

SOCIO-CULTURAL AND PSYCHOLOGICAL FACTORS INFLUENCING
CLOTHING SELECTION OF KENYAN ADOLESCENTS IN NAIROBI
PROVINCE. ((

BY

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DECLARATION

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



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The Thesis has been submitted for examination with our approval as University supervisors



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DEDICATION

This work is dedicated to my dear loving husband, Mr. Henry P. Migunde and our loving children Antoinette, Damian, Henry, Christer, and George.

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ABSTRACT

This was a survey research whose main purpose was to determine socio-cultural and psychological factors which influence clothing selection among the Kenyan Adolescents.

The data used in the study were collected using a questionnaire which was given out to a sample of 120 adolescents in four secondary schools in four divisions in Nairobi Province. The data were analyzed using frequencies, percentages, means and t-tests. The results showed that most adolescents in Nairobi schools stay in town and therefore, have the town influence. Most of the respondents' parents had at least secondary education and understood the need to allow their teenage children to participate in clothing selection. This they did by accompanying their parents to the shops. The parents also understood what their teenagers are exposed to, therefore, were more flexible when deciding on what their children should wear. It was also found that most adolescents select their clothing items in shops selling new ready made clothes and open-air markets selling second-hand clothes. The results also showed that tailored clothes are not popular among the Kenyan adolescents in the sample population.

On the sources of information, the study showed that the most popular sources of information are: clothing displays, fashion magazines, fashion shows and what other people wear. The least popular sources of information were found to be videos and newspaper adverts.

On the socio-cultural factors, the results showed that the Kenyan adolescents are influenced more by their school authorities, parents, society, their age mates and social activities they are engaged in. The results also indicated that religious norms or beliefs are the least influential factors when it comes to decisions on clothing items to be selected.

On the psychological factors, the aesthetic value was found to be the most influential factor among the Kenyan adolescents. Other factors which were also very influential were: one's own interest, one's own values, attitude towards the style of the item and cost of the item. The least influential factors were prestige and popularity of the items brand name, shop or store in which the item is available and to impress others, respectively.

There were significant differences between male and female adolescents in only one source of information, i.e fashion magazines where females were influenced more than the males. There were also significant differences on socio-cultural factors namely: what is accepted by parents, siblings and religious norms or beliefs with the females being influenced more than males. The t-test results also showed that there are no significant differences between male and female adolescents in all the selected psychological factors.

The researcher concluded that although the adolescents participate in the selection of their clothing items, they still depend on the adults' decisions. This is because they do not have any source of income so they have to comply with what the adults want. Though there were some differences in some of the factors that influence the adolescent boys and girls when selecting their clothing items, they were more or less influenced in the same way by most of the factors. This was particularly so in the psychological factors where no significant difference was found. The respondents wished they were left alone to decide on what they wear.

Based on findings of this study, the researcher recommended that:

1. The clothing sales promoters should improve on the methods used to channel clothing information such as clothing displays, fashion magazines, and fashion shows which are less expensive.

2. Clothing producers and sellers and other related organizations need to address themselves to sociol-cultural and psychological factors influencing clothing selection of the adolescents and try to meet their needs in terms of styles.

3. The Ministry of Education and the Ministry of Cultural and Social Services should educate the Kenyan adults on the clothing needs of the adolescents so that understanding can be created.

List of Tables

1. Respondents' demographic characteristics	63
2. Demographic characteristics of respondents' parents	65
3. Participation in clothing selection	67
4. preferred clothing outlets	69
5. Sources of information used by respondents and their relative importance	72
6. Ratings of sources of information used by respondents	76
7. Socio-cultural factors influencing respondents' clothing selection	77
8. Rating order of the socio-cultural factors	83
9. Psychological factors influencing respondents' clothing selection	85
10. Ratings of psychological factors influencing clothing selection of respondents	90
11. Female and Male differences in their sources of information about their clothing	92
12. Female and Male difference in	

socio-cultural factors which influence their clothing selection	94
13. Female and Male differences in psychological factors influencing their clothing selections.	96

Abstract

List of Tables

Table of Contents

CHAPTER ONE:

1.0 BACKGROUND INFORMATION

- 1.1 Statement of the problem
- 1.2 Purpose of the study
- 1.3 Significance of the study
- 1.4 Scope of the study
- 1.5 Limitations of the study
- 1.6 Organization of the study

CHAPTER TWO:

2.0 LITERATURE REVIEW

- 2.1 Functions of clothing
- 2.2 Socio-cultural factors influencing clothing selection

Contents

	<u>Page</u>
Title	(i)
Declaration	(ii)
Dedication	(iii)
Acknowledgements	(iv)
Abstract	(vi)
List of Tables	(x)
Table of Contents	(xii)

CHAPTER ONE:

1.0 Background Information	1
1.1 Statement of the Problem	6
1.2 Purpose of the Study	7
1.3 Significance of the Study	8
1.4 Limitations of the Study	9
1.5 Underlying Assumptions	10
1.6 Definitions of Terms	10

CHAPTER TWO:

Literature Review	13
2.1 Functions of Clothing	14
2.2 Adolescents' Characteristics	16

2.3	Socio-cultural Factors as They Affect Clothing Selection for Adolescents	18
2.3.1.	Reference Groups	19
2.3.2	The Family	21
2.3.3	Parents	23
2.3.4	Siblings	25
2.3.5	Adolescents and their Peers	27
2.3.6	Conformity and Peer Acceptance	29
2.3.8	Attractiveness and Peer Acceptance	32
2.3.10	School	35
2.3.11	Religion	37
2.3.12	Age and Gender	40
2.3.13	Clothing Information Sources	42
2.4	Psychological Factors as they Affect Clothing Selection for Adolescents	43
2.4.1	Self-Concept	44
2.4.2	Self-Esteem	45
2.4.3	Interest	46
2.4.4	Attitudes	47
2.4.5	Values	48
2.4.6	Summary	49

CHAPTER THREE:

Research Methods and Procedures

3.0	Research Design	52
3.1	Sample Selection	53
3.2	Development of the Instrument	55
3.3	Piloting	56
3.3	Data Collection	56
3.4	Analysis of the Data	56
3.5	Operational Definitions of Variables	
3.5.1	Independent Variables	57
3.5.2	Dependent Variables	60

CHAPTER FOUR

Results and Discussions

4.0	Socio-cultural and Psychological Factors Influencing Clothing Selection of the Kenyan Adolescents in Nairobi Province	61
4.1	Demographic Information on the Respondents	62
	Sources of Information	71
4.2	Psychological Factors Influencing Clothing Selection of the Adolescents	84

4.3 Male and Female Differences in Clothing Selection	91
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CHAPTER FIVE

Summary, Conclusions, and Recommendations:	98
5.0 Summary	98
5.0.1 Purpose of the Study	98
5.0.2 Procedure	99
5.0.3 Major Findings	99
5.1 Contributions of the Study	103
5.2 Recommendations	106
5.3 Suggestions for Further Research	107
Bibliography	109
Appendix	115
Questionnaire	115
Figure 1	51

CHAPTER ONE

Introduction

Background Information

From the earliest recorded history, it has been noted that human beings were never content with an unadorned and uncovered bodies. They chose to put upon themselves a variety of articles such as animal skins, teeth, leaves and vegetable dyes (Lurie, 1981). Gradually these covering and adornment items became more sophisticated with plants and animal materials used to create fabrics, thus the notion of clothing evolved. Since that time, clothing has been defined as any body covering and appearance modification made on the human body to include such features as cosmetics and hairstyles (The Encyclopedia Americana, International Edition, 1978; Lurie, 1981; and Kaiser, 1985;). The major functions of clothing are protection, modesty and adornment (Otieno, 1990).

Storm (1987) noted that clothing provides a great deal of information about the culture in which it has evolved. This has also an interdependent relationship with social institutions like religion and economic structures. Socially, clothing helps satisfy affiliative needs including social

acceptance, social approval and a feeling of belonging (Sproles, 1979).

In conjunction with socio-cultural factors, psychological factors also play a very important role in individual's clothing behaviour. There are many psychological theories used by researchers in an attempt to explain clothing behaviour of human beings. The contemporary theories address self-concept, self-actualization and self-esteem.

Among many factors that may influence consumers in their clothing selection, fashion, income and age have been identified as significant (Sproles, 1979; Horn, 1985; and Otieno, 1990). According to Horn (1975), the needs of each specific age group should be considered when clothing selections are made. Most cultures consider certain forms of clothing appropriate for infants, children, teens, adults and the elderly. However, among these age groups adolescents are particularly concerned about their looks including the type of clothing they wear. Otieno (1990) pointed out that not much emphasis has been given to the study of clothing from consumers' perspective in Kenya. This implies that clothing selection needs more research attention.

Otieno (1990) suggested that research is needed regarding the factors influencing adolescents clothing selection.

Adolescence is the stage of life from twelve to nineteen years of age (Decey, 1979). During this time, the developmental task which a young person is faced with include the establishment of autonomy and identity (Decey, 1979; Ingersoll, 1989). As cited in Ingersoll (1989), Erickson (1968) defines autonomy as a development in which adolescents may acquire a healthy attitude that they are capable of independent control of their actions. Their attempts to be less dependent are heightened and they are endeavouring to establish themselves as unique individuals, independent of their parents. This is reflected in various ways such as making their own decisions on matters related to clothing, i.e hairstyle, different garment styles and accessories.

Identity includes the quest for personal discovery, on-going personal changes and society's demands and expectations (Sroufe and Cooper, 1988). During this time, the adolescents are conscious of the physical changes taking place in their bodies and their appearance. For instance, they may want to dress the way they feel is appropriate to them and at the same time not look out of place in the eyes of other people in the society.

The Kenya Government has expressed concern over the impact the rapid cultural and social transformations have had on the family. Since the

family is the basic institution for transformation of culture, changes related to urbanization, educational opportunities, economic and technological developments are contributions of family upheaval (Central Bureau of Standards, Ministry of Planning and National Development (Kenya) 1988 - 1993 Development Plan). One of the results could be changes in adolescents' clothing behaviour. Traditionally, Kenyan adolescents were expected to dress the way the adults thought was appropriate. As adolescents become exposed to other cultures and styles of clothing, they are influenced in selecting clothing that traditionally had been considered inappropriate. In some families, teenagers are not given a chance to select their own clothing in case they select what is not acceptable to their families and other people in the society. This has brought a lot of disagreements between the adolescents and the adults who insist on selecting and buying clothes for their teenage children.

Adolescents are also conscious of what other people think of them. Most adolescents feel a strong urge to conform to their peer group and want to dress the same way their peers dress. They are also concerned about their social approval and acceptance by the society in which they live.

Clothing items are usually used by adolescents to enhance, express and conceal their self-concept. The adolescents with positive self-concept would be more conscious in choosing clothing for self-expression whereas the individuals with negative self-concept would use clothing in ways to prevent self-revelation (Storm, 1987). The amount of time, energy and personal commitment most adolescents apply in selection, alteration and dressing may indicate their interest in clothing. In some cases, teenagers are not allowed to select their own clothing in that their parents may maintain control of their clothing choices. The parents, particularly those from low socio-economic status and those who are conservative, may insist on selecting and buying clothes for their teenagers. This has led to a problem where adolescents have to conform to their parents' opinions regarding clothing choices. Conversely, families of higher socio-economic status and those with more global outlook may allow adolescents to contribute to their clothing choices.

Clothes may be used to boost or enhance one's self-esteem. For instance, adolescents may be most interested in clothing whose function is to impress others. The adolescents' need for social approval motivates them to pay attention to the feedback that others have to offer.

Statement of the Problem

In Kenya today, adolescents' behaviour provokes criticism, confusion and conflict between them (adolescents) and the adults in the society. As noted by Creekmore and Young (1971), adults tend to assume that contemporary young people and conditions are comparable to earlier times. A lot of complaints have been heard on adolescents' behaviour through radio and Television programmes. The major sources of complaints include adolescents' social behaviour, the way they talk to adults and their way of dressing, among others.

In the past, Kenyan adolescents were expected to behave and dress in a manner the adults thought was appropriate. However, this is changing due to various changes in the society like permissiveness, foreign influence based on improved communication networks. The teenagers attend movies, watch television programmes, read magazines and meet people from different cultures, particularly in towns. Some also travel to different parts of the world unlike in the past when movement was limited to one's own ethnic group and community. The exposure of the adolescents to other people and different environmental conditions have a great influence on their behaviour including the way they dress.

Clothing is probably one of the greatest sources of disagreement between adults and adolescents. Parents have been seen to send away their teenage children for what they consider as inappropriate haircut just to return with very little change or none at all. In secondary schools, students have often gone on strike because of the uniform they consider not appropriate for them. Some teachers too have punished and suspended teenage students for insisting on wearing the same colour of uniform but different style to suit what they want. This interferes with students' studies and may result into poor academic performance. Their relation with parents, teachers and other adults in the society is also likely to be affected.

The above observations have inspired this researcher to find out the socio-cultural and psychological factors which influence clothing selection of Kenyan adolescents.

Purpose of the Study

The purpose of this study was to determine the socio-cultural and psychological factors that influence the selection of clothing among Kenyan adolescents. Specifically, this study sought to address the following specific objectives:

1. investigate the sources of information about adolescent's clothing, socio-cultural and psychological factors which influence adolescents' clothing selection.

2. determine the relative importance of selected socio-cultural and psychological factors which influence adolescents' clothing selection;

3. determine whether there are significant differences between male and female adolescents on:

(a) sources of information about clothing;

(b) socio-cultural factors that influence adolescent's clothing selections; and

(c) psychological factors that influence adolescent's clothing selection.

Significance of the Study

While there is scarcity of Kenyan research regarding the relationship between adults and adolescents, conflicts about clothing selection are common. In Santrock's (1990) review of research, he cited Ek and Steelman's (1988) study which claims that conflict between adolescents and adults can result from lack of understanding. When adolescents feel misunderstood they often commiserate with their

peers. As a result misunderstandings between adults and adolescents perpetuate family disharmony.

Research is needed in Kenya to provide insight into the factors which influence adolescents' clothing selection. The findings of such research could be made available to parents, school authorities, and other adults in the society through the Ministry of Education and other institutions of learning such as colleges and universities. They may include them in their learning materials to enrich and strengthen teaching of Home Economics Education. It is expected that this study will help bring about understanding of what the adolescents of today experience and are exposed to in terms of clothing styles that influence their decisions. The thesis will also be made available for use at the Kenyatta University Library. This will help parents, school authorities and other adults in the society to understand adolescents' clothing behaviour thus improving family and societal harmony and relationships. It is also hoped that this study will encourage continued research in related areas.

Limitation of the Study

Because the study was limited to Nairobi area, generalizations of findings to other areas in Kenya should be done with caution, because most of the

adolescents in Nairobi have the urban influence and are more exposed than those in the rural areas.

Underlying Assumptions

1. It was assumed that the adolescents who were participating in this study were involved in the selection of their clothing.

2. It was also assumed that every respondent had socio-cultural and psychological factors that influence his or her choice of clothes.

3. It was also assumed that the adolescents would be willing to respond.

Definitions of Terms

Accessories

Any item which accompanies a dress or other basic item of apparel, i.e hats, gloves, jewelry, scarves, belts, handbags and shoes (Lurie, 1981).

Adolescent

Any person, usually between the age of eleven and nineteen, who has clearly started the search for a personal identity (Decey, 1779; Ingersoll, 1989).

Awareness of clothing modes

The extent to which an individual's clothing duplicates items occurring most often in the clothing of peers (Creekmore, 1972).

Clothing

Any body covering, i.e garments, accessories, and hairstyles (Kaiser, 1985).

Clothing Attractiveness

The aesthetic quality of the image created by the clothing that each individual wears as judged by observers (Creekmore, 1980).

Clothing Selection

The decisions one makes about their clothing.

Dress

Is the act or process of covering the body with clothing and accessories.

Fads

Styles or designs that gain and lose their popularity within a brief period of time (Paola & Muller, 1980).

Fashion

The prevailing style or category of styles in dress and accessories worn by a group of people at a particular time (Paola, Carol, Stewart and Muller, 1980).

Peer Acceptance

The extent of favourable appraisal of each individual by his or her age mates (Creekmore, 1972).

Psychological Factors

Psychological factors in this study included among others, values, interest, opinions, beliefs, attitudes that individuals have towards clothing (Sproles, 1979).

Socio-cultural Factors

Socio-cultural factors in this study were used to refer to the social influences that affect individual's clothing selection, i.e family members, peers and adults from school, church, and community; and sources of information.

Style

A particular form of artistic expression recognized by distinguishing traits or characteristics (Paola, et al. 1980).

Fashion Trend

The direction fashion is taking, i.e, as its popularity diminishes, it is called an out-going trend (Paola, et al. 1980).

CHAPTER TWO

Literature Review

The literature review in this study includes the following sections:

- 1). Functions of clothing
- 2). Adolescents' characteristics
- 3). Socio-cultural factors influencing clothing selection for the adolescents
- 4). Psychological factors influencing clothing selection for the adolescents

Functions of Clothing

There are three basic theories on the origins of clothing. Each theory contends that clothing materialized to satisfy a single human need or want. These theories are related to protection, modesty, and adornment. Paola and Muller (1980) suggests a fourth theory which is multi-dimensional and recognizes that clothing serves a variety of purposes. This theory is called the Combined-Needle-Theory. It integrates aspects of each of the other theories.

It is believed that extreme climates made clothing necessary for survival. For example, clothes such as raincoats, hats, and pull-overs are used against cold and wet climates. History

indicates that people also wore clothes as protection against evil spirits, for example using herbs to create neck, waist, or wrist-bands. Clothes have also provided protection from visible enemies in battle. For example, body shields and bullet-proof vests. Clothes are also worn to guard workers in hazardous occupations, for example, protective aprons and padded suits. However, even though clothing provides protection, it is usually also designed to be attractive.

The theory most authorities agree on is adornment or decoration. Vandehoff (1970) noted that people developed ways to make themselves attractive by painting or tattooing part of their bodies. They made ornaments of bones, feathers, animal teeth and fur. They learned how to colour materials with dyes made from plants. Today people still feel the need to make themselves attractive with clothes and body ornaments. Clothes of different colours and fabrics, jewellery and other accessories and cosmetics are used. This theory is particularly important to the adolescent who feels satisfied when he/she is recognized by the opposite sex as beautiful or handsome.

Modesty is another theory about origins of clothing. It refers to ideas about the proper way to cover the body. However, throughout the world there

have been different ideas about which parts of the body should be covered. Otieno (1990) noted that clothing modesty is determined by one's culture. In Kenya, every ethnic group has had what they considered decent clothing. For example, some parts of the body, that is a woman's breasts, were not allowed to be left uncovered, while other societies considered it proper to leave the breasts exposed.

People can also communicate with their clothing. Paola and Muller(1980) noted that the language of clothes is influenced by the person's culture. Clothing can give important information about one's occupation, origin, personality, opinions, beliefs, attitudes, tastes, sexual desires, and current moods (Paola,1980; Sproles,1979). However, misinformation can also be communicated as clothing can be used to create illusions.

A psychological function of clothing is personal stimulation, or the use of clothing to create novelty, uniqueness, excitement in life or to escape from boredom. Clothing provides one of the most visual and easily manipulated means for presentation of an individual's personality or self-concept (Kaiser, 1985).

Sociologically, clothes function to satisfy the individual's needs for group membership or identity, and companionship of others (Kaiser, 1985). By

identifying with a specific group, the individual conforms to a set of group or societal norms, expectations, habits and ideals. In this respect, clothing serves as a symbol of role and status of the individual in a society (Horn, 1975).

Among many factors that may influence consumers in their clothing selection fashion, income, and age have been identified as significant factors (Sproles, 1979; Horn, 1985; and Otieno, 1990). Most cultures consider certain forms of clothing appropriate for infants, children, teens, adults and the elderly. According to Horn (1985), the needs of each specific age group should be considered when clothing selections are made. Otieno (1990) suggested that a research is needed regarding the factors influencing adolescents' clothing selection.

Adolescent's Characteristics

An adolescent is any person between the age of eleven (11) and nineteen (19). During this time of life the developmental tasks which a young person faces include the establishment of autonomy and identity (Decey, 1979; Ingersoll, 1989). Developmental tasks are tasks which individuals need in order to acquire certain skills, knowledge, and attitudes at certain stages of life (Ingersoll, 1989; Jensen, 1985). The completion of the tasks is

determined by the individual's maturation level, personal effort, and society's expectations.

Adolescents' efforts to achieve autonomy are often the source of confusion and conflict for many parents (Santrock, 1990). Parents begin to see their teenagers slipping away from their grasp. In many cases, the urge is to take stronger control. Santrock (1990) noted that heated emotional exchanges may occur, with either side calling names, making threats, and doing whatever seems necessary to gain control. Very few parents are able to understand and appreciate their adolescents' desire for autonomy.

According to Conger (1977), adolescence is also the time when personal identity is more firmly established. Identity includes the quest for personal discovery as well as attempts to integrate on-going personal changes with society's demands and expectations (Sroufe, and Cooper, 1988). During this time the adolescents are conscious of the physical changes taking place in their bodies and their appearance. For instance, they may want to dress the way they feel is appropriate and at the same time not look out of place in the eyes of others.

Decey (1979) noted that during this time the adolescents try out numerous self-images and behaviors. Conger (1977) claimed adolescents are

analogous to onions in that both are a series of layers, transient and shifting. When all the layers are peeled off, there is a central core, bulb, or core identity. Patterns of identification may vary widely among adolescents as a result of many influences ranging from individual parent-relationships, culture and sub-culture pressure, and even the rate of social change.

Adolescents who desire to cultivate an identity similar to their parents may want to dress to please their parents. If they desire an identity similar to their peer groups, they will try to wear whatever is being worn by them. As adolescents become involved in the broader world, those outside the family, i.e., teachers, community leaders, and esteemed cultural personalities may become objects of identification (Conger, 1977).

Socio-cultural Factors As They Affect Clothing Selection for the Adolescent

As defined by Gurel (1975), sociology is the study of groups of people and their behaviour. Culture has been defined by Gamst and Morbeck (1976) as learned behaviour socially transmitted. Therefore, socio-cultural factors in this study are social and cultural influences that affect individual's clothing selection. These factors

include: the adolescents reference groups, i.e, family members, peers, and adults from school and community and sources of information, i.e, videos, Television, fashion magazines, and newspapers.

Reference Groups

A reference group is a group of people one may want to identify and interact with on an on-going personal basis. Members of a group usually share values, norms, and ideas. Reference groups include family members, peers, church and community members. Depending on which group influences the adolescents' clothing selection, they will try to wear whatever is worn by that particular group.

Adolescents are concerned about their approval and acceptance by society. Socially, clothing helps satisfy affiliative needs including acceptance, social approval and feeling of belonging (Sproles, 1979). Due to change in the structure of the society, decline of extended family, formal education, and expanded communication networks among adolescents, the importance of peer groups has increased. Conger (1977) noted that peer relations perform many functions in adolescents. For example, they provide an opportunity to learn how to interact with age mates, control social behaviors, to develop age relevant skills and interests, and to share

similar problems and feelings. Contrary to the development of some theories, the development of age appropriate autonomy does not require that adolescents abandon family ties. Although peer relationships become increasingly important during this period of time, family relationships are still central to understanding adolescent development. According to Sroufe and Cooper (1988), there should be a gradual process providing both for individuality and self-exploration and for continuity of family encouragement and mutual support. There is usually a considerable overlap between the values of parents and those of peers because of similarities in their cultural background. The weight given to the parents' or peers' opinions depends to a large extent on the adolescent's appraisal of his/her relative value in a specific situation. For example, peer influence is more likely to dominate in such matters as taste in music and fashion in clothing. Parental influence is more likely to dominate in such area as underlying moral and social values and understandings of the adult world.

Vener and Hoffer (1965), conducted a study on adolescents' clothing influences. The general purpose of the research reported was to study the attitudes of adolescents in relation to the

selection of clothing. The goal was to determine who the adolescent considers important in evaluating the adequacy of his/her clothing behaviour. A total of 782 twelfth, tenth, and eighth grade boys and girls in the Lansing Michigan school system filled out the research questionnaire. It was found that adolescents' mothers and peers were highly important persons in decisions dealing with clothing selection, while fathers were relatively of little importance. Also important were older siblings. Mass media was also found to have some impact upon the adolescents' clothing behaviour. The researchers concluded that those persons with whom adolescents interact on a personal basis have greater influence upon their clothing behaviour.

The Family

Over the years the family has been defined in many ways. Many of these definitions include an examination of the functions performed by family members. While these are varied, they include processes of socialization and the transmission of values. As children are socialized into the family, it is expected that members will feel safe, will receive acceptance, and will have significance (Landis 1969). Families should provide a place where one can be honest, confess what he/she has done, and

receive forgiveness. It is thought that what a person becomes in life is dependent on the socialization received.

According to Landis (1969), family acceptance involves love for one another regardless of whether one is at his or her best or worse. No matter what mistakes or how badly one behaves, he or she can be sure that the family's love will remain. In Kenya, the family is supposed to provide love for all the members. As children grow up in families they are given opportunities to achieve big and little success and to gain the recognition that everyone needs. Today, as in earlier time, children develop a sense of pride in doing things well and telling family about their activities and achievements. A sense of belonging and security is ideally achieved through these interactions.

According to Elder (1980) and Lewis (1982), as cited in Mussen, Conger, Kegan, and Huston (1990), the family helps adolescents develop into individuals who understand others and who share in the responsibilities and privileges involved in being family members. In Kenya, the way people relate with others in society is influenced by how they have related with their parents and other members of the family. In other words, socialization

and preparation for life in the society begins in the family.

Parents

Parents want their children to grow into socially mature individual. Since normal adolescent behaviour includes talking with peers, wanting to belong and be accepted, becoming conscious of physical appearance and the opposite sex and desiring independence, parents of adolescents may feel a great deal of frustration in their parenting roles. Parents interpret these evidences of normal adolescent development as indicators of their failure as parents and feel frustrated and concerned (Santrock 1990). As cited in Santrock (1990), Braumrind (1971; 1989) believes that parents should be neither punitive nor aloof from their adolescents. Rather parents should develop rules which establish limits to provide security, yet enforce them with affection. She differentiates three types of parents: authoritarian, authoritative, and laissez-faire. Authoritarian parents are restrictive, cold, and allow little verbal give-and -take between themselves and the child. Authoritative parents encourage children to be independent but place limits and controls on the child's actions. Extensive verbal give-and-take

occurs between the parent and child. Laissez-faire parents are very uninvolved with their children. They place low demands and limits on them. These parenting styles are thought to be correlated with different types of the adolescents' social behaviour.

Adolescents growing up with authoritarian parents are less likely to be self-reliant and able to think and act for themselves. This may be because they are not given enough opportunities to test their own ideas or take independent responsibility. This is a logical outcome if their opinions have not been viewed as worthy of consideration. They are also likely to be less self-confident, less intellectually curious, less mature in their normal development and less flexible in approaching intellectual academic and practical everyday problems than adolescents with authoritative parents. They are likely to view their parents as unaffectionate, rejecting, and unreasonable or wrong in their expectations and demands (Santrock, 1990). Authoritarian parents may not allow their adolescents to choose their own clothes. They may try to control this aspect of their adolescents' life and not bother consulting with the adolescent on what he/she wants to wear.

Adolescents growing up with authoritative parents are confident and have high self-esteem. They are responsible and socially competent, autonomous and have close, positive relationship with others - including their parents. They can be allowed to make decisions with guidance from their parents. For example, they may be allowed to choose their own clothes.

Adolescents growing up in laissez-faire lack self-control, grow up learning they can get by with just about anything, and disregard and flaunt rules. Adolescents from such a family may choose to wear what they want.

Siblings

Siblings are brothers and sisters in a family. During adolescence, brothers and sisters are a prominent aspect of a family. They are pals, competitors, rivals, team mates, and room mates. They bring joy, sorrow, envy, jealousy, love and hate (Landis, 1969).

Next to parents, siblings are often the earliest and most significant teachers and they enrich the world of emotions. In other words, they are the first people a child meets and interacts with before the outside world. In relationships with the outside world, an adolescent with brothers and

sisters has many advantages not enjoyed by adolescents with no brothers or sisters. Siblings help enlarge contacts outside the family.

Age differences are always a factor in sibling relationships for to be older or younger always has significance. The older may be an object of envy of the younger siblings or may be looked at with fear. A younger sibling may be proud of an older sibling and imitate her/him in many ways - including styles of dressing. For example, the younger siblings may copy styles of fashion from the older siblings. The younger siblings may trust the older siblings with secrets than parents and the older siblings may express more sympathy and understanding.

The physical differences related to gender are first learned at home with brothers and sisters. Differential treatment by parents and the sharing of attitudes teaches the child what is expected of him or her very early in life. Emotional climate of the family is affected significantly by gender differences of siblings during adolescence (Landis, 1969). Girls often resent the greater liberty parents give boys while boys may feel that parents are spending a lot more money on the sisters than is spent on them. For example, sisters may have more clothing items than their brothers. Despite all these relationship difficulties, boys get their best

understanding of what girls are like and their earliest insight into female sub-culture from their sisters. A girl also learns what boys are like and what male sub-culture expects of females by experiencing life with their brothers.

Many a person goes through life suffering from the shadow of a more successful older brother or sister. The younger sister often envies the older sister in her clothes and the increased freedom of choice parents allow. The younger boy will also envy the privileges and freedom given to the older brother, for example his use of clothes, and family car.

Adolescents and Their Peers

A "peer is a person in an individual's environment that is about the same age, grade, and status" (Santrock and Yussen, 1984:42). Traditionally the age mates are given different names according to different ethnic groups, for example Luos (mbese), Kikuyu (rika). They have different functions that showed one's rika. For example, people were circumcised together among Kikuyus and lower teeth were removed among the Luos. Peers continue to play a crucial role in the socio-cultural and psychological development of most adolescents. For example, they provide an opportunity to learn how to

interact with age mates, to control social behaviour, to develop age relevant skills and interests, and how to share similar problems and feelings. Many areas of an adolescent's inner and outward life behaviour become difficult to share with parents, that is, matters related to music, clothing and appearance in general.

Small groups influence the clothing of their members in different ways. Clothing becomes a symbol of group membership. For example, an individual adolescent identifies with his or her reference group by wearing the styles of clothing socially acceptable by the group. Acceptance of the group style then becomes a mechanism of social control that identifies a conforming member and readily differentiates deviant (Sproles, 1979).

Appearance plays a role in social acceptance. Appearance is often used as one of the first determinants of an individual's admittance to a specific social group. Usually it is the person who presents a correct or conforming image, and thus a favourable first impression, who is most likely to be accepted into a group (Sproles, 1979).

An adolescent emphasizes obtaining approval from peers whom he/she stays and interacts with face to face (Vener & Hoffer, 1965). Social pressure can influence or force an individual to conform to a

group norm. Sproles (1979) noted that this social pressure appears to be greatest where the preferences of the majority are well-defined.

However, there are instances where individuals become fashion leaders within their social environment even though they may not be members of any particular friendship group. Sproles (1979) cited a study done by Eicher and Kelly (1974) in which North American twelfth grade girls were studied. Several situations were identified in which social isolates or paired friends were mentioned by class members as the "best dressed". These girls were not clearly integrated into small groups and yet they were reference points in establishing standards of clothing. Thus, individuals as well as referent group members may begin fashion diffusion in small groups.

Conformity and Peer Acceptance

Clothing conformity involves the change in an individual's clothing behaviors or attitudes towards those advocated by a group resulting from real or imagined group pressure (Davis, 1984). Because of the heightened importance of the peer group during adolescence, the motivation to conform to the values, customs and fads of the peer culture increases during this period (Mussen, Conger, Kegan,

and Huston, 1990). This can be seen clearly in matters related to clothing which are learned through informal learnings and awareness. Informal learnings commonly occur on unconscious levels in that the strategies used are role modelling, imitation, and gradual reinforcement of clusters of behaviors, attitudes, or mannerisms (Davis, 1984). Members of a social group adhere to distinct socially defined clothing norms which outline the range of clothing styles that are socially acceptable to the particular group. Since an individual's conformity to the clothing norms of a group readily identifies him or her as a group member, group unity may be achieved and displayed by means of members conforming in clothing patterns.

Most adolescents feel a strong urge to conform to their peer groups. If they are rejected by a desired group, they may attempt to become associated with groups whose values are quite different from their families. These groups may be viewed as undesirable or anti-social by their family members. On the other hand, adolescents frequently challenge the status quo or existing customs as part of their quest for identity and autonomy (Craig, 1968).

Smucker and Creekmore (1972) conducted a study on adolescents' clothing conformity, awareness, and peer acceptance. The objective of the investigation

was to reveal the relationship existing among awareness and conformity to the mode and peer acceptance of adolescent boys and girls. Filmed observations of the clothing of 121 boys and 110 girls from a high school sophomore class and reactions from questionnaire concerning what "most were wearing" were analyzed and related to general peer acceptance. The result revealed that adolescents from low-income families were more aware of their clothing modes. This may have been because these adolescents were unable to conform to accepted standards for financial reasons.

Adolescents from high-income families contributed to this situation by wearing clothes that were more expensive. The researchers observed similarity in the clothing and appearance of adolescents from the same school led to the hypothesis that awareness of and conformity to the model pattern of dress was associated with social acceptance by peers. It was also found that awareness of clothing was positively related to conformity in clothing modes. However, environmental factors could have adversely affected these relationships. Individuals, even though aware of the clothing modes, might not be able to conform to the clothing patterns because of limited finances, differing ideas of suitability, and limited freedom

to select their own clothing. For example, parents may purchase clothes for their adolescents without consultation. It was also found that there is a relationship between awareness of clothing mode and peer acceptance. This result upholds the idea that awareness of clothing modes may be an important part of group interaction and may even promote attraction between members of the group.

The authors concluded that awareness of and conformity to clothing modes were significantly related to general peer acceptance. The significant relationships found to exist between conformity to and peer acceptance imply that conformity in matters of dress may be an important condition to peer acceptance for adolescents.

Attractiveness and Peer Acceptance

The universal and significant function of clothing is personal decoration and adornment. Personal attractiveness is the general visual appeal of the individual to observers (Sproles, 1979; Vanderhoff, (1990). Attractive clothing can help create a pleasing appearance. Clothing can be manipulated with other appearance variables in order to vary physical attractiveness (Lemon, 1990). Dress can be used either to conform to or express individuality in regard to society's notions of

attractiveness. Vanderhoff (1970) noted that people and their clothes go places together. When others see them they actually see them and their clothes. The face, hair, body shape, and gestures one uses are all part of the person others see.

Appearance plays a very important role in peer acceptance for the adolescents. Craig (1968) noted that while adolescents of both genders are concerned about appearance, girls seem to be more concerned than boys. Girls reach their adolescence and become aware of physical changes earlier than boys. The desire to be sexually attractive and a sense of modesty may cause disturbances to an individual adolescent girl (Craig, 1968). A favourable impression either with people they know or with people they have just met make them feel comfortable and secure in the way they look and are accepted. As cited in Santrock (1988), Hollinghead (1975) noted that attractive adolescents are more popular than those who are not and contrary to what some believe; brighter adolescents are more popular than less intelligent ones.

Creekmore (1980) conducted research on clothing and personal attractiveness of adolescents. He studied the relationship between conformity, clothing mode, peer acceptance and leadership potential. College students were engaged to assess

the personal attractiveness of 228 high school students. Clothing attractiveness was found to be related to awareness of conformity to the model dress, to various types of peer acceptance, to participation in high school activities and to leadership potential. Significant correlation indicated that attractive students generally were aware of and conformed to the accepted mode of dress. Attractive students were also more likely to be accepted by their peers, to be selected for important roles in their high schools and to be more active in school activities than students assessed as less attractive.

Another study was conducted by Lemon (1990). His study was on the effects of clothing attractiveness on perceptions and sought to determine whether people perceive others differently as a function of the attractiveness of their clothing. Slides of six different models in business attire, three wearing attractive clothing and three wearing unattractive clothing, served as stimuli. Fifty-nine participants listened to a pre-recorded audio tape consisting of 30 suggestions relative to marketing a perfume. As a comment was heard, a slide of the woman purported to have made the comment was projected. Subjects rated the woman on competence, work comfort and sociability. Multivariate and

univariate analysis of variances revealed that, as expected, models dressed in attractive clothing were perceived more positively than models dressed in unattractive clothing on each of the three dependent variables. These results indicate the clothing attractiveness, a variable over which one has potential control, might exert a potent influence in social situations.

group are united by a common goal, and the group is established and when School is the focus of the group. Today's adolescents spend more time in school as opposed to earlier times when they had more time with their families. School, like home, should support adolescents' development by stressing cooperation and creativity through flexible curriculum and projects based on team-work (Steinberg & Belsky, 1991). Being exposed to peers and teachers from diverse backgrounds, adolescents can be encouraged to perceive different points of view on matters related to styling in clothing.

Virtually every one's life is affected in one way or the other by his or her teachers (Sroufe & Cooper, 1988). Teachers become very important figures in adolescents' lives and should understand the adolescents' needs. Effective teachers, like good parents, are authoritative. They set clear learning goals, communicate warmth, and provide

appropriate consequences for actions (Steinberg & Belsky, 1991). When relating these principles to clothing matters, authoritative teachers and other school administrators should allow students to be more active in decision-making policies related to school uniforms. As cited by Santrock (1990), Feeney (1980) believes that meaningful learning takes place when the developmental characteristics of the age group are understood, when trust has been established and when adolescents feel free to explore, to experience, and to make mistakes. She noted that teachers who work successfully with young adolescents are able to understand and respect their students' sensitivity to criticism, desire for group acceptance and a feeling of being accurately conspicuous.

Horn (1975) noted that due to misunderstanding, there has been a great deal of conflict regarding clothing between the teachers and school authorities and the adolescents. During the '70s in the United States, the teenagers have been sent home to change clothes when they have violated the school's dress code. Repeated offences often result in permanent suspension. Horn noted that girls were sent home for outsized hairdos and very short skirts; boys for wearing their trousers too tight and having long hair. While Kenya students are required to wear

school uniforms, students have been known to alter the style of the uniform in their attempts to express their autonomy and individuality. With understanding of adolescents' development, Horn suggests that school authorities could have relaxed their codes to allow the students to conform to the current fashion, thus eliminating much of the conflict.

In Kenya, the 8-4-4 system of education has lessons on good grooming taught in schools (PTE, 1986), but many people question how much has been incorporated into students' daily lives. Adults, in nearly every country, consider adolescents as unkempt and sloppy (Horn 1975). At least, this perception may be due to lack of understanding of the adolescent's need for autonomy and independence.

Religion

Religions are social structures reflecting people's relationship with the supernatural and organizing the ethical codes, philosophies and moral conduct (Storm, 1987). Each of the world's religions embraces its own unique set of beliefs and practices - some of which deal with items of clothing. Some religious leaders categorize clothing into two broad categories, the sacred and the profane (Storm, 1987). Profane or secular dress is that which is not

related to a religion or religious matters, while sacred is involved with religion, for example, the Roman Catholic priest gab.

The Church inculcates strong feelings of guilt and shame in connection with the body, but it fought a losing battle against the forces over fashion (Horn, 1975). Conflict over the question of decency in the modern world arises when standards are established independently by different cultural or sub-cultural groups. Horn (1975) noted that during the 1960s teenagers adopted shortened hemlines which to adults from school and church was suggestive of sexual impropriety. But when the majority of the teenagers started wearing shortened hemlines, it was no longer regarded as immodest. The wearing of clothing as an expression of modesty is not universal throughout the world. It is a function determined by the culture, learned by the individual, and not very likely fundamental in nature.

Santrock (1990) noted that adolescents are more interested in religion and spiritual beliefs than children and that there is a close relationship between the adolescents' development of moral and religious values. Most religious organizations stress modesty in dress.

Horn (1975) cited Creekmore (1963) to have analyzed the relationship between clothing and general values held by college women. She concluded that factors of modesty were significant only to the students who placed great emphasis on religious values. In general, individuals who expressed a higher degree of commitment to religious tenets tended to be more conservative in their selection of clothing, particularly in regard to body exposure and tightness or fit.

Horn (1975) did a survey of a group of college men and found that those who expressed lower moral values also held more liberal clothing attitudes. These liberal attitudes were defined as favouring greater body exposure, as well as practices that, at the time were considered radical, that is, going barefoot to class, sunbathing in the nude, men wearing beads, chains and longer hair, and women wearing slack suits for most occasions. Therefore, the "morality" or "immorality" of specific clothing practices can be evaluated only in terms of the behaviour patterns that are considered "normal" for a given group.

Most religious organizations do not have strict rules on what fashion should be worn by members. However, there are some expectations. The Hindus have a prescribed style of adults, adolescents and

children. Hindus are taught to dress to please their god rather than to beautify themselves (Storm, 1989). Another example is the Legio Maria. The followers of these beliefs must wear plain clothes with certain colors depicting individual's specific role in the Church.

Age and Gender

Appropriateness of style is often influenced by age classification and gender. Age can be classified as the very young, the not-so-young, and the older woman or man (Tower, 1964). The adolescent is considered a member of the not-so-young group.

To the adolescent, comfort is a primary consideration and often explains why some clothing items are worn consistently, while others may not be worn at all. For instance, knit fabrics for pants and tops are comfortable and stretch well so may be preferred by teenagers.

Apart from comfort, teenagers may find it appropriate to pay greater attention to the latest fashion, fancy patterns, and bright colours in clothing, while an adult may be more concerned about styles that would make them look well groomed.

Gender does play a major role in clothing selection since it seems to be an aspect upon which societies base role differentiation in determining

human behaviour (Horn, 1975). Although societies have distinct descriptions of clothing for males and females, there is an increase in social acceptance of variety of styles worn by both sexes particularly the teenagers. This is because children no longer stay at home and clothing may have changed to meet newly defined expectations from the peers and outside community. Easily noted in Kenya is a greater permissiveness with females than males concerning exchange of symbols. Adolescent females may wear trousers and male shirts but males may not wear female dresses.

A study was conducted by Warden and Calquett (1982) on clothing selection by adolescent boys. The purpose of the study was to obtain information on clothing purchases and use behaviour of two groups of adolescent males, aged 13-15 and 16-18. Two hundred and sixty adolescent males from one rural and one urban public high schools in Georgia were studied. Null Hypothesis was that there are no significant differences between younger and older adolescent males in the reasons why clothing items are purchased. The authors found that the age of individual boys accounts for little of the variance. They admitted interests in the physique, well-fitting clothing and clothing that revealed their muscles. The result indicated that although the boys

chose and purchased much of their clothing, most of them were still dependent on their parents' cash and credit cards. They expressed a need for conformity and peer acceptance. Boys aged 13-15 were more conscious of the price of the clothing items perhaps because they were still attuned to parents' attitudes and financial resources. Older boys were interested in whether they liked clothes or not. They expressed the need to be independent and attempted to fulfil the psychological need to express themselves and to conform to the peer group. They were concerned with neat appearance and comfort to maintain peer approval.

Clothing Information Sources

Clothing producers or promoters have an obligation to communicate to consumers through various channels as an aid to clothing decision making and selection. These consumers include, among others, the adolescents. Otieno (1990) noted that such communication is used to disseminate information to consumers about the location of shopping outlets which stock certain clothing items, their prices, sizes, functional characteristics, and latest fashion styles. Solomon (1985) and Sproles (1979) referred to these channels to include

magazines, books, newspapers, catalogues, sales persons in clothing stores, and clothing displays.

These sources of information are available in Kenya though several may not be popular among adolescents. For example, catalogues may be scarce and newspapers may not be conspicuous enough for the adolescents. These sources of information may have positive or negative influence on the adolescents' decision-making depending on how the adolescents perceive their reliability or honesty. An adolescent may, for instance, select to use a particular information source like Television if he/she derives satisfaction from the information. Clothing producers or dealers therefore need to be cautious about how they channel information to the consumers (adolescents) as they tend to rely on this information for decision-making in clothing selection.

Psychological Factors as They Affect Clothing Selection for the Adolescent

Psychology is the study of people and their behaviour as individuals, that is. the observable actions and reactions of an individual (Arno & Gurney, 1984; Gurel, 1975). There are many psychological theories used by researchers in an attempt to explain clothing behaviour of

adolescents. The contemporary theories address self-concept, and self-esteem.

Self-Concept

Self-concept is the sum total of the views which an individual has of himself or herself (Flelker, 1974; Storm, 1987; Vanderhoff, 1977). Storm (1987) suggests that self-concept is the individual's mental system of organizing his or her perceptions and concepts about self. Also involved are individual's attitudes or appraisals of self.

Clothing is a significant force in the enhancement of the self and when used positively, it contributes to one's feelings of self-acceptance, self-respect, and self-esteem. As cited by Storm (1987), Biggins (1969) argued that clothes can be used by individual adolescents to enhance, express, and conceal his/her self-concept. He suggests that adolescents with a positive self-concept would be more conscious in choosing clothing for self-expression whereas the individual with a negative self-concept would use clothing in ways to prevent self-revelation.

Many have claimed that the psychological weaning from parents is a major and healthy task for adolescents. Clothing is relatively safe for teens to demonstrate their independence since it is

primarily a method of passive resistance. They use clothing as a way to gain recognition as well as assert their belonging to groups outside the family. Creekmore (1980) noted that teenagers' clothing becomes one of the ways to increase peer support while also establishing independence from their parents. They feel their independence by choosing their own clothing.

Self-Esteem

Clothes may be used to boost or enhance one's self-esteem. Self-esteem involves feelings of self-worth which are based upon cognitions and self-concept (Kaiser, 1985). The adolescents' need for social approval motivates them to pay attention to the feedback that others have to offer. For instance, adolescents may be most interested in clothing whose function is to impress others.

According to Horn:

clothing provides a positive means of satisfying the need for self-enhancement. It can beautify the appearance, make the physical self more desirable, increase acceptance by the group, and prevent rejection. It may be a source of overt admiration, resulting in increased self-esteem, self-respect, self-confidence, and security (1975:139).

Clothing is a cue to personality in that it conveys to others an impression of what one is, does, and believes. The impression one wishes to create

through clothing, however, is not always perceived in the same manner as one would like it to be. Since others tend to perceive clothing in terms of their own self-concepts and expectations, individuals may lack a knowledge of the meanings conveyed through clothes.

Interest

Interest in clothing can be measured in terms of the amount of time, energy, money, and personal commitment one applies to selection and use of clothing (Sproles, 1979). Those with higher levels of clothing interest have characteristics of younger age, occupation as housewives, reside in urban areas, and have high incomes (Rosencranz, 1972).

Interest can also be measured by how well one is informed about current fashion trends and the extent to which personal wardrobes are maintained in an up-to-date manner. However, Malsow's hierarchy of needs (1962) is thought to influence every individual's fashion interest. For example, if adolescents are involved in their need for love and belonging, they will probably be most interested in clothing that fits with that of their peers and families. If they have begun attempts to meet their esteem needs, they are likely to be most interested in clothing whose function is to impress others.

These needs are typically important during teenage years which are associated with high fashion interest. Storm (1987) noted that all humans appear to have some interest in and attitudes about clothing.

Attitudes

Attitudes are also part and parcel of the psychology of clothing. According to Sproles (1979), attitudes are predispositions to behave in a certain way with respect to a specific object like styles of clothing. An individual may have either positive or negative attitudes towards a particular style, brand name, or social appropriateness of clothing.

Adolescents have their social norms, desirable to certain boundaries of appropriate clothing for different social situations and roles. An individual adolescent's attitude towards these boundaries affects how much he/she conforms to or deviates from the norms.

Bacley and Roach (1981) conducted an experiment on attraction as a function of attitudes and clothing. Seventy-two female college students participated in the study. They completed a shortened version of Byrne's (1971) survey of attitudes. They also completed Byrne's interpersonal

judgement scale based on information presented to them.

The results of the experiment indicated that similarities in dress and attractiveness had least effect on attraction. When information about dress and attitudes was presented, attitudes were seen by research participants as yielding more information regarding expectations of pleasant interaction than variables concerned with dress. Attitudes and interest are behavioural manifestation of values.

Values

Values are one's basic belief or ideas about what things are important, desirable, and good (Storm, 1987). They determine our interests, choices, judgements, and social conduct. Most of our values are learnt during early childhood, first from our parents (and in Africa - the extended family) and then from - people who, become significant to us. During adolescence, young people are often experimenting with values that are different from those of their parents. Most often, adolescents' values begin to reflect the values of their peers.

Many values are taught in institutions such as schools and churches that are responsible at least in part for socialization and acculturation. They are also informally taught by mass media and groups

such as peers. Mass values serve as the cohesive element of a society and therefore, facilitate the social order and its functioning by helping to increase the level of social conformity.

One of the major human dilemmas is the desire to belong or to be integrated and at the same time wanting to be unique or differentiated. Adolescents, for example, usually fulfil their desire to integrate by identifying with a group important to them, that is, by conforming to social norms and behaviour standards set by that group, such as those pertaining to dress. They identify with fashionable dress but when choosing, they are selecting what they like. They can also differentiate themselves through the way they put their costumes together. Thus clothing is ultimately a pass key to the "doors" of individual. Clothing can reveal essential beliefs, interests and attitudes; personality characteristics including self-concept, and creativity and need for social acceptance. It also reveals the essential beliefs or values of a society.

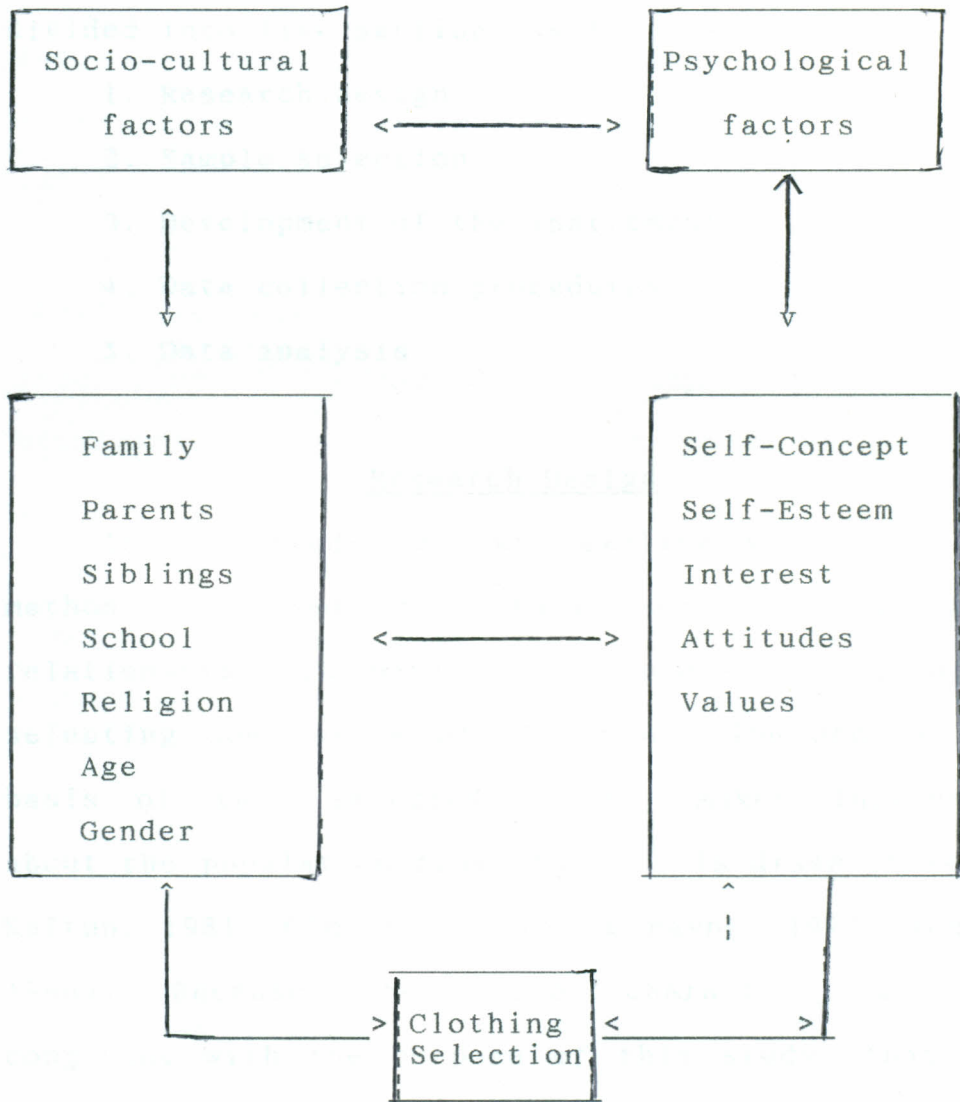
Summary

The literature review covered the researches done and the literature on functions of clothing, adolescents characteristics, socio-cultural factors as

they influence adolescents clothing selection. These factors include the adolescents family members, peers, adults in the school, church and in the community. The literature also covered sources of information about adolescents clothing which include videos, television, fashion magazines and newspapers. The psychological factors include self concept, self-esteem, attitudes, interests and values.

FIG. 1

A CONCEPTUAL FRAMEWORK OF SOCIO-CULTURAL AND
PSYCHOLOGICAL FACTORS INFLUENCING CLOTHING SELECTION



CHAPTER THREE

Research Methods and Procedures

A description of research method and procedures utilized to achieve the purpose of this study were divided into five sections as follows:

1. Research design
2. Sample selection
3. Development of the instrument
4. Data collection procedures
5. Data analysis

Research Design

In this study survey sampling was used. This method is used to study social conditions, relationships and behaviour of people. It involves selecting some parts of the population and on the basis of this selected sample, makes inferences about the population from which it is drawn (Moser & Kalton, 1981; O'muircheataigh & Payne, 1978; Young, 1966). Because the above characteristics are congruent with the purpose of this study, that is, identifying the socio-cultural and psychological factors affecting clothing selection of adolescents, it was thought to be a suitable method for this study.

Advantages to this methodology are that more extensive and elaborate information can be collected, thus facilitating more accurate data analysis as well as the efficient use of the researcher's time, money and labour. Survey sampling makes it possible to consider a sample to be equivalent to the population (Conner & Morrel, 1985; Moser & Kelton, 1981; O'muircheataigh & Payne, 1978).

Sampling was based on the assumption that the sample selected adequately represents the whole population of adolescents in Nairobi, that is, the demographic characteristics, the social environment, the activities, values, opinions, and attitudes of a group of people (Moser & Kalton, 1981; O'muircheataigh & Payne, 1978; Young, 1966). It is generally met by means of a questionnaire.

Sample Selection

The proposed target population was male and female adolescents aged 15-17 years. The accessible population was drawn from four divisions in Nairobi Province. The four divisions were chosen randomly from the eight divisions (Langata, Westlands, Mathare, Bahati, Kamukunji, Dagoreti and Starehe). From the four divisions, four schools were selected, that is, two girls' schools and two boys' schools.

The sampling frame was a list of all Kenyan students in forms two and three in the four selected schools. Forms two and three were chosen because this is the age at which outside influence was thought to have increased and conflict with the adults thought to be highest.

A sample of one hundred and twenty (120) adolescents was drawn from the four secondary schools. Random sampling was chosen because it gives every member of the population an equal chance of being selected. From each school, thirty (30) participants were selected. This was done by selecting equal number of participants from each class depending on the number of streams in each form, that is, fifteen (15) students from form two and fifteen (15) from form three.

Before collection of the data, the researcher contacted the participants, explained the purpose of the study, informed them on what was required of them, assured them of the confidentiality and anonymity of the information imparted, and invited them to participate. This took two weeks. Each of the four schools choose the day and time which was convenient to them. To fill the questionnaire the participants took approximately one hour. The questionnaire was given and they just filled in. To compensate for the individuals who could have chosen

not to participate, the sampling frame was used to select additional participants until one hundred and twenty adolescents were included.

Development of the Instrument

The investigation was done using a questionnaire to meet the six objectives. The questionnaire was used because a lot of information can be collected within a short time and it is less expensive in terms of money, energy and time. The questionnaire included both closed and open-ended items. These were divided into three sections.

Section One included demographic information about the respondents and their parents - such as age, sex, and whether they are in Form two or Form three, the parents' level of education, and residential place. Section Two included information related to socio-cultural factors such as adolescents' reference groups, that is, family members, peers, and community; and source of information, about clothing such as Television, films, fashion magazines, newspapers, videos. Section Three included information related to psychological factors, such as self-concept, self-esteem, attitudes, values, opinions.

Piloting

The instrument was tested by a pilot study of the adolescents in two Nairobi Secondary schools that were not represented in the sample. Forty adolescents were used. Twenty adolescents were taken from one boy's school and twenty from one girl's school. The pilot study was met to enhance the instruments. After the pilot study the researcher found out that there was nothing to be changed in the questionnaire and went ahead to organize for the main study.

Data Collection

After the pilot study, the researcher, with the help of school personnel, administered the questionnaire to the participants. Arrangements were made at a time that was convenient to them, that is during their study periods. In order to encourage good response, the questionnaire was made as simple as possible. The research give out questionnaire to each participant who sat in one classroom and filled the questionnaire. After all the respondents had completed the questionnaire, the were analyzed.

Data Analysis

Data were analyzed using descriptive and inferential statistics. Descriptive statistics, that is.

frequencies, percentages and means were used to describe and summarize data. These statistical techniques deal with the computation and presentation of data as actually recorded, simply in order to provide concise information on which decisions can be made (Morrel, 1972). These statistics were used to meet objectives one, two, three, four and five. The information derived from the descriptive statistics was used for further analysis.

In order to determine the significant difference between male and female adolescents as to socio-cultural and psychological factors which affect their clothing selections, an inferential statistics, t-test was used to meet objective six.

Operational Definition of the Variables

Independent Variables

The independent variables for the study included demographic information on students and their parents, socio-cultural factors and psychological factors. These are operationalized as follows:

Student Demographic Information

The student demographic information included age, gender and form (class) in school. The parent's demographic information included education level, occupation, location of residence and family size.

Age.

The respondents were asked to indicate appropriate age categories to which they belonged by ticking from the list given.

Gender.

The respondents were asked to indicate whether they were male or female.

Class or form.

The respondents were asked to indicate their class or form in school by ticking either Form two or three.

Educational level of the parents.

The respondents were asked to indicate from the list given the highest level of their parents' education.

Occupation.

The respondents were asked to state the occupation of their parents.

Location of residence.

The respondents were asked to indicate by ticking whether their parents reside in rural or urban area.

Family size.

The respondents were asked to state the number of children there were in their families.

Socio-cultural factors.

Socio-cultural factors referred to the social influences that affect individual's clothing selection. These factors included: family members, peers, school, church and society. These were operationalized by asking the respondents to indicate how important they considered each of these factors in their clothing selection, by ticking from the list given whether they are influenced always, sometimes or never.

Sources of Information.

These included: Television movies, videos, fashion shows, fashion magazines, newspaper adverts, clothing displays and what other people wear. These were operationalized by asking the respondents to indicate by ticking from the list given whether they are influenced always, sometimes, or never.

Psychological factors

Psychological factors included indicators of self-concept and self-esteem. Some of the psychological indicators that influence the decisions on selection of clothing included: (a) styles or fashion, (b) store or shop, (c) cost of the item, (d) prestige and popularity of the item's brand name, (e) item in which one looks beautiful, (f) an acceptable style by the society, (g) one's own beliefs and values, (h) unique outfit, (i) to impress others, (j) to belong to a group. These were operationalized by asking the respondents to indicate by ticking from the list given whether they were influenced always, sometimes or never.

Dependent Variable

Clothing selection involves decision made by individuals when choosing the clothing items. This was operationalized by using three-score metric question to which a score of 3 indicated that a respondent was always influenced, 2 sometimes influenced and 1 never influenced by socio-cultural and psychological factors when selecting clothing items.

CHAPTER FOUR

Results and Discussions

Socio-cultural and Psychological Factors Influencing Clothing Selection of the Kenyan Adolescents in Nairobi Province

Introduction

The purpose of this study was to determine the socio-cultural and psychological factors that influence the selection of clothing among Kenyan adolescents. Specifically, the following research objectives of the study were tested:

1. To investigate the sources of information about adolescents' clothing, socio-cultural, and psychological factors which influence adolescents clothing selection.

2. To determine the relative importance of selected socio-cultural and psychological factors which influence adolescents' clothing selection;

3. To determine whether there are significant differences between male and female adolescents on:

- (a) sources of information about adolescents clothing;

- (b) socio-cultural factors that influence adolescents' clothing selection; and

- (c) psychological factors that influence adolescents' clothing selection.

To test these objectives, frequencies, percentages, means and T-tests were used. Frequencies, percentages and means were used to test objectives 1, 2, 3, 4 and 5. T-tests were used to test objective 6 as will be shown on tables and discussed in this chapter. The results are presented and discussed under the following sub-topics:

1. Demographic information of the respondents.
2. Sources of information about adolescents' clothing.
3. Socio cultural factors which influence adolescents' clothing selection.
4. Psychological factors which influence adolescents' clothing selections.
5. T-test results for male and female differences in their:
 - (a) sources of information
 - (b) socio-cultural factors and
 - (c) psychological factors that influence adolescents' clothing selection.

Demographic information on the respondents

The first part of the questionnaire intended to find out the demographic information on the respondents. The variables included were: gender,

age, class in school, where the respondent did his/her primary education, whether the respondent participated in the selection of his/her clothes, where the respondent's parents stay, the level of education of his/her parents and the number of children in the family.

Table 1.

Respondents' demographic characteristics

N = 120

	Male		Female	
	n	%	n	%
a) Sex	65	54.2	55	45.8
b) Age				
14-16	39	60	31	56.4
17-18	24	36.9	24	43.6
19+ above	2	3.1	00	00
Total	65	100	55	100

c) Form in School

	Male		Female	
	n	%	n	%
Two	34	52.3	25	45.5
Three	31	47.7	30	54.5
Total	65	100	55	100

d) Where respondents did their primary education

	n	%	n	%
Rural	14	21.5	8	14.5
Urban	51	78.5	47	85.5
Total	65	100	55	100

N= The population
Male = 65

n= frequency
Female = 55

As shown in table 1 above, the sample was composed of 65 (54.2%) males and 55 (45.8%) females. Majority of respondents (58.3) were between fourteen and sixteen (14-16) years old followed by 48 (40%) aged between 17-18 years old. This majority representation could be because most children in Nairobi start standard one at the age of six years. By the time they reach forms two and three, they are between the ages of sixteen and seventeen years.

The age category of nineteen years and above was least represented by a minority of 2 (1.6%) respondents. The mean age of all the respondents was sixteen (16) years. Sixty one (50.8%) respondents reported that they were in form three and 59 (49.2%) respondents reported that they were in form two. This is an indication that both classes were well represented.

Most respondents 98 (81.7%) reported that they did their primary education in towns and only 22

(18.3%) reported that they did their primary education in rural areas. This is an indication that most of the respondents spent their lifetime in towns.

Table 2.

Demographic characteristics of respondents' parents

N = 120

Parents' characteristics

a) Location of residence

	n	%
Rural	14	11.7
Urban	106	88.3
Total	120	100

b) Educational level of parents

	Mother		Father	
	n	%	n	%
No Education at all	3	2.5	2	1.76
Primary Ed.	13	10.83	3	2.5
Secondary Ed.	45	37.5	54	45
Secondary Ed. + Training	58	48.33	56	46.66
No response	1	0.83	5	4.26
Total	120	100	120	100

c) Number of children in the family

	n	%
1-2	8	6.7
3-4	64	53.3
6 and above	48	40
Total	120	100

KEY: n = Frequency.

Table 2 above shows that the majority of respondents' parents 106 (88.3%) reside in towns and only 14 (11.7%) stay in rural areas. This confirms the fact that most of the respondents did their primary education in town and hence they have spent their life-time in towns.

All levels of education were represented. A majority of 58 (48.3%) reported that their mothers had secondary education plus training and 56 (46.6%) respondents reported that their fathers had secondary education and training. This was followed closely by 45 (37.5%) respondents indicating that their mothers had secondary education but no training and 54 (45%) respondents indicating that their fathers had secondary education only. Only 13 (10.8%) respondents indicated that their mothers had only primary education and 3 (2.5%) respondents reported that their fathers had only primary education. A minority of 3 (2.5%) mothers were reported to have no education at all and 2 (1.7%)

fathers were reported to have no education at all. One (0.8%) respondent did not indicate whether his/her mother had education or not and 5 (4.2%) did not indicate education level of their fathers. These results show that most of the respondents' parents had secondary education plus training.

Table 3.

Participation in clothing selection

N = 120

Clothing selection by:

	n	%
a) Respondents	113	94.2
b) Mothers	6	5
c) Fathers	1	0.8
d) Sisters	-	-
e) Brothers	-	-
f) Other relatives and friends	-	-
Total	120	100

Table 3 above indicates that majority of respondents, 113 (94.2%), participate in the selection of their clothing items. Only 7 (5.8%) of these respondents did not participate in the selection of their clothing items. This result could be because the majority of the respondents' parents

are learned and stay in town hence more exposed to the outside world and might understand the need to allow their teenage children to participate in the selection of their clothing items. Though many parents do not give money to their children to go and buy what they want, they could allow them to suggest what they would want to wear. They would do this by going with their children to the shops. However, the few respondents who indicated that they do not participate in the selection of their own clothing items were from families who stay in rural areas and had either primary education only or no education at all. Such parents might not understand the need to involve the adolescents in decision making concerning what they wear.

Out of the 7 respondents whose clothes are chosen for them, 6 respondents indicated that they cloths were selected by their mothers. Only 1 indicated that his father did the selection and buying of clothing items. This result indicates that mothers are more concerned with what their children wear than the fathers.

Table 4.

Preferred clothing outlets

N = 120

Clothing outlets:

	n	%
a) Shops selling new ready made clothes	95	79.2
b) Open air market selling secondhand clothes	56	46.2
c) Open air market selling new ready made clothes	38	31.7
d) Shops selling secondhand clothes	35	29.1
e) Tailored clothes	16	13.3

Table 4 above shows that the majority of adolescents 95 (79.1%) select their clothing items from the shops selling new ready made clothes. This could be because the most recent fashions are usually got from these shops. This result is similar to Otieno's (1990) that the majority of Kenyan consumers' satisfaction are met by new products. Fifty six (46.6%) of the adolescents indicated that they select their clothing in the open air markets selling secondhand clothes. This is an indication

that secondhand clothes are also very popular. Perhaps this could be because of fashion change from Western countries where these clothes come from. The clothes are also cheap, good quality and readily available. It is also unlikely that one would see another person with the same type of material and style, unlike the Kenyan mass production. Another reason could be because the Kenya Government has allowed the importation and selling of the secondhand clothes any where in the country and are therefore readily available.

About thirty eight (37.6%) of the respondents reported that they select their clothes in the open-air markets selling new ready made clothes. This is particularly so because the majority of the hawkers are very much available even in the rural areas and slums in towns. Therefore, it is easier for people to reach them and select from what is available. The least popular clothing outlets were the tailored clothes. Only 16 (13.3%) respondents reported that they select their clothes from the tailors. This could be because the teenagers have no time to go to the local tailors since they take too long before producing what one wants. Sometimes they might not meet the adolescents' demands in terms of styling which could lead to the risk of spoiling the material. The teenagers would want to buy something

that they would immediately go and show off to their friends. The tailors are also very expensive.

Sources of Information

This section answers objectives 1 of the study. That is to investigate the sources of information about adolescents clothing. It was intended to identify the sources of information used by adolescents for their clothing and to determine the relative importance of the identified sources of information. The results are shown and discussed below.

Table 5.

Sources of information used by respondents and their relative importance.

Sources of Information N = 120

	3		2		1	
	Always		Sometimes		Never	
	n	%	n	%	n	%
a) Clothing displays	50	41.66	55	45.8	15	12.5
b) Fashion Magazines	44	36.66	64	53.3	12	10
c) Fashion Show	35	29.16	70	58.33	15	12.5
d) What other people wear	28	23.3	62	51.66	30	25
e) T.V. and Movies	12	10	86	71.66	22	18.3
f) Newspaper adverts	10	8.33	67	55.83	43	35.83
g) Videos	6	5	65	54.16	49	40.8

The results in table 5 show that the most popular source of information was found to be the clothing displays. A majority of 50 (41.7%) respondents indicated that they are always influenced by clothing displays. This could be because the clothing displays are readily available and cost nothing in terms of money. As most of the respondents live in town, they have a chance when

passing between the shops as they go to and from schools, to watch what is displayed on the windows.

Fashion magazines were also found to be very popular. Forty four (36.6%) of the respondents indicated that they are always influenced by fashion magazines. More than half 64 (53.3%) of the respondents indicated that they are sometimes influenced by fashion magazines. Unlike what Otieno (1990) found about Kenyan adult consumers, the Kenyan adolescents are more interested in fashion magazines. This could be because fashion magazines have variety of clothing styles, different colours and interesting stories. However, 12 (10%) of the respondents indicated that they are never influenced by fashion magazines. Out of the twelve, nine were boys. This could be because boys are known to be less concerned about fashions than girls.

Fashion magazines were closely followed by fashion shows. More than a quarter 35 (29.1%) of respondents indicated that they are always influenced by fashion shows. More than half 70 (58.3%) of the respondents indicated that they are sometimes influenced by fashion shows. These results indicate that adolescents are conscious about fashions most of the time. Since adolescents like interesting things, during fashion shows they could meet friends, exchange ideas and altogether it could

be an outing. Sometimes the fashion shows are shown on Television and those who might not attend fashion shows because of money, have a chance to watch them on Television.

The respondents also indicated a lot of interest in what other people wear. Twenty eight (23.3%) of the respondents indicated that they are always influenced by what other people wear. Slightly more than half 62 (51.6%) of the respondents indicated that they are sometimes influenced by what other people wear. Adolescents, like other people, would want to be accepted by the people in their community where they live. In order to be accepted, they have to wear what is accepted by the people. Sproles (1979) noted that acceptance of the group style becomes a mechanism of social control that identifies a conforming member and readily differentiates deviant.

The least influential sources were Television and movies, Newspaper adverts and videos, respectively. Twenty two (18.3%) of the respondents reported that television and movies were never used. This is because most parents could not afford to buy Television and movies owing to their prohibitive costs. However, a majority of 86 (71.6%) of respondents indicated that they are sometimes influenced by Television and movies. This could be

because some schools in Nairobi have Television sets and and bring movies to schools. Friends would also take them to watch movies in town during weekends.

Newspaper adverts on fashion were reported never used by a majority of 43 (35.8%) respondents. This could be attributed to the fact that not all respondents purchased or had access to newspapers and sometimes there is hardly anything in form of fashion in our local papers. Others might not have the interest or confidence in clothing advertisements. Only 6 (5%) of the respondents indicated that they are always influenced by videos. A majority 49 (40.8%) of respondents indicated that they are never influenced by videos. Otieno (1990) also found out that the majority of Kenyan adults are not influenced by videos because the videos are too expensive and therefore, unpopular and sometimes unavailable.

Table 6

Ratings of Sources of Information used by
respondents.

Sources of Information	Mean
1. Clothing displays	2.29
2. Fashion magazines	2.26
3. Fashion shows	2.16
4. What others people wear	1.98
5. T.V. and movies	1.91
6. Newspaper adverts	1.72
7. Videos	1.64
Overall mean	1.99

The results in table 6 above show that the commonly used sources of information by the adolescents are: clothing displays, fashion magazines, and fashion shows while the least used sources of information are: Television and movies, newspaper adverts and videos, respectively.

Table 7

Socio-cultural factors influencing respondents'
clothing selections

N = 120

Factors	3		2		1	
	Always		Sometimes		Never	
	n	%	n	%	n	%
a) What is accepted by school authorities	54	45.	50	41.6	16	13.3
b) Social activities engaged in	41	34.1	65	54.1	14	11.6
c) What is accepted by parents	40	33.3	61	50.8	18	15.
d) What is accepted by the society	39	32.5	68	56.6	23	19.1
e) What is accepted by age mates	37	30.8	52	43.3	31	25.8
f) Position held at school	31	25.8	46	38.3	43	35.8
g) What is accepted by siblings	21	17.5	65	54.1	34	28.3
h) Religious norms or beliefs	21	17.5	36	30	63	52.5

The results in table 7 above show that a majority of respondents 54 (45%) are "always" influenced by the school authorities in their

decisions concerning what to wear in school. Fifty (41.6%) respondents indicated that they are "sometimes" influenced by the school authorities in their clothing selection. These results could be because most adolescents' time is spent in school, therefore, influenced more by the school authorities. Sroufe and Cooper (1988) noted that virtually everyone's life is affected in one way or the other by his or her teacher. Students imitate their teachers in many ways including the way they dress. However, a total of 16 (13.3%) respondents admitted that they are never influenced by the school authorities in decisions concerning what to wear. This could be the reason why some headteachers complained of disobedience shown by students in matters related to dressing. Sometimes the students are forced to wear what they do not want particularly in Kenya where they have to wear uniforms. If given a chance, they would choose what they think is best for them.

Social activities was one of the factors that were considered by majority of 41 (34.1%) respondents as "always" influencing their decision when selecting clothing items. This is because during the teenage years, the adolescents are very active and they participate in many activities including games, athletics and dances. They need

clothing that would give them comfort and freedom of movement. For example, knit fabrics for pants and tops are preferred by the adolescents because of their elasticity.

Forty (33.3%) of the respondents indicated that they are "always" influenced by parents in matters related to dressing. This is because in Kenya, most adolescents depend on their parents' finances and might not have an alternative but to select clothing items that are approved by parents so that the parents could buy for them. Otherwise the parents would refuse to pay if their teenagers choose what they do not approve of. Culturally, children are expected to obey their parents and this could be another reason why the respondents are influenced more by their parents. However, 18 (15%) of the respondents indicated that they are never influenced by their parents when selecting clothing items. This could be because this is the age that the adolescents want to be autonomous and would want to decide on what is appropriate for them independently. Perhaps these respondents have Laissez-faire type of parents who do not care what their children wear so long as they are dressed.

More than a quarter 39 (53.5%) of the respondents indicated that they are "always" influenced by the society in matters related to

dressings. More than half 68 (56.6%) of the respondents indicated that they are "sometimes" influenced by the society. Adolescents are concerned about their approval and acceptance by the society where they live. Sproles (1979) noted that socially, clothing acceptance helps satisfy affiliative needs including acceptance and belongingness. Each society has what it considers as appropriate or acceptable style of dressing and any member who deviates from it is easily identified. Sproles (1979) noted that acceptable clothing style by a society becomes a mechanism of social control that identifies a conforming member and readily differentiates deviant. However, 23 (19.12%) of the respondents indicated that they are "never" influenced by what is accepted by the society. They want to conform and yet remain unique. This confirms the reason why many Kenyan adults complain that they do not understand today's adolescents, particularly the way they dress. This could be because of the western influence that the adolescents are exposed to. Unless the adults are made aware of what the teenagers are exposed to, particularly parents who stay in the rural areas they will never understand the adolescents' clothing behaviour.

More than a quarter 37 (30.8%) of the respondents indicated that they are "always"

influenced by their age mates in matters related to their clothing. While 52 (42.3%) of the respondents reported that they are sometimes influenced by their age mates. These results indicate that age mates are important when it comes to decisions concerning clothing. Adolescents, like other people, would want to be accepted by their peer group. According to Sproles (1979), a person who presents a correct or conforming image, and thus a favourable first impression is most likely to be accepted into a group. Vener and Hoffer (1965) noted that an adolescent emphasizes obtaining approval from peers with whom he/she stays and interacts face to face. In Kenyan society, age mates were known to behave in a similar way and this is seen even today. The Kenyan adolescents wear similar styles of clothing and if one does not, he/she would feel out of place when he/she is with the others. This forces them to conform to a style of clothing which is accepted by the age mates. As noted by Sproles (1979), the power of social pressure can have an influence if not force an individual to conform to a group norm. However, 31 (25.8%) of the respondents indicated that they are never influenced by their age mates.

According to the results, the least influential socio-cultural factor was religious norm or belief. More than a half 63 (52.5%) of the respondents

indicated that they are "never" influenced by religious norms when choosing clothing items. This finding is similar to what Otieno (1990) found about the Kenyan adult consumers. Most religious organizations do not have strict rules on what fashion should be worn by members. Therefore, this result may not be an indication that Kenyan adolescents are less concerned with religious matters.

According to Horn (1975), the Church inculcated strong feelings of guilt and shame in connection with body, but it fought a losing battle against the forces over fashion. However, 21 (17.5%) of the respondents reported that they are "always" influenced by their religious norms when selecting clothing items. Most religious organizations stress modesty in dress. Some people set aside particular clothing items for going to Church, but all these depend on which religion one belongs to. Horn (1975), noted that the "morality" or "immorality" of specific clothing practices can be evaluated only in terms of the behaviour patterns that are considered "normal" for a given group.

Table 8

Rating order of the sociocultural factors

Factors	Mean
1. What is accepted by school authorities	2.31
2. What is accepted by the society	2.3
3. Social activities engaged in	2.23
4. What is accepted by parents	2.19
5. What is accepted by age mates	2.05
6. Position held at school	1.9
7. What is accepted by siblings	1.89
8. Religious norms or beliefs	1.65
Overall mean	2.065

According to the results in table 8 above, the means show that socio-cultural factors considered most by the respondents in their clothing selection are: what is accepted by school authorities, what is accepted by social activities engaged in; what is accepted by parents and what is accepted by age mates. The least considered by the respondents are: position held at school; what is accepted by siblings and religious norms or beliefs, respectively.

Psychological factors influencing clothing selections of the Adolescents

The last part of the questionnaire was intended to find out some psychological indicators that influence the adolescents' decisions when selecting their clothing items. These would help meet objectives 4 and 5: to identify psychological factors that influence clothing selection of the adolescents; and to determine the relative importance of the selected psychological factors that influence clothing selection of the adolescents. The psychological indicators are summarized in table 9 below.

Table 9

Psychological factors influencing respondents'
clothing selections.

N = 120

Factors	3		2		1	
	Always		Sometimes		Never	
	n	%	n	%	n	%
a) One in which you look attractive	88	73.3	20	16.6	12	10
b) Your own interest	83	69.1	29	24.1	8	6.6
c) Your own values	73	60.8	37	30.8	10	8.3
d) Your attitude towards the style	68	56.6	43	35.8	9	7.5
e) Uniqueness of the item	56	46.6	46	38.3	18	15
f) Cost of the item	48	40.0	55	45.8	17	14.1
g) To impress others	15	12.5	41	34.1	64	53.3
h) The shop in which the item is available	14	11.6	58	48.3	48	40.0
i) Prestige and popularity of the brand name of the item	12	10.0	63	52.5	45	37.5

The results in table 9 above indicate that about three quarters 88 (73.3%) of the respondents showed high regard for aesthetic clothing values. They considered clothing items in which they look

attractive as "always" an important factor in making clothing choices. This result is similar to the findings by Creekmore (1980); Littrell (1980); Lemon (1990); and Otieno (1990). The aesthetic value ranked first as the reason for selecting the clothing items. As noted by Vanderhoff (1990), attractive clothing can help create a pleasing appearance. During adolescence, the individuals are concerned about their appearance and desire to be sexually attractive. In such a case, a sense of modesty may cause disturbances. A favourable impression either with the people they know or with the people they have just met makes them feel comfortable and secure in the way they look and are accepted.

As noted by Creekmore (1980); Santrok (1988) and Lemon (1990), attractive clothing can help create a pleasing appearance hence becomes more popular. However, a minority 12 (10%) of the respondents indicated that they "never" consider attractive appearance when choosing their clothing. These twelve respondents were all boys, and since boys are known to be less concerned with beauty or aesthetic values, it was not surprising.

Craig (1968) noted that while adolescents of both genders are concerned about appearance, girls seem to be more concerned than boys.

One's own interest was highly ranked by 83 (69.1%) of the respondents. This could have occurred because there is no clothing style that have been identified for all Kenyan adolescents to conform to in dress. Therefore, they felt free to choose what pleased them. Rosen Cranz (1972), noted that younger age have higher levels of clothing interest and this could be the reason why this factor ranked very high. However, a minority 8 (6.6%) of the respondents indicated that they are never influenced by their own interest when it comes to choosing clothing items. The data also showed that a majority of 73 (60.8%) of the respondents are "always" influenced by their own values when making clothing choices. They could do this by identifying with fashionable clothing items, but when choosing they could select what they like through the way they put their costumes together.

Storm (1987) noted that during adolescence, young people are often experimenting with values that are different from those of their parents. This could be the reason why most Kenyan adolescents disagree with their parents when it comes to choosing what to wear. They always want to choose what they feel is appropriate for them and not what the parents want.

One's own attitude towards the style of the clothing item was also considered by a majority of 68 (56.6%) of the respondents as "always" influencing their decision when selecting clothing items. An individual may have either positive or negative attitudes towards a particular style, brand name, or social appropriateness of the clothing item. Adolescents have their social norms, desirable to certain boundaries of appropriate clothing for different social situations and roles. An individual adolescent's attitude towards these boundaries affect how much he/she conforms to or deviates from the norm.

Uniqueness of an item is a factor that was considered "always" when selecting clothing items by 56 (46.6%) of the respondents who strongly valued individuality or self-expression. These adolescents would want to be notified by others as outstanding and different. Only 18 (15%) of the respondents indicated that they are "never" influenced by this factor. This could be because they had no interest in being conspicuously dressed or had negative self-concept. Unlike what Otieno (1990) found out about Kenyan adult consumers, the adolescents would want to be different from others and independent of their own action including their way of dressing.

Cost of the item was considered "always" important by 48 (40%) of the respondents, depicting strong economic values. As noted by Kaiser (1985), people with strong economic values attach greater importance to clothing items on which they have spent more money than waste money on clothes just because they are fashionable. Given that the adolescents do not have money of their own, they have to depend on what the parents offer and this may not allow for high fashionable clothing expenditure.

The least considered factor by the respondents was "to impress others". More than half 64 (53.3%) of the respondents indicated they are "never" influenced by this factor. The result indicates that adolescents would want to think and act independently. However, a minority 15 (12.5%) of the respondents admitted that they consider this factor "always" when selecting clothing items. Maybe these are the adolescents who want to impress their friends particularly the opposite sex. During adolescence, the individuals are concerned about their appearance and desire to be generally attractive.

Table 10.

Ratings of psychological factors influencing
clothing selection of respondents

Rank	Factor	Mean
1.	One in which one looks attractive	2.63
2.	Own interest	2.62
3.	Own values	2.52
4.	Attitudes towards the style	2.49
5.	Uniqueness of the item	2.31
6.	Cost of the item	2.25
7.	Prestige and popularity of items	1.72
8.	The shop in which the item is available	1.71
9.	To impress others	1.59
	Overall mean	2.2

The means in the table show that the psychological factors considered most important by Kenyan adolescents in the clothing selections are one in which one looks attractive, one's own interest, one's own values, one's attitude towards the style of the item, uniqueness of the item, and cost of the item. The least considered factors by respondents are: prestige and popularity of the brand name of the item, the shop in which the item is available and to impress others, respectively.

Male and Female differences in Clothing Selection

T-tests were used in this analysis to meet the requirements of the study objective 6, i.e, to determine if there is significant difference between male and female adolescents with respect to:

- (a) sources of information about clothing
- (b) socio-cultural factors influencing their clothing selections
- (c) psychological factors influencing their clothing selections.

When the sample is very large, the t- distribution is approximated by normal distribution. So we use 5% level of significance. To determine whether there is significant difference between male and female adolescents in the factors that influence their clothing selections, the statistics

$$t = \frac{x-y}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad \text{where } x \text{ is the mean}$$

for females and y the mean for males. n_1 and n_2 are the sample sizes for females and males, respectively. S^2 is the combined variance of the female and male adolescents where S^2 is equal to $\frac{1}{n_1 + n_2} (n_1 S_1^2 + n_2 S_2^2)$ where again S_1^2 and S_2^2 are the variances of the female and male adolescents, respectively, follow a t - distribution with n_1+n_2-2 degrees of freedom. At 5% level of significance, the value of normal deviation is equal to 1.96. Table

11, 12 and 13 below show the female and male differences in the factors that influence their clothing selections.

Table 11

Female and Male differences in their sources of information about their clothing

n = 55 n = 65

Sources of Information

	Mean	S_1^2 and S_2^2	S^2	t
a) T.V. and movies				
Female	2.	0.3636	0.275	1.6701
Male	1.48	0.1917		
b) Videos				
Female	1.56	0.355	0.3302	-1.3333
Male	1.7	0.2992		
c) Clothing displays				
Female	2.27	0.3801	0.3857	1.7467
Male	2.07	0.3787		
d) Fashion shows				
Female	2.25	0.517	0.4631	-0.5631
Male	2.32	0.4033		
e) Newspaper Adverts				
Female	1.87	0.3656	0.3534	1.4602
Male	1.6	0.3323		
f) Fashion Magazines				
Female	2.49	0.3626	0.3751	3.7533
g) What other people wear				
Female	1.94	0.5243	0.49	-0.5473
Male	2.01	0.4459		

According to the results in table 11, female and male respondents differed significantly in only one source of information, namely, "fashion magazines". [$t/ = 3.7533 > 1.96$] for this factor there was a higher female group mean indicating that "fashion magazines" were more significant to the female as a source of information about clothing than to the male respondents. Since male clothing hardly change as much as females' the boys might have seen no reason of buying fashion magazines since it would be a waste of money and time on fashions which they had. The girls generally are more conscious of fashions and they have variety of clothing styling from time to time.

Table 12

Female and Male difference in socio-cultural factors
which influence their clothing selections

n = 55 n = 65

Socio-cultural factors	Mean	S_1^2	and S_2^2	s^2	t
a) What is accepted by parents					
Female	2.34	0.3716	0.4628	2.0112	
Male	2.09	0.5258			
b) What is accepted by siblings					
Female	1.94	0.4522	0.4909	2.8125	
Male	1.58	0.5087			
c) What is accepted by age mates					
Female	1.94	0.6334	0.5643	-1.3848	
Male	2.13	0.4885			
d) What is accepted by school authorities					
Female	2.23	0.4714	0.4857	-1.1783	
Male	2.38	0.4828			
e) Position held at school					
Female	1.83	0.5732	0.6113	0.6302	
Male	1.92	0.6248			
f) Social activities engaged in					
Female	2.25	0.4443	0.4263	0.3352	
Male	2.21	0.3980			
g) Religious norms or beliefs					
Female	1.9	0.5918	0.5295	3.5364	
Male	1.43	0.4605			
h) What is accepted by society					
Female	2.21	0.3888	0.5612	-1.0956	
Male	2.36	0.6898			

The socio-cultural factors that showed significant differences between females and males were: what is accepted by parents [$t=2.011 > 1.96$],

what is accepted by siblings [$t=2.8125>1.96$] and religious norms [$t=3.5364>1.96$].

There was higher group mean for females with regard to "what is accepted by parents". This shows the girls are more loyal to the parents than boys and would accept what the parents want than their male counterparts. Could be parents give more attention to girls and are more strict with the girls in regard to behaviour and decency in dressing than with the boys. There was also higher group mean for females than males in "what is accepted by siblings". This shows that girls are influenced more by their sisters than the boys. This could be because girls are more interested in clothing since their clothing styles change frequently.

There was also a higher group mean for females than males in regard to "Religious norms or beliefs". This indicates that females have higher regard for religious norms when selecting their clothing items than males.

According to Otieno (1990), those with high religious values have high preference for modesty in clothing. Females are to be more affected by selection based on religious norms since fashion change is faster and evident in girls clothing some of which may not meet the modesty standards expected by one's religion.

Table 13

Female and Male differences in Psychological factors
influencing their clothing selections

n = 55 n = 65

Psychological factors	Mean	S_1^2 and S_2^2	s^2	t
a) One in which you look attractive				
Female	2.6	0.421	0.438	0.164
Male	2.66	0.439		
b) Your own values				
Female	2.56	0.14	0.4217	0.5647
Male	2.49	0.4344		
c) Your own interest				
Female	2.56	0.3914	0.3707	0.9892
Male	2.67	0.3418		
d) Your attitude towards the style				
Female	2.43	0.5005	0.4078	-0.8568
Male	2.53	0.3169		
e) The shop in which it is available				
female	1.72	0.4893	0.5042	0.0925
Male	1.70	0.5756		
f) Uniqueness of the item				
Female	2.21	0.4979	0.5491	-0.4437
Male	2.4	0.5756		
g) Prestige and popularity of brand name				
Female	1.72	0.4529	0.4068	0
Male	1.72	0.354		
h) To impress others				
Female	1.52	0.5765	0.4963	-0.1469
Male	1.64	0.4132		
i) Cost of the item				
Female	2.38	0.4542	0.4698	1.8429
male	2.15	0.4686		

The t-tests never showed any significant difference between female and male respondents in psychological

factors that influence their clothing selections. The dgroup means for both female and male respondents were almost similar. This shows that Kenyan adolescents are equally influenced by psychological factors.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Purpose of the Study

The purpose of this study was to determine the socio-cultural and psychological factors that influence the selection of clothing among Kenyan adolescents. Specifically, the study sought to meet the following research objectives:

1. investigate the sources of information of adolescents' clothing, socio-cultural and psychological factors which influence adolescents' clothing selection.
2. determine the relative importance of selected socio-cultural and psychological factors which influence adolescents' clothing selections.
3. determine whether there are significant differences between male and female adolescents on:
 - (a) sources of information about clothing
 - (b) socio-cultural factors that influence adolescents' clothing selections; and
 - (c) psychological factors which influence adolescents' clothing selection.

Procedure

The study used a sample of 120 adolescents randomly selected from four secondary schools in four divisions in Nairobi Province as follows: 30 from St. Teresa Boys in Kamukunji Division, 30 from St. Teresa's Girls in Mathare Division, 30 from Ngara Girls in Central Division and 30 from Dagoreti Boys from Dagoreti Division. The study was conducted starting from June to July 1992. A questionnaire was issued to the sampled adolescents in each school with the help of the school personnel. The data were collected at a time that was convenient to the participants. The information was collected pertaining to the research objectives. To answer the stated objectives, the data were analyzed using frequencies, percentages, means and t-test.

Major Findings of the Study

The results showed that most of the respondents' parents lived in towns and the respondents did their primary education in towns. This indicates that the adolescents used for this study have the town influence. It was also found out that most of the respondents' parents, both mothers and fathers had at least secondary education, and therefore likely understood what their teenage children were exposed to. The study also indicated

that most parents allowed their adolescent children to participate in the selection of their clothing. They did this by either accompanying their parents to the shops or were given money to do their own shopping.

The results also showed that most adolescents selected their own clothing items from shops selling new ready made clothes and openair markets selling secondhand clothes. This was so because most current fashions are available in these shops and prestige of wearing something new could also be a factor which could have contributed to this. The secondhand clothes come from the western countries where fashion change starts and therefore, are fashionable. The secondhand clothes are also cheap, good quality and neatly made. The results showed that tailored clothes are not popular among Kenyan adolescents because they are expensive and the tailors take too long with their clothes.

Clothing displays were found to be the most popular source of clothing information. This was because they are readily available and cost nothing in terms of money. Other sources which were found to be equally important were the fashion magazines, fashion shows and what other people wear. Fashion magazines have interesting stories, varieties of styles, and interesting colours. Fashion shows

usually advertise the most current fashions or styles in the market.

The results showed that the least popular sources of information about adolescents' clothing are the newspaper adverts and videos. Newspaper adverts and videos are too expensive for most Kenyans to afford and therefore not popular.

On socio-cultural factors, results showed that the respondents consider more, what is accepted by school authority, parents, society, social activities they engage in and what is accepted by age mates. Since Kenyan adolescents depend wholly on their parents' and other adults' for their clothing budget, most likely they have no alternative but to choose what is approved by the adults. They also have to wear what is accepted by age mates for them to be accepted and approved by the group. Adolescents are known to be active and participate in activities such as games, sports, dances and therefore, have to consider what activities they are engaged in before selecting their clothing items. The least influential socio-cultural factors were: position held at school, what is accepted by siblings and religious norms or beliefs, respectively.

On the psychological factors, the results showed that the most influential factors were: item

in which one looked attractive, own interest, values, and attitudes towards the style of the clothing item, and cost of the item, respectively. The least influential factors were: prestige and popularity of the brand name of the item; the shop or store in which the item was available, and to impress others respectively. The results indicate that Kenyan adolescents would want to do things independently particularly when it comes to decisions concerning what to wear.

The t-test analysis revealed that

(a) there were significant differences between male and female adolescents on fashion magazines as a source of information about clothing. The females were influenced more than the males.

(b) There were significant differences between male and female adolescents on three socio-cultural factors namely: what is accepted by siblings, parents and religious norms and beliefs. In all the three, females were influenced more than males.

(c) There was no significant difference between male and female adolescents in any of the psychological factors examined.

In view of the above findings, it can be concluded that:

1. The adolescents in Nairobi have the town influence when it comes to selection of clothing.

2. Although the respondents indicated that they participate in the selection of their clothing, the final decision on what to wear is made by the adults who provide money.

3. Clothing displays, fashion magazines, and other information channels such as what other people wear, are the most used sources of clothing information. Impersonal communication channels such as television advertisements, newspaper adverts and videos are underutilised or unpopular with adolescents owing to their prohibitive cost and unavailability.

4. Adults have a lot of influence on what adolescents wear against the adolescents' will.

5. Although there were some differences in some of the factors that influence the respondents' decision on clothing selection in most of the factors, male and female adolescents were influenced more or less in the same way.

Contributions of the Study

The findings of this study are considered to contribute to the area of clothing and Textiles in

Home Economics Education. The study will serve as a contribution to clothing and Textile consumer behaviour and general knowledge in the following aspects:

1. The theoretical understanding of the conceptual framework used in studies on factors influencing decisions on clothing selection.

2. Knowledge of aspect of clothing selection of the teenagers in Kenya.

3. Suggestions of practical solutions to the problems underlying selection of clothing of teenagers in Kenya; and

4. A base for further research in the area of Clothing and Textiles.

Theoretically, this research intended to enhance understanding and the use of the conceptual framework used in various studies. The researcher adopted this model by taking some ideas from the schematic representation of the factors affecting clothing decisions presented by Horn (1975) and concepts from studies carried by Kuehn and Creekmore (1971), on relationships among social class, school position and clothing of adolescents; Lemon (1990) on effects of clothing attractiveness on perceptions; Smucker and Creekmore (1972) on adolescents' clothing conformity, awareness and peer acceptance; Littrel (1981) on factors affecting

Ghananian women's clothing selection decisions and Otieno (1990) on physiological, psychological and socio-economic factors influencing clothing selection and buying practices among Kenyans. The theoretical framework shows the influence of the socio-cultural and psychological factors on clothing selection of the adolescents. It can be adopted or improved upon for future use in further studies in the area of clothing. The study also contributes to the knowledge of aspects of clothing selection in Kenya. Adopting the framework stated above, the researcher identified some sources of information about clothing, socio-cultural and psychological factors influencing Kenyan adolescents' clothing selection in Nairobi.

Another significant contribution of this study is that it highlights the fact that Kenyan adolescents are not given a chance to decide on what to wear. This is evident from the study findings that most influential socio-cultural factors are: school authorities, parents, and other adults in the society. It is also evident from the findings that the adolescents would want to participate in decisions concerning selection of their clothing items. They can do this only if there is understanding between them and the adults.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The clothing sales promoters should improve on the methods used to channel clothing information to adolescents such as clothing displays, fashion magazines, and fashion shows, both in towns and rural areas which are less expensive since the majority of Kenyan adolescents do not have any source of income.

2. Clothing producers and sellers and other related organizations need to address themselves to socio-cultural and psychological factors influencing adolescents' clothing selections and try to meet their needs in terms of styles.

3. The Ministry of Education and the Ministry of Culture and Social Services should educate the Kenyan adults on the clothing needs of the adolescents so that understanding can be created. This will help parents, school authorities and other adults in the society to understand adolescents' and developmental changes that influence their clothing behaviour, thus improving family and societal harmony and relationship.

4. The parents, school authorities and other adults should allow adolescents to select their own

clothing based on their own interest but not influence them wholly.

5. The tailors should also study the adolescents' clothing behaviour and try to meet their needs in terms of styling and time taken before the clothes are made ready for them to wear.

Suggestions for Further Research

It is recommended from the findings of this study that further research should be carried on:

- (a) The topic of this study using large sample or based on different cultural groups in Kenya like rural areas.
- (b) The topic of this study using different towns for example, Mombasa, Kisumu,
- (c) A comparative study should be done to compare the rural and urban preferences on similar factors.
- (d) Studies should be carried out on the opinions of adolescents' parents about their teen age children's clothing behaviour.
- (e) Studies should be carried on teachers' opinions and those other informants at community level about the adolescents' clothing behaviour.

(f) Studies should be carried on tailor's opinion about the adolescents clothing behaviour and what they suggest should be done to improve their small scale enterprises.

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QUESTIONNAIRE

Section 1:

1 In which of the following age categories do you belong?

1a) _____ 14-16 years

1b) _____ 17-18 years

1c) _____ 19 and over

2. Indicate your gender (sex)

2a) _____ male

2b) _____ female

3. What class or form are you in school?

3a) _____ Two

3b) _____ Three

4. Where did you do your primary education?

4a) _____ Rural

4b) _____ Urban

5. Where do your parents reside (Location of residence)?

5a) _____ Rural

5b) _____ Urban

6. What is the occupation of your parents?

6a) _____ Father

6b) _____ Mother

7. What is the highest educational level of your parents

Mother:

- 7a) _____ No education
- 7b) _____ Primary education
- 7c) _____ Secondary education
- 7d) _____ Training _____ (specify)

Father:

- 7a) _____ No education at all
- 7b) _____ Primary education
- 7c) _____ Secondary education
- 7d) _____ Training _____ (specify)

8. How many children are in your family?

- 8a) _____ one - two
- 8b) _____ three - five
- 8c) _____ six and above

9. Do you participate in your clothing selection?

- 9a) _____ No
- 9b) _____ Yes

10. If your answer in question 9 above is no, who does the selection for you?

- 10a) _____ Mother
- 10b) _____ Father
- 10c) _____ Sister
- 10d) _____ Brother
- 10e) _____ Others _____ (specify)

11. Where are your clothes bought? (Tick all that are true)

- 11a) _____ Shops selling new clothes

- 11b) _____ Shops selling second hand
clothes
- 11c) _____ Open-air markets selling new
clothes
- 11d) _____ Open-air markets selling
secondhand clothes
- 11e) _____ Others _____ (specify)

Section 2:

The following statements are the sources of information often used by people to learn about clothing options. Indicate whether they do inform you always, sometimes, or never.

12.

Sources of

<u>Information</u>	<u>3</u>	<u>2</u>	<u>1</u>
	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>

12a) TV &

Movies _____ | _____ | _____ | _____

12b)

Videos _____ | _____ | _____ | _____

12c) Fashion

Shows _____ | _____ | _____ | _____

12d) Clothing

Displays _____ | _____ | _____ | _____

12e) NewspaperAdverts _____ | _____ | _____ | _____12f) FashionMagazines _____ | _____ | _____ | _____12g) What Other PeopleWear _____ | _____ | _____ | _____12h) Others _____ | _____ | _____ | _____(specify) _____ | _____ | _____ | _____

Below are some of the socio-cultural factors that are thought to influence people's decisions when selecting clothing items. Indicate whether they influence your decisions **always, sometimes, or never**

13.

Type of

<u>Information</u>	3	2	1
	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>

13a) What isaccepted by parents | _____ | _____ | _____13b) What isaccepted by brothers | _____ | _____ | _____or sister _____ | _____ | _____ | _____13c) What is accepted by agemates _____ | _____ | _____ | _____13d) What is accepted

by school _____ | _____ | _____ | _____

authorities _____ | _____ | _____ | _____

13e) Position held

at school _____ | _____ | _____ | _____

13f) Social activities

engaged in _____ | _____ | _____ | _____

13g) Religious norms

or beliefs _____ | _____ | _____ | _____

13h) What is accepted by

the society _____ | _____ | _____ | _____

13i) Others

(specify) _____ | _____ | _____ | _____

Section 3:

Below are some of the psychological factors that may influence people's decisions when selecting clothing items. Indicate whether they influence your decisions always, sometimes or never.

14.

Type of Information | 3 | 2 | 1

| Always | Sometimes | Never

14a) One in which

you look | | |
attractive _____ | _____ | _____

14b) Your own

values _____ | _____ | _____

14c) Your own
interests _____ | _____ | _____ | _____

14d) Your
attitudes _____ | _____ | _____ | _____
towards the
style _____ | _____ | _____ | _____

14e) The shop in
which it _____ | _____ | _____ | _____
is available _____ | _____ | _____ | _____

14f) Uniqueness
of the item _____ | _____ | _____ | _____

14g) Prestige
and popularity _____ | _____ | _____ | _____
of brand name _____ | _____ | _____ | _____

14h) To impress
others _____ | _____ | _____ | _____

14i) Cost of
the item _____ | _____ | _____ | _____

14j) Others
(specify) _____ | _____ | _____ | _____

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