfied	8(36.4%)	14(63.6%)	22(100.0%)
	Sometimes satisfied	25(36.2%)	44(63.8%)	69(100.0%)
	Always satisfied	15(28.3%)	38(71.7%)	53(100.0%)
	Column total	48 (100.0%)	96 (100.0%)	144

$$\chi^2=0.956 \quad p=0.620 \quad df=2$$

There was no significant relationship between clothing satisfaction and the school type of the respondents ($p=0.620$). The above results indicate that both respondents from private and public schools had their clothing satisfaction not relating to their schools. The number of those who were never satisfied to

those who were always satisfied in both private school and public schools was directly proportional. Thirty six point four percent (36.4%) from private schools and 63.6 % from public schools were never satisfied. On the other hand, 28.3% of those who were always satisfied came from the private schools while 71.7% came from the public schools.

Table 13: Chi-square table showing relationship between clothing satisfaction and sex of the respondent

		Sex		Row total
		Males	Females	
Clothing satisfaction	Never satisfied	11(50.0%)	11(50.0%)	22(100.0%)
	Sometimes satisfied	35(50.7%)	34(49.3%)	69(100.0%)
	Always satisfied	26(49.1%)	27(50.9%)	53(100.0%)
	Column total	72 (100.0%)	72 (100.0%)	144

$$\chi^2 = 0.033 \quad p = 0.983 \quad df = 2$$

The results show that there was no significant relationship between clothing satisfaction and the sex of the respondent ($p=0.983$). Table 13 shows that both males and females were equally satisfied. For instance, 50% of those who were never satisfied were males while 50% were females. Similarly, 49.1 of those

who were always satisfied were males while 50.9% were females. This trend does not show any significant relationship between clothing satisfaction and sex of the respondent.

Table 14: Chi-square table showing relationship between clothing satisfaction and age of the respondent

		Age		Row total
		11 years old	12 years old	
Clothing satisfaction	Never satisfied	9(40.9%)	13(59.1%)	22(100.0%)
	Sometimes satisfied	37(53.6%)	32(46.4%)	69(100.0%)
	Always satisfied	26(49.1 %)	27(50.9%)	53(100.0%)
	Column total	72 (100.0%)	72 (100.0%)	144

$$\chi^2 = 1.108 \quad p=0.575 \quad df=2$$

The results show that there was no significant relationship between clothing satisfaction and the age of the respondents ($p=0.575$). Eleven year-olds (40.9%) that were never satisfied are directly proportional to 12-year olds (59.1%) who were never satisfied. On the other hand, 11-year-olds (49.1%) who were always satisfied were also directly proportional to 12-year olds (50.9%) who were always satisfied. This trend of proportions does not show any significant relationship.

Table 15: Chi-square table showing relationship between clothing satisfaction and education attained by the respondents' mothers

		Education attained		Row total
		Basic education	Higher education	
Clothing satisfaction	Never satisfied	6(28.6%)	15(71.4%)	21(100.0%)
	Sometimes satisfied	9(13.0%)	60(87.0%)	69(100.0%)
	Always satisfied	10(18.9%)	43(81.1%)	53(100.0%)
	Column total	25 (100.0%)	118 (100.0%)	143

$\chi^2 = 2.803$ $p = 0.246$ $df = 2$

The results indicate that there was no significant relationship between clothing satisfaction and the education attained by the respondents' mothers ($p=0.246$). Twenty eight point six percent (28.6%) of the respondents who were never satisfied had their mothers having attained basic education (primary or secondary) while 71.4% of them had their mothers having attained higher education (university/college). Similarly, 18.9% of the respondents who were always satisfied had their mothers having attained basic education and 81.1% had their mothers having attained higher education. This does not show any relationship between clothing satisfaction and education attained by respondents' mothers because those who were never satisfied and those who

were always satisfied is directly proportional within the two levels of education attained by respondents' mothers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Purpose and objectives of the study

This study was carried among pre-adolescents in Kasarani division of Nairobi province with the purpose of investigating clothing satisfaction, issues related to it and its role in developing self-worth among the pre-adolescent children. The study was guided by the following specific objectives:

- 1). to determine the pre-adolescent's socio-economic background and demographic characteristics,
- 2). to establish how the pre-adolescents acquired their clothing,
- 3). to determine factors considered in clothing selection among the pre-adolescents,
- 4). to establish the extent to which the pre-adolescents were satisfied with their clothing,
- 5). to assess the pre-adolescent's perception of self-worth,
- 6). to establish the relationship between the pre-adolescents' satisfaction with clothing and perception of self-worth,
- 7). to determine if there was a relationship between the pre-adolescents' clothing satisfaction and their involvement in clothing selection and
- 8). to determine whether there were a relationships between clothing satisfaction and socio-economic background and demographic characteristics of the pre-adolescents.

Methodology

This was a survey study which employed both descriptive and analytical components. Purposive sampling was used to select six primary schools, three private and three public. Stratified and simple random sampling were used to select one hundred and forty four (144) respondents, both males and females who were aged 11 and 12 years old. Data were collected using a structured interview schedule and essays to meet the selected objectives. Descriptive statistics such as frequencies and percentages were used to analyse data. Chi-square tests were performed between the following variables:

- clothing satisfaction and perception of self-worth,
- clothing satisfaction and involvement in clothing selection and
- clothing satisfaction and demographic characteristics (age and gender) and socio economic background (mothers' education) of the respondents.

The results of the statistical data were presented in tables, histograms and pie charts.

Findings

The sample was composed of 50.0% males and 50.0% females and also equal number of 11 year old and 12 year old pre-adolescents. 33.3% of them came from private schools while 66.7% came from public schools. The results indicated that a majority of the respondents' fathers reached university/college level of education while very few never attended school. On the other hand, a majority of their mothers only attained secondary level followed by those who reached university/college level. More

mothers never went to school than fathers. Fathers were therefore more learned than mothers.

Most (91.7%) of the respondents' parents/guardians resided with their children in the urban area, and this implied that respondents' clothing practices were greatly influenced by an urban life-style. The findings showed that a majority of the respondents' fathers were employed as opposed to their mothers where a majority of them were self-employed. More mothers were unemployed than fathers.

A majority (92.4%) of the respondents mainly relied on their parents for their clothing provision and a majority (51.9%) had their clothing mainly bought from open-air market selling second-hand clothes followed by those bought from shops selling new clothes as reported by 31.9%. Most (63.9%) of the respondents were mainly involved in their clothing selection.

Among the socio-cultural factors considered in clothing selection, 'what is accepted by parents' was the most influential factor followed by 'what is accepted by peers'. Religious beliefs/norms were the least influential factors to the respondents' clothing selection. Factors related to clothing characteristics that were most influential to the respondents' clothing selection were size and colour followed by latest fashion, style/design and texture and comfort of the clothing in that order. Brand name of the clothing was the least influential factor of the six factors related to clothing characteristics.

A larger proportion (47.2%) of the respondents felt that their clothing preferences were always considered when clothing was bought or given to them and most (50.0%) of them reported that they always derived maximum happiness from their clothing.

Most of them therefore were satisfied with their clothing. A larger proportion of the respondents attributed their satisfaction with clothing to size and colour while peer group acceptance and fashion ability of the clothing were relatively important in determining the respondents' satisfaction with their clothing. Texture and comfort were the least influential attributes.

The largest category (45.2%) of the respondents had a high perception of self-worth in relation to their clothing and 22.2% of them had a low perception of self-worth in relation to their clothing. Positive feelings that were associated with the respondents' clothing included happiness, pride, relaxation and sense of acceptance. Negative feelings associated with clothing on the other hand included feelings of embarrassment, unhappiness, lowliness and shame. It was found that clothing plays a significant role in determining the respondents' perception of self-worth. Through symbolic interaction with significant others and peers, the respondents used their clothing to develop perspectives/mental picture about self (self-concept) and feelings/attitudes toward self (self-esteem). Satisfaction with the clothing helped the respondent to develop a higher self-worth while dissatisfaction with their clothing made them have a lower self-worth. Concerning their clothing satisfaction, the respondents made the following suggestions: that their parents should be taking them to go and choose their clothing, that their parents should consider their suggestions, consult them and buy fashionable clothing and of reasonable sizes for them and that they should not be forced to take what they don't like. It was also suggested that the clothing dealers should not fix their prices too high but they should be made affordable to their parents.

Chi-square results revealed that there were significant relationships between respondents' clothing satisfaction and their perception of self-worth and their involvement in clothing selection. There were no significant relationships between the respondents' clothing satisfaction and their school type, gender, age and highest education attained by their mothers.

5.2 Conclusions

Based on the findings of the study, the following conclusions were made:

A majority of pre-adolescents' parents in Kasarani division were educated, employed and resided in the urban area hence influencing their clothing buying practice, factors considered in clothing selection and clothing satisfaction thus perception of self-worth in relation to their clothing. Parents in Kasarani had the greatest influence on the pre-adolescents' clothing selection and size and colour were the most important factors related to clothing. Parents were the major providers of clothing and open-air market selling second-hand clothes was the major source of the clothing.

Since most parents were educated and had an urban influence, they had a better understanding of their children's clothing needs hence most of the pre-adolescents were involved in their clothing selection and their preferences were considered. This may have influenced their clothing satisfaction and perception of self-worth in connection to the clothing since a majority of them were satisfied with their clothing and had a high perception of self-worth.

Clothing therefore played a significant role in developing the pre-adolescents' self-worth. Through symbolic interaction with significant others and the peer group members, pre-adolescents used their clothing to develop self-worth (self-concept and self-esteem). Satisfaction with their clothing contributed to a higher self-worth while dissatisfaction with the clothing resulted in a lower self-worth. It is worth noting therefore that the pre-adolescent's satisfaction/dissatisfaction with their clothing affects their perception of self-worth.

5.3 Recommendations

The findings of this study show significant relationship between respondents' clothing satisfaction and variables like their perception of self-worth and their involvement in clothing selection. This therefore has an implication to parents/guardians, school policy makers dealing with issues on children's uniform, clothing designers and any other individual involved with children's clothing. Based on the findings of the study therefore, the following has been recommended:

1. parents/guardians should be flexible, involve their children in clothing selection and listen to their views, in fact they should learn to groom their children in accordance with peer preferences,
2. school policy makers who are involved in making decisions regarding children's uniform should consult the children especially when making decisions regarding uniform colours,

3. clothing designers dealing with children's clothing should consult the children as this may affect their satisfaction/dissatisfaction with clothing hence their perception of self-worth which may greatly affect their social lives,
4. clothing scholars should emphasise on the symbolic implication of clothing satisfaction to social interaction and its role in increasing one's self-worth and information on social psychology of clothing should be published in countrywide media to sensitise people on importance of clothing and appearance since self-worth is an important vehicle for success in life as it can affect a child's relationship with peers and significant others. In turn, this can influence social and academic life in general.
5. The local clothing designers should improve their designs so that they can effectively compete with the imported ones.
6. researchers should do more studies on clothing in relation to psychological issues such as self-worth.

Suggestions for further research

This study was carried out in the urban area among pre-adolescents of ages 11 and 12 years. Most of the schools except one were day schools. The following studies have been suggested.

1. Similar study among different age groups, e.g pre-scholars, adolescents, adults and the elderly,
2. similar study in the rural area,
3. similar study in boarding schools only,

4. similar study among groups with special needs such as the physically handicapped and the elderly,
5. a comparative study on the role of clothing in developing positive self-worth between rural and urban schools and
6. a comparative study on the role of clothing in developing positive self-worth between high cost and low cost schools.

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APPENDIX A**INTERVIEW SCHEDULE**

Respondent's number: _____

School _____

INSTRUCTIONS

The interviewer will read out the following questions carefully to the respondent, some terms will be explained well, and probing will be done to get the response that best suits the respondent's response.

SECTION 1**Socio economic and demographic characteristics.**

- 1 Indicate the gender of the respondent. (Tick appropriate answer)
 - 1) Male
 - 2) Female

- 2 How old are you?
 - 1) 11 years
 - 2) 12 years

- 3 Indicate the highest level of education of your parents.
 - (a) Father
 - 1) Never went to school
 - 2) Primary school
 - 3) Secondary school
 - 4) University/college

(b) Mother

- 1) Never went to school
- 2) Primary school
- 3) Secondary school
- 4) University/college

5 Where do your parents reside?

- 1) Rural
- 2) Urban

6 What is the occupation of your parents?

a) Father

- 1) Employed
- 2) Unemployed
- 3) Self-employed

b) Mother

- 1) Employed
- 2) Unemployed
- 3) Self-employed

SECTION 2

Sources and factors considered in clothing selection

7 How do you mainly acquire clothing?

- 1) Buy for myself.
- 2) Bought for by siblings/parents.
- 3) Inherit from siblings.
- 4) Donations from relatives/friends.

- 8 Where are your clothes mainly bought?
- 1) Shops selling new clothes
 - 2) Shops selling second-hand clothes
 - 3) Open air market selling new clothes
 - 4) Open air market selling-second hand clothes
- 9 When clothes are bought for you, are you mainly involved in the selection?
- a) Yes-----go to Q 9 and Q 10
 - b) No
- 10 Below are some of the socio-cultural factors considered when selecting clothes. Indicate if they influence your decisions always, sometimes or never.

	Always (3)	Sometimes (2)	Never (1)
a) What is accepted by parents			
b) What is accepted by peers			
c) Religious beliefs/norms			
d) Media (movies)			

- 11 Below are some of the factors related to clothing characteristics that may influence your clothing selection. Indicate if they influence your decisions always, sometimes or never.

	Always (3)	Sometimes (2)	Never (1)
a) Texture/ comfort			
b) Colour you like			
c) Latest fashion			
d) Popularity of brand name			
e) Design/style			
f) Size			

SECTION 3**Satisfaction/dissatisfaction with clothing**

- 12 When clothes are bought for/or given, how often are your preference considered
- 3) Always
 - 2) Sometimes
 - 1) Never
- 13 How often are you completely happy with your clothing?
- 3) Always
 - 2) Sometimes
 - 1) Never
- 14 Which is your most attributed factor of satisfaction as far as clothing is concerned?
- 1) Colour of the item
 - 2) Texture and comfort
 - 3) Size that fit me
 - 4) One accepted by peers
 - 5) Fashionable clothing.

SECTION 4

15 Self-worth scale

	Always (3)	Sometimes (2)	Never (1)
a). I am comfortable with my clothing generally			
b). I am happy with myself when I wear my clothing			
c). I feel that I am smart			
d). I am satisfied when I compare my appearance with that of my friends'			
e). My friends admire my appearance.			

APPENDIX B**ESSAY**

Please write a brief description about yourself and your clothing in the light of the following questions

How do you feel when you wear your clothing?

What features/characteristics of your clothing pleases you?

What features/characteristics of your clothing displease you? and

Suggest what can be done so that you are completely satisfied/happy with your clothing.

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