

**FACTORS INFLUENCING CAREER DRESS SELECTION  
BY SECONDARY SCHOOL WOMEN TEACHERS:  
A CASE OF NAIROBI PROVINCE. //**

**BY  
NJERU SOPHIA NJOKI**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF MASTERS  
OF SCIENCE IN TEXTILES, CLOTHING AND DESIGN AT  
KENYATTA UNIVERSITY.**

Njeru, Sophia Njoki  
*Factors influencing  
career dress*



2002/267393

2002

**KENYATTA UNIVERSITY LIBRARY**

## DECLARATION

This Thesis is my original work and has not been presented in any other

University

 27/8/02

**NJERU SOPHIA NJOKI**

The Thesis has been submitted for examination with our approval as

university supervisors:

 27.8.02

**DR. KEREN.G.MBURUGU**

CHAIRMAN AND SENIOR LECTURER

DEPARTMENT OF TEXTILES, CLOTHING AND DESIGN

KENYATTA UNIVERSITY

 27/8/02

**DR. CIRIAKA.T.KITHINJI**

SENIOR LECTURER

DEPARTMENT OF EDUCATIONAL COMMUNICATION AND

TECHNOLOGY

KENYATTA UNIVERSITY

ACKNOWLEDGEMENTS

DEDICATION

To my parents, **Mr. and Mrs. Njeru-** *THE WIND BENEATH MY WINGS.*

## ACKNOWLEDGEMENTS

This thesis is not a product of one person. It has developed into the planned product through the commitment of many people materially, academically and otherwise.

First and foremost I am grateful to my supervisors, Dr. K.G.Mburugu and Dr. C.T.Kithinji who gave their valuable academic advice and guidance throughout the span of this study.

I am also greatly indebted to all the secondary school heads and deputies in Nairobi, who gave me permission to conduct the study in their institutions. My gratitude is also extended to the women teachers for their co-operation in responding to the questionnaires and my fellow postgraduate students, 1998 class. To Messrs Isaac Lamba and James Moronge of UoN for their assistance in data analysis. Mr. A.D.Bojana of Comm Tech deserves special appreciation for his editorial contribution to the work. My gratitude is extended to the teaching and non-teaching staff in the faculty of Home Economics for their academic contribution and the provision of an environment conducive for studies.

Last but not least special thanks are extended to my entire family, that is, parents, siblings, nieces and nephew, whose material support, encouragement and prayers sustained me during the entire period.

*THANK YOU ALL AND GOD BLESS YOU ABUNDANTLY.*

## TABLE OF CONTENTS

	<b>Page</b>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Background information	1
1.2 Statement of the problem	3
1.3 Purpose of the study	6
1.4 Objectives of the study	6
1.5 Hypotheses	6
1.6 Theoretical framework	7
1.7 Significance of the study	11
1.8 Limitation of the study	12
1.9 Assumptions	12
1.10 Conceptual definitions	12
<b>CHAPTER TWO: REVIEW OF LITERATURE</b>	<b>13</b>
2.1 Introduction	13
2.2 Dress features	13
2.3 Socio-economic aspects of career dress selection	15
2.4 Psychological aspects of career dress selection	19
2.5 Career dress information sources and shopping outlets	22
2.6 The role of teachers in school	24
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b>	<b>26</b>
3.1 Introduction	26
3.2 Research design	26

3.3	Study area	26
3.4	Target population	27
3.5	Development of the research instrument	28
3.6	Sample selection procedures	29
3.7	Data collection procedure	31
3.8	Data analysis	31
<b>CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND</b>		
<b>DISCUSSION</b>		34
4.1	Introduction	34
4.2	Demographic information	34
4.3	Career dress selection	44
4.4	Psychological factors influencing career dress selection	68
4.5	Dress features influencing career dress selection	75
4.6	Socio-economic factors influencing career dress selection	81
4.7	Formal (written) dress code	87
4.8	Comparison between private and public school respondents on career dress selection	92
4.9	Chi-square results for selected variables influencing career dress selection	95
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND</b>		
<b>RECOMMENDATIONS</b>		102
5.1	Summary	102
5.2	Conclusions	108



## LIST OF TABLES

Table	Page
1: Respondents by age, highest educational and teaching experience	38
2: Respondents by position(s) held in school	41
3: Respondents by employment and supplementary income	42
4: Respondents by number of dependants on income	44
5: Respondents by individual who selects career dress	44
6: Respondents by type of career dress preferred	45
7: Respondents by reasons for planning and budgeting for expenditure on career dress	47
8: Respondents by reasons for not planning and budgeting for expenditure on career dress	48
9: Respondents by reasons for taking advantage of dress sales	49
10: Respondents by reasons for not taking advantage of dress sales	50
11: Respondents by annual expenditure on career dress	51
12: Respondents by preferred career dress shopping outlets	53
13: Respondents by information sources influencing career dress selection	59
14: Respondents by psychological factors influencing career dress selection	69
15: Respondents by dress features influencing career dress selection	76

16: Respondents by socio-economic factors influencing career dress selection	82
17: Respondents by reasons for advocating for possible introduction of a formal (written) dress code	88
18: Respondents by reasons for not advocating for possible introduction of a formal (written) dress code	89
19: Respondents by unacceptable styles of career dress	91
20: Comparison between private and public school respondents on career dress selection	93
21: Planning/budgeting for expenditure on career dress and employment income levels	96
22: Use of dress sales and employment income levels	97
23: Annual expenditure on career dress and age	98
24: Introduction of a formal (written) dress code and type of school	99
25: Introduction of a formal (written) dress code and teaching experience	100

## LIST OF FIGURES

Figure	Page
1: Theoretical framework	10
2: Respondents by ownership of school.	34
3: Respondent by neighbourhood of school in socio-economic zones	35
4: Respondents by type of school	36
5: Respondents by marital status	39

## ABSTRACT

The purpose of the study was to investigate factors influencing career dress selection by secondary school women teachers in Nairobi Province. The study adopted a descriptive survey research method.

The specific objectives of this study were to, (1) identify shopping outlets from which respondents select career dress, (2) identify dress features, psychological and socio-economic factors influencing career dress selection by respondents, (3) describe respondents' views on possible introduction of a formal (written) dress code by their employer, (4) determine the differences between private and public school respondents with respect to selected dress features, psychological and socio-economic factors influencing career dress selection and (5) examine the relationships between selected variables influencing career dress selection.

The data used in the study were collected using a self-administered questionnaire. A sample of 111 women teachers was drawn from 20 secondary schools in Nairobi, both private and public. Data were collected between May and July 2000. The data were analysed by the use of frequencies and percentages. Inferential statistics namely, chi-square Test for Independence and t-test were also computed.

The study revealed that psychological factors that mostly influenced women teachers are, one's beliefs or values, cost of the item, dress in which one looks beautiful and garment styles that suit one's figure type. All dress features greatly influenced respondents' career dress selection, except the label information. This was of secondary importance to respondents' career dress selection. Item is well constructed and finished, suitability for work and fitting characteristics are among the dress features that influenced a higher percentage of respondents. The socio-economic factors that had most influence on respondents' career dress selection were amount of money available, number of dependants and occupation.

None of the selected variables analysed by chi-square test for independence showed any relationship in influencing career dress selection. The variables investigated included, expenditure on career dress and age; use of dress sales and employment income levels, and; introduction of a formal (written) dress code and teaching experience, among others. Further, t-test results showed no difference between respondents from both private and public schools on selected factors influencing career dress selection. The factors were categorized as dress features, psychological and socio-economic.

Findings, revealed that majority of women teachers are opposed to possible introduction of a formal (written) dress code by their employer. This is due to the need for individuality as women have different preferences on career dress. Further, some career dress styles are unacceptable. These styles include mini

skirt or dress, transparent clothing and tight fitting (figure hugging) clothing, among others.

## INTRODUCTION

### Background of the study

Results showed that the most utilized sources of information on career dress are, dress displays and personal communication channels, for instance, family members, tailors and women friends among others. This is because there is no charge for obtaining information and reference persons offer truthful ideas concerning career dress. Impersonal communication channels such as print and electronic media, catalogues, website, dress-for-success type of books are underutilized or unpopular with respondents for being unavailable and costly.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background Information

There has never been so much interest in fashion as there is today world wide. Fashion that was once the domain of the royals, as noted by Smith (1964), is now readily available to women worldwide irrespective of their socio-economic status. These changes have been brought about by technological advancement in mass media, clothing and textile technology, machinery, transport and communication systems so that what is in Europe and elsewhere easily reaches Africa and the rest of the world. Some consumers follow fashion so blindly that they assume what suits somebody else will definitely look right for them. Unless an item suits one's personality, age and physical features, such as figure type and complexion, it is advisable to ignore that particular line (Smith, 1964).

Dress, including career dress (daily wear that is considered acceptable for work) is chosen to flatter one's assets and camouflage any liabilities (Chambers and Moulton, 1969). People with high fashion consciousness are faced with the expense of maintaining their wardrobes in line with the "in-look".

Apart from fashion, everyone has dress sense, that little personal touch an individual gives to attire that makes it one's own. It also enables one to

appear right for the occasion (Smith, 1964). For example, how one folds a scarf, where one places a clip and how one ties a bow is unique.

Career women take up various responsibilities at home, work and social gatherings. Each occasion demands certain dress styles, the selection of which can be very challenging. The planning and selection of career dress by women is one of the most creative activities they engage in (Wingate and Mohler, 1984). Hence a wrong choice can be embarrassingly conspicuous. This in turn lowers an individual's self-esteem and confidence, leading to withdrawal from participation to avoid any possible or probable negative judgement about dress (Storm, 1987).

Career dress selection by professional women is a problem encountered worldwide. First, women do not have a specific business uniform like the two or three-piece suit for men (Solomon, 1985). Second, it is due to frequent dress fashion and style changes, especially in Europe, with Kenyan women consumers following the trend. What is appropriate career dress at one time may become unacceptable at a later period. For instance, minis (very short skirt or dress – four inches above the knees) were fashionable and acceptable here in Kenya in the 1960s and 1970s, but are now regarded suspiciously because they are associated with immoral behaviour.

At early stages in a relationship, information regarding personal characteristics is often obtained by means of symbolic aspects such as dress,

which is highly visible (Buckley, 1983). Hence there is more to dress than meets the eye. This communication also called first impression – put the best foot forward, influences future interactions between individuals, such that a negative first impression inhibits interaction. Therefore the relationship between women teachers and other members in the school community can be influenced by dress.

The above observations inspired this researcher to investigate factors influencing career dress selection by secondary school women teachers, in Nairobi Province. The study adopted a multi-disciplinary approach upon which various dress studies have been based. The study thus analysed dress features, socio-economic and psychological factors that are interrelated in influencing women teachers' career dress selection.

## **1.2 Statement of the problem**

Concern for the wellbeing of people has promoted extensive research in various fields such as medicine, law and food security among others, but little on dress. While there are many studies done elsewhere on dress, very little research has been undertaken in Kenya in this area thus only scarce literature on the Kenyan situation is available. Examples include Migunde, 1994; Nyang'or, 1994; Njororai, 1992 and Otieno, 1990. There is therefore a great need for studies on clothing and related issues, important human phenomena that remain neglected in Kenya. A study on women teachers' career dress selection has never been documented.

Solomon (1985), asserts that in organizations such as schools, there are different clothing expectations of students, male and female supervisors of women employees and the general public. For instance in the *Daily Nation* dated 22<sup>nd</sup> June, 1999, it was reported that some secondary school students in Kiambu rioted against manual labour and women teachers' indecent dress – mini skirts. Further in the streets of Nairobi and other urban centres, women in such attire have been molested by members of a religious sect to the extent of being stripped naked and incurring physical injuries. As Molloy (1980) observed, whenever an individual conveys contrasting verbal and non-verbal (from personal appearance) messages, the latter is more likely to be believed. Women have been found to give off non-verbal messages most of the time, leading to their failure as saleswomen. It is feared that students in schools and the general public may attack women teachers for alleged indecent career dress. Further, the Teachers Service Commission (TSC) does not have a formal (written) dress code for teachers including women teachers. Headteachers, as custodians of discipline in school, including teachers' dress are subjective on the term “decent dress”. Thus decent dress is based on the expectations of the members of the community.

In this case expectations of dress relate to people's psychological and socio-economic backgrounds within a given community. These are elements of cultural identity and socialization. However, since culture is dynamic, the elements may be altered from time to time due to various influences from the

surrounding environment. Such influences include mass media, changes in dress fashions and styles, among others.

According to the systems theory (Boss et al., 1993) a system is a set of elements standing in interrelation among each other and with the environment. Thus systems can only be understood as wholes, and affect each other through environmental feedback. Career dress selection (a system) can only be understood by studying the interrelation of the elements among themselves and the effect of environmental feedback on it. In this study, career dress has dress features, psychological and socio-economic elements which interact to influence its selection by secondary school women teachers in Nairobi province.

Individuals' impressions may be created by among other factors such as dress and once formed they tend to remain stable and resistant to change. Negative first impressions have been found to inhibit future interaction between individuals, which adversely affect one's performance in many ways even at work. Molloy (1980) asserts that the colour, pattern and cut (style) of a teacher's clothes affect the attitude, attention span and conduct of students. This in turn affects learning in the classroom. For instance, dress may create or rob off a teacher's authority such that the teacher is unable to control students in class. In some instances, one may be constantly rejected in group participation such as team teaching. This then erodes one's self-esteem and confidence, thus negatively affecting performance at work.

### **1.3 Purpose of the study**

The purpose of the study was to investigate factors influencing career dress selection by secondary school women teachers in Nairobi Province. Respondents are exposed to diverse styles and fashions of dress, information sources and shopping outlets, which may influence one's career dress selection.

### **1.4 Objectives of the study**

The study was guided by the following specific objectives:

- 1) To identify shopping outlets from which respondents select career dress.
- 2) To identify dress features, psychological and socio-economic factors influencing career dress selection by respondents.
- 3) To describe respondents' views on possible introduction of a formal (written) dress code by their employer.
- 4) To determine the differences between private and public school respondents with respect to selected dress features, psychological and socio-economic factors influencing career dress selection.
- 5) To examine the relationships between selected variables influencing career dress selection.

### **1.5 Hypotheses**

- 1) There is a relationship between employment income and planning/budgeting for expenditure on career dress.

- 2) There is a relationship between employment income and use of dress sales in career dress selection.
- 3) There is a relationship between age and annual expenditure on career dress selection.
- 4) There is a relationship between the type of school and introduction of a formal (written) dress code.
- 5) There is a relationship between teaching experience and introduction of a formal (written) dress code.

## **1.6 Theoretical framework**

The theoretical framework of this study was adapted from the systems theory. According to Boss et al., (1993) a system is a set of elements standing in interrelation among each other and with the environment. Hence systems theorists seek to explain the behaviour of complex, organized systems of all sorts.

There are various assumptions underlying the systems perspective, which are inter-connected. These imply that systems can only be understood as wholes, systems affect themselves through environmental feedback (cybernetic), systems are not reality but heuristics (models) and theories can unify science.

Career dress selection is guided by, dress features, psychological and socio-economic elements. Therefore, career dress selection cannot be

understood by examining individual elements in isolation, as the elements are interrelated. As a human system, career dress selection is self-reflective due to environmental feedback. This then leads to individual differences, goal establishment and contribute to consensus on tolerable differences in a society. Systems are models not the real things but heuristics. That is, systems attempt to find answers to questions. Systems theories can unify both the natural and social sciences. Career dress selection, a social science can be placed in one-to-one correspondence (isomorphism) with the elements and relationship of say physics.

The major contemporary concepts of General Systems Theory (GST) by Boss et al., (1993) and Klein and White (1996) are boundaries; rules of transformation, feedback and control; variety; equilibrium; hierarchy; interdependence/mutual influence and equifinality.

The various elements in career dress selection help to identify its boundary and represent the interface between the system and other systems, subsystems and suprasystems. These boundaries have relative degrees of permeability that influence the flow of information into or out of the system. One's religion may greatly influence career dress selection rather than income. Inputs such as fashion, style and shopping outlets are transformed into output (career dress selection). Transformation may depend on time, mobility, and values among other factors. In a system, a feedback loop is a closed "circuit" or path along which information can be traced from one point in a system,

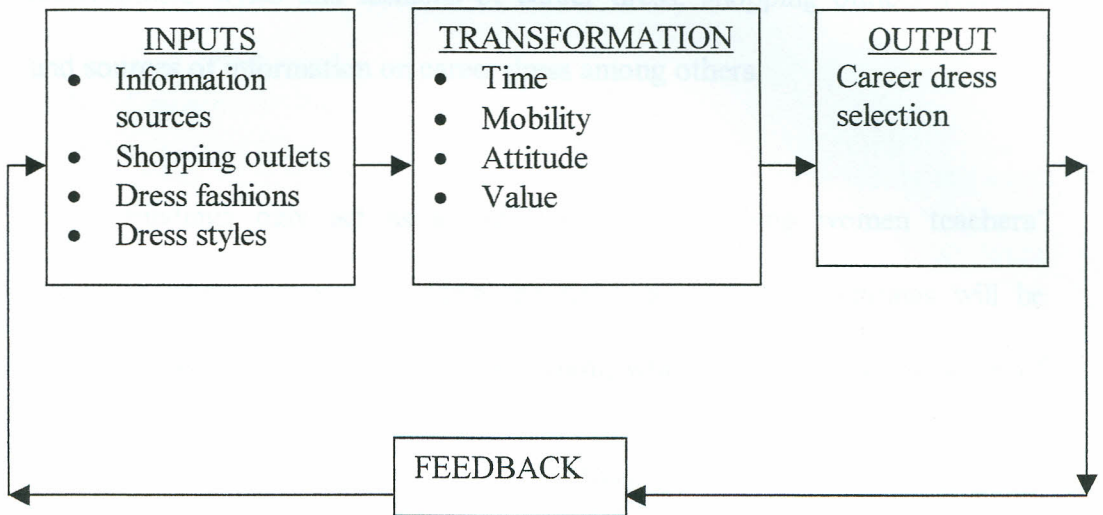
through one or more paths of the system or its environment and back to the point of origin. This feedback can be either negative or positive and one may be predominant. It is the behaviour that changes the structure of the system. Where negative feedback predominates then career dress selection is stable and homeostatic; and the same factors remain important. On the other hand, a predominance of positive feedback, individuals tend to “run away with” new ideas or behaviour introduced as inputs thus career dress selection is unstable. For instance, one’s values may quickly change as new fashions are introduced. It is important to balance the two types of feedback.

Variety relates to the extent to which the system has the resources to meet new environmental demands or adapt to changes. In career dress selection, even though a woman teacher has a very high fashion interest, can one’s income permit the individual to meet fashion demands? Systems are required to have equilibrium in spite of their variety; therefore career dress selection should not negatively affect other household commitments. Career dress selection as a system, has a hierarchy (layers) which include subsystems such as fashions, styles and dress items, and suprasystems for instance a school’s informal career dress code. Hierarchy also means control. In a school, the headteacher may or may not play a role in career dress selection by women teachers. Components of a system are interdependent and have mutual influence. In career dress selection, dress styles may depend on an individual’s age or figure type. Women have various goals in life among them career dress selection for professionals such as teachers. The achievement of this goal

differs with individuals. Therefore, women teachers may purchase career dress on impulse, others save for it, some select from boutiques, others from open-air markets and so forth. This relates to equifinality, whereby goals are achieved by different means.

**Figure I:**

**A theoretical framework of factors influencing career dress selection by secondary school women teachers: a case of Nairobi Province. An adaptation of the systems theory.**



According to the systems theory, inputs are transformed into output and through feedback the output becomes the system's input. It is a cycle or circuit (Boss et al., 1993; Klein and White, 1996).

## 1.7 Significance of the study

The findings of this study will be useful to designers, manufacturers and dealers specializing in career dress. The results will be availed to the concerned parties. They will be enlightened on factors influencing professional women such as teachers in career dress selection that may boost their sales.

Secondary school women teachers will be educated on wise career dress selection through the findings. These may be acceptable and unacceptable styles and fashions of career dress, shopping outlets available and sources of information on career dress among others.

Findings may act as a guideline in establishing women teachers' formal (written) dress code when the need arises. Thus findings will be availed to the Teachers Service Commission, which is the largest employer of teachers.

The study is important in documenting career dress selection in the contemporary setting in the wake of changing dress fashions and styles in Kenya. No known study has been done in Kenya thus it will provide insight into the topic. This study will thus act as a base for further research and fill a gap in the body of knowledge in the field of clothing and related issues. The study sought the views of secondary school women teachers.

## 1.8 Limitation of the study

This study covered only secondary school women teachers in Nairobi, thus generalizations to schools in other parts of the country should be done with caution.

## 1.9 Assumptions

- 1) Respondents' career dress selection is a patterned, consistent and rational not random behaviour.
- 2) There are various styles and fashions of dress selected by secondary school women teachers as career dress.

## 1.10 Conceptual definitions

**Career dress** – Daily wear that is considered acceptable for work, in this case school. It is an outer garment made of textiles fabric. No accessories were included.

**Clothing** – Any tangible or material object connected to the human body. The terms clothing, apparel, garment and dress are used synonymously.

**Dress Code** – A standard mode of dress by women teachers in school, which may be formal (written) or informal and generally acts as a guideline in a particular school.

**Outer garment**- Include blouses, dresses, skirts, sweaters, trousers/pants, coats, jackets and shorts.

## CHAPTER TWO

### REVIEW OF LITERATURE AND RELATED STUDIES

#### 2.1 Introduction

This chapter covers literature related to the study and has been covered under the following topics, dress features, psychological and socio-economic aspects of career dress selection, career dress information sources and shopping outlets and the role of teachers in school.

#### 2.2 Dress features

The main aim of dressing is for protection from external environment surrounding an individual, such as weather and terrain. Dress is also used to provide comfort and freedom of movement to the wearer. Dress features include size and fitting characteristics, garment colour, design, style, labels, suitability for work and quality.

Generally, individuals should have knowledge of their body measurements so as to attain correct fit. These measurements include waist, hips, and bust among others. On the other hand, standard fit depends on fashion demands, such that a well-fitted skirt may have mid-calf hemline. Incorrect fit is unbecoming as it creates undesirable wrinkles, sags or bulges, is uncomfortable to wear and provides insufficient ease for freedom of movement (Stamper, Sharp and Donnel, 1986).

Women have different figure types and complexions, thus wise selection of fabric colour and design and garment styles help camouflage one's liabilities and enhance one's assets (Bensusser, 1985). It has been observed that many women pay little attention to such specifics and select career dress by trial and error, then ripping or adjusting and discarding clothing altogether. This is quite expensive and disastrous. For some consumers who are don't cares, ignorant of clothing knowledge or depending on one's self-concept will not select career dress according to professional advice. Hence a woman teacher with a large bust selects styles with chest pockets or yokes that bring attention to the bust, which should otherwise be camouflaged, according to professionals. Others engage in conspicuous consumption to show off one's high social position with no regard to the figure type, complexion, age, and occasion among other factors.

Women teachers attend various occasions and each requires specific styles and qualities. Sportswear cannot be used as office wear. This requires wise decision-making when selecting dress for a particular occasion, to avoid embarrassment. For example, career dress should provide freedom of movement, comfort in wear and ease of care as it is worn over long periods of time. Also, an individual needs to create a businesslike appearance using career dress.

In spite of labels having safety warnings or precautions, some consumers rarely use them, or use only in part or disregard them altogether

(Otieno, 1990; Engel, Blackwell and Miniard, 1983). This may be due to lack of awareness or knowledge of their importance in clothing selection. Some unscrupulous manufacturers provide false information on labels. For instance, the country of origin so as to lure unsuspecting customers into purchasing locally produced items exorbitantly.

Some consumers equate high price to high quality that is not necessarily true. Dress quality is influenced by workmanship and fabric quality. At any rate, career dress made of good material but with poor workmanship results in poorer services (Chambers and Moulton, 1969). This is a disadvantage as such career dress has to be replaced or mended frequently which is uneconomical in terms of time and money.

### **2.3 Socio-economic aspects of career dress selection**

Socio-economic aspects relate to the study of society and the exploitation of goods and services available to it, such as career dress (Macionis, 1987). Socio-economic aspects of career dress selection include school locality and community, occupation, age, social class, household lifecycle and marital status.

Generally, schools draw most of their students from the neighbourhood, thus they tend to belong to the same socio-economic class. Molloy (1980), established that just as a saleswoman needs to adjust her look to the buyer's socio-economic background, so does a teacher to the students.

The researcher suggests that the colour, pattern and cut (style) of a teacher's clothes affect the attitude, attention span and conduct of secondary and junior school students. For instance, a woman teacher in a poor neighbourhood can wear a "Persian rug" pattern in her career dress and still be effective. The same teacher would tune out students in an upper middle class suburban area. It is thus very important that a woman teacher knows the students' socio-economic characteristics so as to align her career dress to their clothing expectations. This may greatly influence teacher-to-student relationships in school and effective teaching. (Farrar, 1980). One's position

in society can be changed or improved. Just like position in society, a person's dress can be changed or improved. Just like position in society, a person's dress can be changed or improved. Different roles have different dress expectations that result in successful performance (Storm, 1987). These expectations may be standards, implicit or written into a dress code, for a particular group. Dress related to occupation includes white-collar, blue-collar and uniforms (Storm, 1987). White-collar dress is associated with office work such as teaching. The dress acts as a symbol of occupational success. Dress thus affects job advancement and is used to make good impressions on others (Solomon, 1985). Unlike blue-collar dress that is utilitarian, women teachers can then choose career dress that signifies their superiority to colleagues in terms of quality, quantity and style.

Social class according to Engel et al., (1993) is a relatively permanent and homogeneous division in a society into which individuals or families sharing similar values, lifestyles, interests and behaviour can be categorized.

The social classes are high, middle and low. Career dress selected by a woman teacher, that is, the kind, quality and style is closely linked to the person's social class. Dress thus acts as a quick visual cue about a person's social class due to its high visibility.

The school community is made up of schoolhead, teachers, students and non-teaching staff. These individuals spend most of their time in school than at home. It is here that they learn to relate and interact with other members of the community (Farrant, 1980). One's perceptions and ideas on career dress selection can be changed or improved. Just like parents who can be authoritative, authoritarian or *laissez-faire*, so can schoolheads, the custodians of discipline in school (Migunde,1993). Depending on the schoolhead, women teachers' career dress selection can be dictated or not dictated by the head or agreed upon together with the schoolhead. The degree of freedom allowed for career dress selection significantly affects women teachers' self-esteem and confidence.

In some instances, younger or new teachers can completely overhaul the traditional career dress trend in a school. Thus in schools where the wearing of trouser suits as career dress is considered unacceptable, young teachers may abruptly introduce them in school. These new teachers may have copied other career women's dress codes who are not necessarily teachers.

Women teachers belong to different age groups, thus Molloy (1980) suggests that dress can be one teacher's salvation and another's downfall. Hence women in their forties (40s) and fifties (50s) wearing soft feminine clothes, impressed students as authoritative mother figures. Younger women teachers in the same attire had trouble controlling class probably because they looked very soft. It is advisable to dress according to the demands of age.

According to Tweten (1980), personal clothing expenditure is related to factors such as age, education, income, marital status and household life stage. Women of between twenty-five and thirty-five years have the most expenditure and are encouraged to spend wisely (Tweten, 1980).

Generally, the higher the income (money from wages and salaries, as well as earnings from investments), the more the expenditure on personal clothing by employed women such as teachers than their unemployed counterparts (Tweten, 1980). In other instances, the higher the income, the less the expenditure as employed women do not have time to shop. Other household commitments such as food, education and shelter may reduce the amount of money available for career dress purchases.

Tweten (1980), suggested that the higher the education, the more the expenditure on personal clothing. This may be due to the fact that increased education gradually results in a cultural sophistication that makes a more discriminating shopper out of the average consumer (Horn, 1975).

Although single women are expected to have higher income thus higher expenditure on career dress, they may have very pressing needs that greatly reduce the amount of money available for career dress selection. These may include educating younger siblings or single parenthood. Unlike married women, whose income may be supplemented by one's spouse, which results in higher expenditure on career dress.

#### **2.4 Psychological aspects of career dress selection**

Psychology encourages human behaviour, thought and emotion (Lefrancois, 1980). This influences career dress selection in different ways depending on one's fashion interest, attitudes and personal values.

Fashion interest applies to people who specifically are concerned with keeping up with fashion trends (Kaiser, 1990). A woman teacher may have high clothing interest but disregard its fashion detail. Consumers align themselves in one fashion or another depending on their level of fashion interest, which may be related to one's values and attitudes towards fashion. Examples of fashions are conventional (familiar classic styles); upbeat (new but not outrageous); directional (innovative with disregard to price); fantasy (attract establishments) and deadbeat (old or outdated look) (Perna, 1987).

Buckley (1983), examined attraction towards a stranger as a linear function of similarity in dress. In the study, similarity in dress was positively related to attraction, an outer cue used to obtain information about another

person's characteristics – first impression. Similarity was measured as dress that was prevailing among female students in campus.

Women teachers as consumers may have either negative or positive attitudes towards fashion, career, self, style, brand name, shopping outlets among other factors. An individual who has a negative attitude towards Garissa lodge due to its locality would rather shop at Freemark, even though both outlets have the same product brand name. The latter may even be more expensive. Some women teachers being negative about their career do not care how they dress at school. These individuals will dress poorly, untidily and have no harmony at all, such as poor colour co-ordination in career dress.

Stereotypes (organized biases that influence one's behaviour by giving rigid expectations, (Storm, 1987) are related to attitudes and in organisations such as schools, people are categorised by their positions. The resulting stereotypes are likely to include dress expectations (Kaiser, 1990). A woman headteacher may have high career dress expenditure in terms of quality, quantity and latest fashion. The aim is to assert one's position, as the head with the highest income, is expected to be a step above the rest of the school community.

According to Kaiser (1990), all human beings have values, but prioritize them in different ways. Values influence career dress selection and clothing interest as they relate to one's self-concept. These values in order of

importance to an individual are theoretical, economic, aesthetic, social, political and religious, and are interrelated (Kaiser, 1990).

Women teachers may search for information concerning fabric performance and price among others, as this is related to theoretical value (the search for knowledge). Other consumers being economical will view objects in terms of their usefulness or practical value. These individuals will choose classic rather than fantasy fashion as the former retains its appeal for long periods, thus it is a safe investment. Aesthetic value relates to viewing life as a series of events with the intent of enjoying each event. Career dress that makes one look and feel beautiful will be chosen, while disregarding its price or utilitarian benefit.

Socially, individuals have a desire for acceptance and approval by others and a feeling of belonging. Hence women teachers will choose career dress that adheres to the school's dress code. Solomon (1985), supports dress codes by implying that appearance is vital to sales persons as the public attributes morality and intelligence to appearance. Women teachers who desire power, recognition, influence or success have political values. These individuals can choose fashionable career dress so as to enhance their personal appearance. In some instances religious values play a significant role in career dress selection. Religions have standards of modest dress for their followers, thus staunch followers strictly adhere to religious standards in career dress selection. For instance, an Akorino woman teacher will select midi (ankle-

length) career dress irrespective of fashion demands. Individuals are influenced by one or more values that are interrelated.

## **2.5 Career dress information sources and shopping outlets**

Women consumers buy very many products even though they earn less than men (Engel et al., 1993; Kaiser, 1990). Employed women such as teachers have larger wardrobes than unemployed women or homemakers, thus need accurate information for wise decision-making concerning career dress (Storm, 1987; Tweten, 1980).

Information sources are vehicles that introduce individuals to new ideas, knowledge, ideals and skills (Stamper et al., 1986) and if used skilfully, may be powerful motivating factors. The use of these sources and their subsequent influence on career dress selection depend on their availability, affordability, adaptability to climate and culture and reliability among others. For instance Otieno (1990), observed that Kenyan adult consumers underutilized marketer-dominated or impersonal channels such as fashion magazines, fashion shows, and television. Reasons were that impersonal channels are highly priced, unavailable and of foreign origin. Person-dominated or reference persons channels such as friends, family and sales personnel in stores among others are highly utilized as they cost nothing and are readily available. In spite of this, some of the information given by reference persons is not genuine. For instance, sales persons would like to

make quick sales or lack basic knowledge of textiles and clothing (Otieno, 1990) thus consumers need to be weary of this information.

Some of the information provided by various sources include attributes, usage and price of alternatives, the distribution channels through which the alternatives are available, comparative product tests of consumer organisations and the experience of other consumers and store sales, among others (Martin, Hurz and Fred, 1996). The information provided may be in spoken or written, verbal or pictorial format (Martin et al., 1996). It is a fact that what consumers see is retained more than what is heard, thus advertisements in the media can greatly influence career dress selection.

Women teachers select career dress from different sources including shopping outlets that stock new and/or used ready-made (local and imported) or custom-made. Other career dress may be in form of gifts or homemade. Types of shopping outlets available in Nairobi include department, speciality and low-margin stores, boutiques, the mall, bazaars, exhibitions, open-air markets, tailors and hawkers in the estates or work place (Otieno, 1990; Perna, 1987). Examples of outlets in Nairobi are Deacons, Kiko Romeo, Yaya and Sarit centres, Village Market, Garissa and Mombasa lodges, Gikomba, Freemark, Kenyatta and Jericho markets, among others.

An individual selects an outlet for such reasons as time available to shop, ease of access, reputation of the outlet's service such as credit and store

atmospherics (include music, colours, sale personnel and crowding, which influence consumers at the right place – inside the store) (Otieno, 1990; Engel et al., 1993). Store atmospherics may be the reason a woman teacher frequently purchases career dress from Deacons and not Freemark even though the former is more expensive.

## **2.6 The role of teachers in school**

For a very long time, professionals such as lawyers, doctors, engineers, architects and teachers have been held in very high esteem throughout Kenya. Women in such professions have received greater respect than others, because they are considered to be in very noble, difficult and challenging fields. But according to Miringu (1986), nowadays some urban students especially in Nairobi look down on their teachers. This is because some students dress more expensively than teachers or some parents are in better paying jobs. Such parents tend to view teachers negatively and impart this on their children. This behaviour may have far-reaching effects on teachers' work performance (Miringu, 1986).

The major role of teachers in school has been to impart knowledge and skills to students (tutor). Apart from this, Farrant (1980) asserts that teachers are managers, role models, team members, leaders and counsellors. The task of socializing children was once the responsibility of parents and the community. Changing cultural values, schooling and parent's employment have taken parents away from their children. This role has reverted to

teachers, whereby in each school, there is a guidance and counselling teacher(s). On the other hand, teachers are required to teach by example (Farrant, 1980), such as good grooming and emotional stability among others. In secondary schools, students are at the adolescent stage, a period of self-identification through role models such as teachers. Hence the students copy how a teacher dresses, speaks, or gestures. For example, a woman teacher who is not well-groomed, with dirty finger nails, unkempt hair or hanging hems will not convince students to be well-groomed, irrespective of the number of times that the teacher inspects the students. A teacher's personal appearance is vital for effective teaching.

## 1.2 RESEARCH DESIGN

In conclusion Winifred (1994), suggests that the changing social attitude of many women has changed their attitudes to fashion as they buy clothes to satisfy themselves. Hence women demand for a continuously developing market. Women do not want that outdated feminine image or a particular line for a season. Instead, women require choice and variety.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The purpose of this study was to investigate factors influencing career dress selection by secondary school women teachers in Nairobi Province. This section describes the procedures that were used in the study. The focus is on the research design, the target population, the study area, sampling procedures, the research instrument and its administration, as well as an outline of data analysis.

#### **3.2 RESEARCH DESIGN**

The research design was a descriptive survey, which entails making careful descriptions of phenomena (Borg and Gall, 1989). The survey method was preferred because information is easily obtained from subjects in their natural environment concerning their attitudes or beliefs about certain issues. Women teachers were studied in the school environment. Survey method also tries to discover relationships among variables (Graziano and Raulin, 1993). Sproull (1988), asserts that extensive data are derived from a large sample of respondents within a short period of time using the survey method.

#### **3.3 Study Area**

Nairobi is the capital city of Kenya, and is divided into eight administrative divisions namely Kasarani, Parklands, Embakasi, Kibera, Dagoretti, Makadara, Pumwani and Central (Central bureau of statistics,

1994). Nairobi was selected as the study area because it has numerous secondary schools that are spread throughout the province. The provision of secondary school education is either by government (public schools) or by individuals, organizations and foreign governments, among others (private schools).

Nairobi too is the hub of fashion (dress) thus various stages of fashions (rising, peak and decline) are witnessed and adopted by the population. Career dress may thus be selected from dress fashions and styles available. Nairobi has diverse career dress information sources more than any other urban centres. For instance almost all new radio and television channels are first launched here. Consumers in Nairobi thus obtain information on the latest fashions and styles of dress before those based in other urban areas.

Diverse shopping outlets in Nairobi provide consumers with a variety of dress products to select from. In addition, service outlets such as beauty parlours and tailoring stores among others are readily available and accessible. These outlets offer a variety of goods and services from which consumers can select career dress.

### **3.4 TARGET POPULATION**

The target population was all secondary school women teachers in Nairobi. The accessible population was drawn from women teachers in selected secondary schools within Nairobi Province.

As an urban centre, Nairobi continues to provide a melting pot that serves as a receptacle for thousands of Kenyans and foreigners. Therefore, urban dwellers are influenced by both their local cultural practices and urban life. This study was able to obtain data only from Kenyan women teachers of African origin, who provided diverse socio-economic backgrounds to the study.

### **3.5 Development of the research instrument**

Data were collected by use of a self-administered questionnaire. The instrument was constructed based on literature review (chapter two) and study objectives.

The questionnaire had both open and close-ended items. Open-ended questions were included for further probing. Walker (1985) asserts that a questionnaire presents an even stimulus potentially to a large number of people simultaneously. It also provides the investigator with a relatively faster accumulation of data.

The questionnaire was divided into 6 sections. Section 1 dealt with demographic information and the types of schools respondents taught in. Section 2 contained items on career dress information sources. Sections 3, 4 and 5 contained questions on psychological factors, dress features and socio-economic factors influencing career dress selection respectively. In the final section of the questionnaire-section 6, respondents' opinion on possible

introduction of a formal (written) dress code was investigated. Further, respondents were asked to state some unacceptable styles of career dress.

### **3.5.1 Pretesting the Instrument**

Pretesting was carried out before the actual data collection, so as to identify any defects in the questionnaire, such as ambiguity, length and terminology. For pretesting, the questionnaire was evaluated by 5 respondents randomly selected from one secondary school in the sample frame. The results confirmed one ambiguous question and typing errors. Thus revisions were made to the final questionnaire.

### **3.6 Sample Selection Procedures**

The sample for the study was drawn from both public and private secondary schools in Nairobi, in order to have a cross section of the women teachers represented. The sample frame contained a total of 95 secondary schools in Nairobi, 47 of which were public and 48 were private. The list was obtained from the office of the provincial director of education. The schools were clustered into the 8 administrative divisions of Nairobi into which they fall.

Simple random sampling using random numbers table was employed to draw two schools per cluster – that is, one private and one public school. The two divisions with the highest number of secondary schools (Central and

Parklands) had two additional schools each (1 public and 1 private), making a sample of 20 secondary schools with 10 public and 10 private schools.

A list of women teachers' names was obtained from the headteachers of the selected schools. Simple random sampling using random numbers table was used to select 6 teachers per school. The study thus targeted 120 subjects. However, the sample size was later reduced to 111, as 5 questionnaires got lost in the hands of schoolheads and 2 were returned blank. Further, 2 questionnaires were only filled one quarter way. One respondent stated that she was only one month old in the city having been transferred from upcountry. The other respondent, of Asian origin stated that all her career dress is selected from India. Both respondents had no idea about most of the issues under review.

Cluster sampling, according to Sproull (1988) is usually cheaper and faster, particularly in sampling over a large geographical area, in this case Nairobi Province. Simple random sampling is a kind of probability sampling method in which each element in the population has an equal, known and non-zero chance of being selected (Sproull, 1988). It thus yields a sample that has a high probability of being representative of the population from which it is drawn.

### **3.7 Data Collection Procedure**

Permission to conduct the study was first sought from the following,

- i. Ministry of Education
- ii. Provincial Director of Education
- iii. Headteachers of the selected schools
- iv. Individual respondents

Data collection was carried out between the months of May and July 2000. The researcher explained to the respondents the purpose of the study, what they were required to do, and assured them of confidentiality and anonymity of the information provided. The questionnaires were then distributed to all respondents in one school at the same time, so that there was no room for discussion among respondents. This exercise was carried out during lunch break so that teachers had at least one hour to complete the questionnaire. On completion, the researcher collected the questionnaires. However, some respondents complained that the questionnaire was too long and asked for an additional day. The researcher granted the request. This was to ensure high completion and return rates.

### **3.8 Data Analysis**

The study produced both qualitative and quantitative data. The data were analysed as follows:

## Quantitative Analysis

Quantitative data analysis employed the Statistical Package for Social Sciences (SPSS) computer programme. Descriptive measures, used to describe and summarize data included, frequency distributions and percentages (Sproull, 1988). Results are presented in tables of frequency distributions, percentages and pie charts.

The researcher did further analysis using inferential statistics. The tests include,

- a) Chi-square test for independence, a non-parametric statistical tool. The test was used to determine whether relationships existed between selected variables. The variables included, planning for expenditure on career dress and employment income levels; use of dress sales and employment income levels; expenditure on career dress and age; introduction of a formal (written) dress code and type of school, and; introduction of a formal (written) dress code and teaching experience. Relationships that showed chi-square values at ( $p \leq 0.05$ ) alpha level were recorded as significant.
- b) The t-test was computed to determine whether there were differences between private and public school respondents on selected factors influencing career dress selection. Selected dress features, psychological and socio-economic factors were

analysed. Variables that showed a difference at ( $p \leq 0.05$ ) alpha level were recorded as significant.

### **Qualitative data analysis**

Qualitative data were used to supplement, explain and interpret quantitative data.

To analyse qualitative data, responses were carefully recorded, and transcribed. Themes, patterns and distinct differences between sub-groups and common sequences were identified (Huberman and Miles, 1994). The results are presented in the form of written reports and are discussed in chapter four.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION.

#### 4.1 Introduction

The purpose of this study was to investigate factors influencing career dress selection by secondary school women teachers in Nairobi Province. This chapter covers data analysis, presentation and discussion of the findings.

#### 4.2 Demographic information.

The first part of the questionnaire intended to find out respondents' demographic information and the types of schools that respondents taught in.

##### 4.2.1 Ownership of schools.

The ownership of schools was assessed. The provision of secondary school education is either by government (public schools) or by individuals, organizations and foreign governments (private schools).

Figure 2: Respondents by ownership of schools.

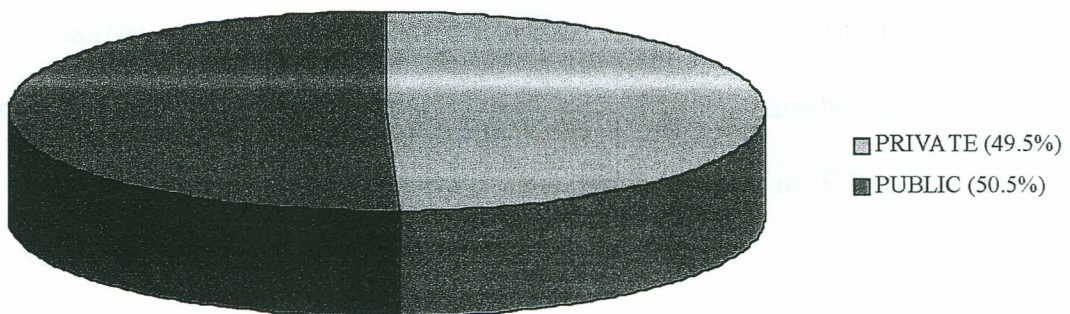


Figure 2 reveals that, public schools (government owned) had 50.5% of respondents while the private schools had 49.5% of the respondents.

#### 4.2.2 Schools' neighbourhoods

The study assessed the neighbourhood of schools taught by respondents in terms of socio-economic zones.

**Figure 3: Respondents by neighbourhood of school in socio-economic zones**

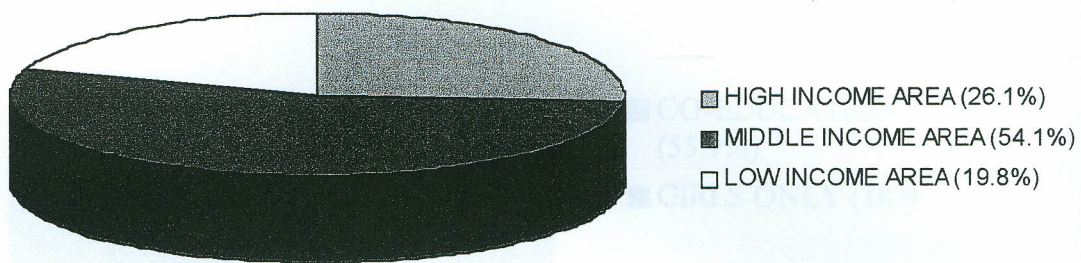
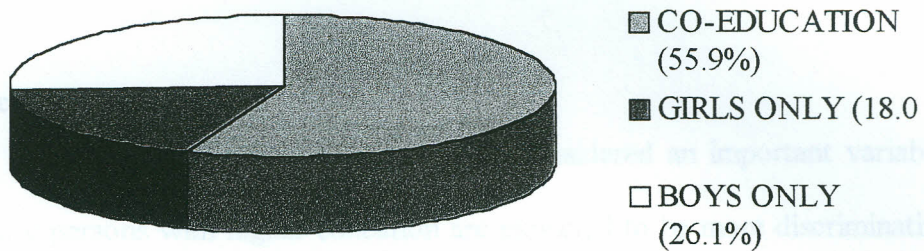


Figure 3 shows that (54.1%) of the respondents taught in schools located in middle-income areas such as Buru Buru, Parklands, Upper Hill and South B. This could be due to a high number of middle-income residential areas in Nairobi in which most schools are located. Further, 26.1% of the respondents taught in schools located in high-income areas, namely Karen, Westlands and Gigiri. Schools located in low income areas of Kibagare, Shauri Moyo and Kariobangi had 19.8% of the respondents.

### 4.2.3 Type of school

The researcher considered the type of school important as this may require different career dress styles of the respondents. Teachers are expected to be role models to the students in relation to dress among other factors.

**Figure 4: Respondents by type of school.**



Findings indicate that (55.9%) of the respondents taught in co-education (mixed boys and girls) secondary schools. This could be due to the need to integrate both genders in an environment away from home. Further, (26.1%) of the respondents taught in boys only while (18.0%) taught in girls only schools.

#### **4.2.4 Age, educational level and teaching experience.**

##### **Age**

The age of women teachers was analysed, as dress styles are associated with one's age. The most represented age category (table 1) was of 30 to 37 years with 48.6% of the respondents, followed by age range 22 to 29 years with 27.9%. By the age of 22 years individuals are expected to have completed studies and entered into gainful employment. Hence individuals can make independent career dress selection. Age 54 and above was not represented probably because by this time most teachers have retired from employment.

##### **Educational level**

Respondents' educational level was considered an important variable, because persons with higher education are expected to be more discriminating shoppers than those with lower qualifications. This is due to a cultural sophistication brought about by education (Kaiser, 1990).

Table 1 reveals that a majority (74.8%) of the respondents had attained university education (Bachelors degree). This could be due to employers' preference for highly qualified personnel such as university graduates, with 9.0% who hold masters degrees. Other qualifications included college diploma by 9.9% of the respondents, while 'O' and 'A' levels each by 2.7% of the respondents.

Table 1: Respondents by age, highest educational level and teaching experience.

Respondents characteristics	N	%
<b>Age in years:</b>		
22-29	31	27.9
30-37	54	48.6
38-45	16	14.4
46-53	10	9.0
54 and above	-	-
Total	111	100.0
Mean age =33.9 years		
<b>Educational level:</b>		
Secondary 'O' level	3	2.7
High school 'A' level	3	2.7
College-diploma	11	9.9
University- Bachelors degree	83	74.8
- Masters degree	10	9.0
No response	1	0.9
Total	111	100.0
<b>Teaching experience in years:</b>		
1-10	71	64.0
11-20	29	26.1
21-30	10	9.0
31 and above	-	-
No response	1	0.9
Total	111	100.0
Mean number of years=9.9		

### Teachers' teaching experience.

The study analysed respondents' teaching experience, which is closely linked to one's age. It is expected that the more the experience the better-placed one is to make wise career dress decisions, than teachers with less teaching experience.

As shown in table1, (64.0%) of the respondents had taught for a period of between 1 to 10 years. This percentage could be related to respondents aged below 37 years who are the majority. None of the respondents had taught for over 31 years.

### 4.2.5 Marital status.

Respondents' marital status was considered an important variable because other persons such as spouse or children may influence respondents' career dress selection.

Figure 5 : Respondents by marital status

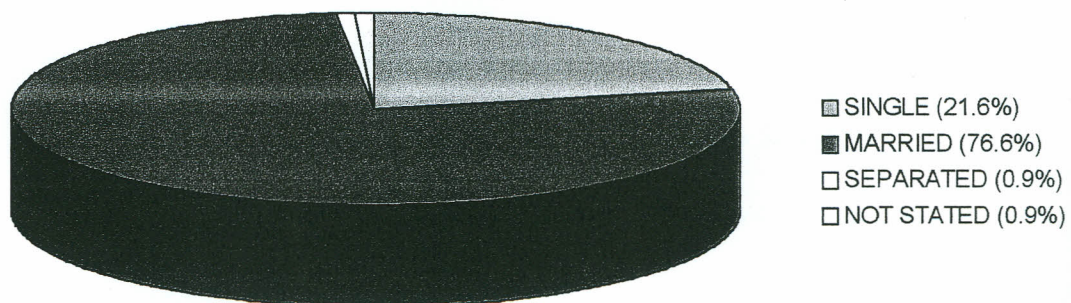


Figure 5 shows that a majority of the respondents (76.6%) were married. This could be because traditionally this is a period when society

expects women to be married. One's spouse and children may have an influence on respondents' career dress selection. Only (21.6%) and (0.9%) of the respondents were single and separated respectively.

#### **4.2.6 Position(s) respondents hold in school.**

Respondents were asked to state the various position(s) one holds in school. One's office may influence a person to engage in conspicuous consumption concerning career dress. Conspicuous consumption is wasteful spending intended to attract attention and show one's position or wealth in society.

Findings reveal that 48.6% of the respondents were subject teachers. Being a subject teacher is not really considered a position but a duty, hence head of department, represented by 27.0% of the respondents is a more recognized office.

Table 2: Respondents by position(s) held in school.

Position held	*N	%
Headteacher	2	1.8
Deputy headteacher	2	1.8
Head of department	30	27.0
Deputy head of department	3	2.7
Subject teacher	54	48.6
Class teacher	21	18.9
P.T.A executive	1	0.9
Discipline mistress	1	0.9
Dean of studies	1	0.9
Dormitory mistress	1	0.9
Guidance and counselling	2	1.8
No response	3	2.7

\*Multiple responses were allowed.

#### **4.2.7 Employment and supplementary income.**

##### **Employment income**

The researcher considered employment income an important variable, because money is generally required when selecting career dress.

The most represented salary bracket was of Ksh 10,001 to Ksh 17,000 with 41.4% of the respondents. This could be due to teachers' poor remuneration. Further, some private schools are known to underpay teachers. Only 6.3% of the respondents earned a salary of Ksh 31,001 and above.

Table 3: Respondents by employment and supplementary income.

Respondents' characteristics	N	%
<b>Monthly employment income in</b>		
<b>ksh:</b>		
3,001-10,000	33	29.7
10,001-17,000	46	41.4
17,001-24,000	17	15.3
24,001-31,000	8	7.2
31,001 and above	7	6.3
<b>Total</b>	<b>111</b>	<b>100.0</b>
Mean monthly employment income = ksh.14, 973.00		
<b>Monthly supplementary income in</b>		
<b>Ksh</b>		
Under 1,000	1	6.2
1,001-5,000	9	56.5
5,001-9,000	2	12.5
9,001-13,000	1	6.2
13,001-17,000	-	-
17,001-21,000	1	6.2
21,001-25,000	1	6.2
25,001 and above	1	6.2
<b>Total</b>	<b>*16</b>	<b>100.0</b>

Mean monthly supplementary income = ksh.10, 700.00

\*The total number refers to those respondents who reported to have supplementary income.

### **Supplementary income.**

A majority of the respondents (82.9%) did not earn supplementary income. This could be attributed to poor remuneration thus respondents cannot invest. Only 14.4% of the respondents reported to have supplementary income.

Results in table 3 reveal that 56.5% of the respondents earned between Ksh 1,001 and Ksh 5,000 per month. Respondents may be engaged in small-scale businesses such as tuition, running salons, tailoring stores or grocery shops so as to supplement their income. Further, 6.2% of the respondents earned Ksh 25,001 and above per month from supplementary income.

#### **4.2.8 Dependants**

Respondents were asked to state the number of dependants on their income other than themselves. This was considered an important variable because in the African culture, individuals with gainful employment are expected to support both the nuclear and extended families. This is likely to influence career dress selection.

Findings indicate that (43.2%) constituted respondents who had 4 to 6 dependants on their income. This percentage could be representing the high number of married respondents who may have their own children and other relatives to care for. Further, 9.9% of the respondents had no dependants on their income. Respondents may be single and are likely to have fewer financial commitments. Hence one can spend more money on career dress.

Table 4: Respondents by number of dependants on income.

Number of dependants	N	%
None	11	9.9
1-3	39	35.1
4-6	48	43.2
7 and above	12	10.8
No response	1	0.9
Total	111	100.0

Mean number of dependants =3

### 4.3 Career dress selection.

#### 4.3.1 Practical selection of career dress.

Concerning the general career dress selection, the researcher was interested in knowing if respondents practically selected their career dress. This was to ensure that respondents gave responses based on personal experience in career dress selection.

Table 5: Respondents by individual who selects career dress.

Individual involved in selection	N	%
Respondent	100	90.1
Husband	3	2.7
Colleagues	1	0.9
Relatives	2	1.8
No response	5	4.5
Total	111	100.0

Results in table 5, indicate an overwhelming majority (90.1%) of the respondents selected their own career dress, thus responses were from personal experience. Those who did not personally select, had their spouses (2.7%), relatives (0.9%) or colleagues (1.8%) do so. Probably respondents share similar career dress preferences with other individuals (husband, colleagues or relatives) who select for them.

#### 4.3.2 Type of career dress selected.

The type of career dress preferred was considered an important variable, as there are various types available in the market.

Table 6: Respondents by the type of career dress preferred.

Type of career dress	N	%
Local ready-made	25	22.5
New imported	41	36.9
Second hand imported	54	48.6
Tailor made	84	75.7
No response	3	2.7

- Multiple responses were allowed.

Table 6 indicates that majority of the respondents (75.7%) preferred tailor made career dress. This could be due to the desire for a near perfect fit of the dress that can be achieved by having a made-to-fit dress. Further, only 22.5% of the respondents preferred local ready-made career dress. This may be occasioned by Kenyans' negative attitude towards such products (Otieno,

1990) .The table further illustrates that 48.6% of the respondents preferred second-hand career dress. This could be due to affordable prices, good quality and unique styles, unlike the mass-produced career dress that is both imported and locally made.

#### **4.3.3 Planning and budgeting for expenditure on career dress.**

Respondents were asked to state whether or not they planned and budgeted for their expenditure on career dress ahead of time. This variable was considered important because respondents were expected to meet other financial obligations such as food, shelter and education among others.

Results reveal that 49.5% of the respondents planned and budgeted for expenditure on career dress ahead of time, while 46.8% did not. The following reasons were provided for and against planning for expenditure on career dress ahead of time.

The highest percentage (21.8%) of the respondents stated that other urgent financial commitments needed to be settled (table 7). These include clothing, food, shelter and education. Hence there is need to plan and budget for expenditure on career dress ahead of time.

Table 7: Respondents by reasons for planning and budgeting for expenditure on career dress.

Reasons	N	%
To avoid impulse buying	8	14.5
For school's special occasions	4	7.3
To live within one's financial limits	9	16.4
To save enough for a particular dress	6	10.9
To be able to settle other urgent financial commitments	12	21.8
When the need arises e.g., replace worn-out dress	1	1.8
Lack / limited funds	5	9.1
No response	10	18.2
Total	*55	100.0

\*The total number refers to those respondents who reported to plan and budget for expenditure on career dress ahead of time.

Findings (table 8) reveal that 25.0% of the respondents selected career dress on impulse. This finding is similar to Tweten (1980), in that full-time employed women such as teachers were found to have a greater tendency to buy items such as career dress on the spur of the moment. This did not apply to unemployed or part-time respondents. Full-time employed women had limited amount of time available for shopping activities. Such unplanned selection may result in career dress with poor colour combinations that may

never be worn. This is unwise expenditure that can be avoided by proper planning and budgeting for career dress ahead of time.

Table 8: Respondents by reasons for not planning and budgeting for expenditure on career dress ahead of time.

Reasons	N	%
This is subject to availability of funds	9	17.3
First settle other financial commitments	4	7.7
This may cause stress if the budget is not adhered to	1	1.9
Naturally an impulse buyer	13	25.0
When the need arises as career dress is not a priority	8	15.4
Lack / limited funds	6	11.5
No response	11	21.2
Total	*52	100.0

\*The total number refers to those respondents who reported not to plan and budget for expenditure on career dress ahead of time.

#### 4.3.4 Dress sales (special offer)

Often in the media and on shop windows, advertisements are placed concerning dress “sale” or “special offer” which ideally offer items at lower prices than normal. Any wise consumer would take advantage of such offers. However, findings reveal that less than one half of the respondents (36.9%) took advantage of dress sales, while 55.9% did not. The following reasons

were provided for and against taking advantage of dress sales when selecting career dress.

Table 9: Respondents by reasons for taking advantage of dress sales.

Reasons	N	%
Lower prices	24	58.5
Best quality and more quantity	5	12.2
To copy styles to be tailor-made	1	2.4
New styles are available	2	4.9
No response	9	22.0
Total	*41	100.0

\*The total number refers to those respondents who reported to take advantage of dress sales.

Table 9 shows that more than one half of the respondents (58.5%) selected career dress from dress sales due to lowered prices of items which enables them to save their income. Further, 2.4% reported that they copied styles from these sales and had them tailor made, again saving their income.

Table 10: Respondents by reasons for not taking advantage of dress sales.

Reasons	N	%
Lack of information on the sales	1	1.6
Items on sale are rejects	4	6.5
No time to visit these outlets	1	1.6
Sales are not genuine as prices are still high	6	9.7
Items on sale are mass produced creating a “Kenya uniform”	6	9.7
Lack of funds during “sales”	8	12.9
The price of items is never a factor when selecting career dress	1	1.6
Only purchase when the need arises, as career dress is not a priority	5	8.0
Mostly put on sports wear	1	1.6
Styles are unappealing	1	1.6
No response	28	45.2
Total	*62	100.0

\*The total number refers to those respondents who reported not to take advantage of dress sales.

Table 10, shows that lack of funds during sales prohibits (12.9%) of the respondents from selecting career dress at sales. Further, respondents reported that items on sale are mass-produced (“Kenya uniform”) by (9.7%); sales are not genuine as prices are still high by (9.7%) and some of the items are rejects by (6.7%). Hence one needs to be cautious when selecting career dress from such sales. A Physical education teacher, representing (1.6%) of

the respondents, mostly wears sports outfits at school, thus does not select career dress from stores on sale.

#### 4.3.5 Expenditure on career dress.

Respondents were asked to specify their approximate annual expenditure on career dress only, bearing in mind that they have other financial obligations to be met as well.

Table 11: Respondents by annual expenditure on career dress.

Expenses in shillings (per annum)	N	%
Less than 4,000	2	1.8
4,001-10,000	91	82.0
10,001-16,000	10	9.0
16,001-22,000	3	2.7
22,001 and more	1	0.9
No response	4	3.6
Total	111	100.0

Mean annual expenditure = ksh 5400.00

Table 11, indicates that majority (82.0%) of the respondents spent between Ksh 4,001 and Ksh 10,000 annually on career dress. This could be attributed to most respondents being married and probably with dependants on their income. Compounded with teachers' poor remuneration, very little can thus be expended on career dress. Only (2.7%) and (0.9%) of the respondents had an annual expenditure in the range of Ksh 16,001 to Ksh 22,000 and ksh

22,001 and above respectively. An annual expenditure of over Ksh 16,000 may be attributed to achievement-motivated women who desire to meet the standards of acceptable career dress for their employment (Tweten, 1980). Respondents, who were teachers, are in contact with the public such that they require appropriate career dress.

#### **4.3.6 Career dress shopping outlets.**

The researcher analyzed the diverse shopping outlets in Nairobi from which respondents may select career dress and reasons for visiting these.

##### **Open air markets:**

Examples include Gikomba, Toi, and Kangemi among others that are located within estates and mostly deal in second-hand career dress. Results in table 12 show that over one half (52.3%) of the respondents reported that they “Sometimes” select career dress from open air markets. Reasons for this were, product prices are low and negotiable, dress items have good quality and varying styles that lead to uniqueness. However, respondents reported that open air markets are too congested and some products are of very poor quality. A lesser percentage (22.5%) of the respondents stated that they “Never” ventured into open air markets mainly due to the risky and congested environments in which they are located, especially Gikomba market.

Table 12: Respondents by preferred career dress shopping outlets.

Shopping outlets	Always		Sometimes		Never		No response		Total	
	Important		Important		Important		response		N	%
	N	%	N	%	N	%	N	%		
Open-air markets	23	20.7	58	52.3	25	22.5	5	4.5	111	100.0
Dress hawkers in the										
estates	8	7.2	48	43.2	42	37.8	13	11.7	111	100.0
Speciality stores	2	1.8	30	27.0	70	63.1	9	8.1	111	100.0
Department stores	7	6.3	55	49.5	42	37.8	7	6.3	111	100.0
Designer boutiques	0	0.0	26	23.4	74	66.7	11	9.9	111	100.0
Exhibitions	16	14.4	61	55.0	28	25.2	6	5.4	111	100.0
Closed markets	11	9.9	62	55.9	27	24.3	11	9.9	111	100.0
Tailoring stores	32	28.8	58	52.3	15	13.5	6	5.4	111	100.0
The malls	1	0.9	21	18.9	79	71.2	10	9.0	111	100.0
Low margin stores	15	13.5	67	60.4	25	22.5	4	3.6	111	100.0
Dress hawkers in										
school	2	1.8	-	-	-	-	109	98.2	111	100.0
Individuals leaving										
the country	-	-	1	0.9	-	-	110	99.9	111	100.0
Importer friends	-	-	1	0.9	-	-	110	99.1	111	100.0
Personally purchase										
abroad	-	-	2	1.8	-	-	109	98.2	111	100.0

### **Dress hawkers in the estates:**

Hawkers are individuals who peddle second-hand dress items. As shown in table 12, (43.2%) of the respondents reported to “Sometimes” select career dress from hawkers. Dress hawkers are popular because they are readily available in the estates, their products have good styles and prices are cheap and negotiable. However, consumers have to be weary of dress hawkers as they are associated with criminals. Findings further reveal that (37.8%) of the respondents “Never” selected career dress from hawkers in the estate. Lack of popularity is because dress hawkers were reported to have very poor quality products, were unavailable in the estates and their main clients are house helps. Hence respondents cannot lower their social status by purchasing career dress from hawkers.

### **Speciality stores, designer boutiques and the malls:**

These outlets namely, speciality stores, designer boutiques and the malls were unpopular to (63.1%); (66.7%) and (71.2%) of the respondents respectively. The main reasons given were that the products sold have unattractive styles, and are overpriced as outlets mostly target tourists. Respondents also reported to have no idea about these outlets, as they are very scarce and generally lack interest in them. The malls were reportedly congested especially during “special offers”, thus were unpopular.

**Department stores:**

Deacons and Njiris among others are examples of department stores. As shown in table 12, (49.5%) of the respondents “Sometimes” selected career dress from department stores. In spite of products being expensive, respondents still select career dress from department stores due to good quality and a variety of unique and decent styles ideal for school’s special occasions. Department stores were unpopular to (37.8%) of the respondents because products are highly priced, have unattractive styles and are mass-produced thus creating a “Kenya uniform”. This does not augur well with respondents’ desire for uniqueness.

**Exhibitions:**

These are also called bazaars. Exhibitions sell both new and second-hand imported career dress. Examples include Gilat, Freemark and Sunshine. Exhibitions were popular to over one half (55.0%) of the respondents. The main reasons were due to products being affordable and with a variety of styles that could also be used for school’s special occasions. Although respondents reported a dislike for mass produced dress in sales, they still select career dress from exhibitions. However, 25.2% of the respondents reported to never select career dress from exhibitions because they are congested, are sales gimmicks as products are highly priced and mass-produced.

**Closed markets:**

These outlets such as Jericho, Kenyatta and Nyayo markets sell both new and second-hand imported career dress. Table 12 reveals that closed markets were popular to (55.9%) of the respondents, mainly due to affordable prices and good quality products with a variety of styles. Further, the markets are easily accessible as they are located near or within residential estates. Lack of popularity of closed markets by (24.3%) of the respondents was due to exorbitant prices and inaccessibility as some residential areas lack closed markets.

**Tailoring stores:**

Tailoring stores are mostly located in closed markets within the residential estates, shopping centres or in individuals' houses. Over one half of the respondents (52.3%) stated that they "Sometimes" selected career dress from tailoring stores. This was related to the need for unique styles, affordable prices and a dress for school's special occasions such as prize giving and parents days. Further, respondents aimed at trying out new fabrics. Hence the need to have a tailor-made career dress.

Tailoring stores were unpopular to (13.5%) of the respondents due to high prices; common styles and inexperienced personnel who produce poor quality dress items. One respondent reported to making career dress at home, probably a home economist.

### **Low margin stores:**

An example includes Garissa lodge that “Sometimes” attracted a majority (60.4%) of the respondents as table 12 shows. Low-margin stores are popular due to affordable product prices, such as fabrics that are very cheap. Further, career dress items were reported to have a variety of styles and the same quality as what is sold in the city centre. Low margin stores were unpopular to (22.5%) of the respondents mainly due to the risky and inaccessible environments in which they are located, such as Eastleigh.

Other career dress outlets popular to the respondents included; individuals leaving the country by (0.9%); importer friends by (0.9%) and personally purchase abroad by (1.8%) while dress hawkers in school were “Always important” to (1.8%) of the respondents.

The most popular shopping outlets were tailoring stores and open air markets. However, findings contrast with Otieno (1990) in that very few respondents purchased clothing from open-air markets and dress hawkers in the estates. Low margin stores, exhibitions and closed markets are among the less utilized shopping outlets. These results are consistent with Otieno (1990) in that majority of the respondents preferred purchasing clothing from outlets that mostly deal with new and second-hand imported dress. Such outlets include department stores, exhibitions and closed markets. On the other hand, the malls, designer boutiques and speciality stores were never utilized, mainly due to exorbitant product prices.

#### **4.3.7 Information sources influencing career dress selection.**

Respondents were asked to state to what extent information sources influence career dress decisions. This variable was considered important as information sources provide varying ideas, cost implications among other factors on which to base career dress selection.

#### **Fashion magazines.**

Fashion magazines as a source of information on career dress were popular with (51.4%) of the respondents as table 13 shows. This percentage could be fashion opinion leaders who, according to Polegato and Wall (1980) consulted a greater number of sources more frequently than fashion followers. Fashion magazines were one such source used. The popularity of fashion magazines stems from having a variety of styles; are readily available especially in tailoring stores that are frequented by women teachers and have the latest fashions.

Only (18.9%) of the respondents reported to “Never” use fashion magazines when selecting career dress due to exorbitant prices and only outdated issues are available in the country. Responses imply that, magazines have obscene dress styles that do not appeal to respondents.

Table 13: Respondents by information sources influencing career dress selection.

Information source	Always important		Sometimes important		Never important		No response		Total	
	N	%	N	%	N	%	N	%	N	%
	Fashion magazine	18	16.2	57	51.4	21	18.9	15	13.5	111
Print media	7	6.3	51	45.9	43	38.7	10	9.0	111	100.0
Electronic media	4	3.6	45	40.5	53	47.7	9	8.1	111	100.0
Catalogues	7	6.3	36	32.4	53	47.7	15	13.5	111	100.0
Family members	26	23.4	55	49.5	20	18.0	10	9.0	111	100.0
Women friends	19	17.1	73	65.8	12	10.8	7	6.3	111	100.0
Schoolhead	5	4.5	25	22.5	74	66.7	7	6.3	111	100.0
Women teachers in one's school	9	8.1	56	50.5	37	33.3	10	9.0	111	100.0
Students in one's school	10	9.0	31	27.9	64	57.7	6	5.4	111	100.0
Men teachers in one's school	1	0.9	24	21.6	75	67.6	11	9.9	111	100.0
Beautician/salon staff	6	5.4	43	38.7	53	47.7	9	8.1	111	100.0
Dress displays	30	27.0	69	62.2	5	4.5	7	6.3	111	100.0
Sales personnel at the stores or stalls	8	7.2	50	45.0	46	41.4	7	6.3	111	100.0
Fashion leader in school	3	2.7	18	16.2	76	68.5	14	12.6	111	100.0
The website/internet	1	0.9	14	12.6	84	75.7	12	10.8	111	100.0
Television news anchorwomen	4	3.6	53	47.7	47	42.3	7	6.3	111	100.0
Tailors	18	16.2	62	55.9	24	21.6	7	6.3	111	100.0
Dress-for-success type books	5	4.5	31	27.9	64	57.7	11	9.9	111	100.0
Create own styles	3	2.7	-	-	-	-	108	97.3	111	100.0

### **Print media advertisements and articles on dress.**

Table 13 reveals that 45.9% of the respondents were relatively influenced by the print media advertisement in making decisions on career dress. This is because print media have a variety of decent and appealing styles and are readily available, for instance daily newspapers. However, respondents also reported that the print media targets teenagers, has indecent and unfashionable styles and very high standards of dress. Non-utilization of print media by (38.7%) of the respondents is due to provision of very little information and respondents' lack of interest in the print media.

### **Electronic media advertisements and articles on dress.**

The electronic media was unpopular to (47.7%) of the respondents. Lack of popularity is occasioned by inaccessibility, as some respondents do not possess television sets and a general lack of interest in the electronic media. However, (40.5%) of the respondents "Sometimes" use the electronic media in career dress selection. This is because consumers may learn about colour combinations, select from a wide variety of styles that can be copied then tailor made. The latter encourages respondents to save some income. Lack of interest by respondents and very high standards of dress items further prohibit frequent utilization of electronic media.

### **Catalogues.**

Catalogues were not utilized as the highest percentage (47.7%) of the respondents "Never " based career dress decisions on catalogues. Lack of

popularity is due to very high standards of the dress items on display that respondents cannot afford and lack of interest in catalogues. Respondents further reported to have never seen or have no idea about catalogues.

### **Family members.**

Family members were of relative influence to (49.5%) of the respondents when selecting career dress. This is because family members provide a variety of truthful ideas that are similar to the respondents' preferences. Respondents also consulted family members so as to make a good impression on them. Further, some family members select career dress from abroad and mail it to the respondents. This study finding is similar to Otieno (1990) as Kenyan consumers mostly depend on reference persons such as family members. Table 13 further reveals that (18.0%) of the respondents did not consult family members as the two parties have different preferences to career dress styles.

### **Women friends.**

More than one half of the respondents (65.8%) frequently consulted women friends. According to Polegato and Wall (1980), fashion opinion leaders like to discuss new dress styles with friends and look at what they wear. Further, Solomon (1985) found that women friends provide most information on career dress to professional women. Respondents stated that women friends provide a variety of ideas but only consult trustworthy ones. Women friends were also reported as fashionable, thus one can easily copy a

style and have it tailor-made. Respondents also aim at group acceptance. However (10.8%) of the respondents did not consult women friends as they were reported to mind their own affairs. Probably discussions with women friends are on other issues such as children, work but not on career dress.

### **Schoolhead.**

According to Solomon (1985) in a study on information sources used by women for career dressing decisions, superiors were found to offer little information on career dress to professional women under them. This concurs with study finding in that (66.7%) of the respondents did not consult their schoolheads. The reason is some schoolheads are male, thus have no interaction with respondents concerning career dress. However, headteachers relatively influenced (22.5%) of the respondents' career dress selection as the schoolheads sometimes provide compliments, or dictate the dress code. Further, respondents can also copy career dress style from their women schoolheads. Hence the latter may influence respondents' career dress decisions.

### **Women teachers in one's school.**

Women co-workers offered most information on career dress to professional women (Solomon, 1985). Table 13 shows that women co-workers "Sometimes" influenced 50.5% of the respondents' career dress decisions. Women teachers in one's school were reported as fashionable, provide compliments and one can copy dress styles from. Further, the information

provided by women teachers relates to acceptable career dress styles, which respondents select so as to conform to the school's standards.

The table further reveals that women co-workers were not popular to 33.3% of the respondents who have never tried them, and avoid copying their styles of career dress that may result in monotony. Women co-workers also mind their own affairs, while some respondents lack age-mates, thus cannot interact to share ideas on career dress.

### **Students in one's school.**

Table 13 illustrates that students were least popular to 57.7% of the respondents. This may be because a higher percentage of respondents taught in boys only and co-education schools thus have no interaction with the students on career dress. Respondents also reported that they neither dress for, nor have ever tried consulting their students, especially boys.

Further, 27.9% of the respondents "Sometimes" obtain information on career dress from their students. These students who have a personal relationship with their teachers may compliment a teacher's career dress choice. Further, the need for decency, especially in co-education and boys only schools influenced career dress selection. Respondents did not wish to distract the young minds with indecent dress styles.

### **Men teachers in one's school.**

Like the students, men teachers least influenced 67.6% of the respondents' career dress decisions. This may be because it is generally

difficult to solicit information from men as they are not bothered, and there is little interaction in such matters as career dress. Respondents also stated that they did not dress for men teachers, thus did not consult them. As earlier reported, majority of the respondents were married, therefore probably their spouses act as a source of information on career dress, thus do not need the assistance of male co-workers. This finding is similar to Solomon (1985) in which male co-workers offered little information on career dress to professional women. However, (21.6%) of the respondents “Sometimes” obtained information on career dress from men teachers through infrequent compliments provided.

#### **Sales personnel at the stores or stalls**

#### **Beautician / salon staff.**

Beauticians as a source of information on career dress were unpopular to 47.7% of the respondents. Lack of popularity is because respondents have no discussions with beauticians while services are being offered and prefer personal choice. Further, respondents only visit salons occasionally, while others do not, as they get their hair cut by barbers.

Less than one half (38.7%) of the respondents “Sometimes” consult salon staff for professional advice. Beauticians were also reported to have fashionable hairstyles and make-ups that influenced respondents’ selection of career dress. Due to the attractive appearance of salon staff, respondents are assured of their expertise.

### **Dress displays.**

Dress displays on shop windows or open-air markets were “Sometimes important” to 62.2% of the respondents for career dress decisions. The popularity is because there is no charge for viewing and dress displays offer a wide selection of visually attractive styles that consumers can easily copy for custom-made career dress. Further, consumers can learn about colour combinations from dress displays. This finding is similar to Solomon (1985) in which retail clothing displays were market sources frequently used by most respondents.

### **Sales personnel at the stores or stalls.**

Table 13 shows that sales clerks were of relative importance to 45.0% of the respondents. This finding is similar to Solomon (1985) in which fashion opinion leaders were found to mostly depend on sales clerks for decision-making. The use of sales clerks depends on their level of conviction as some clerks were reported to cheat in order to make quick sales. Respondents stated that sales clerks have little knowledge on clothing and textiles, or only sell a particular style, thus do not consult them frequently.

Sales clerks’ uniforms are not impressive. Hence 41.4% of the respondents “Never” consult sales clerks for career dress decisions. Respondents prefer personal choice of career dress to sales clerks’ advice.

### **Fashion leader in school.**

A fashion leader(s) is a person who is admired by members of a certain group to which one belongs (Storm, 1987). Table 13 shows that 68.5% of the respondents “Never” used a fashion leader in school largely because most schools reportedly had none. Probably the respondents have not taken time to identify a fashion leader. As earlier stated, respondents avoid copying each other’s career dress styles. In most schools, there seems to be a silent dress code, thus the need for a fashion leader does not arise. The table also shows that 16.2% of the respondents “Sometimes” used a fashion leader when selecting career dress.

### **The website / internet.**

Majority of the respondents (75.7%) stated that they did not use the internet, mainly due to its inaccessibility. Probably the expenses for browsing the internet are prohibitive, coupled with computer illiteracy among respondents.

### **Television news anchorwomen.**

The highest percentage (47.7%) of respondents were “Sometimes” influenced by television news anchorwomen when selecting career dress. Television news anchorwomen such as Catherine Kasavuli of Kenya Television Network (KTN), was reported to be very fashionable, with good hair and dress styles that can be copied by respondents. Further, colour combinations can also be learned from television news anchorwomen.

Lack of newscasters' popularity by (42.3%) of the respondents was due to newscasters' high class that respondents cannot attain. Further only a part (top) of the newscaster is seen. Hence respondents cannot implement anchorwomen's dress styles. Respondents also reported a dislike for newscasters' styles, thus preferring personal choice.

### **Tailors.**

Table 13 shows that (55.9%) the respondents reported to "Sometimes" use tailors' advice for career dress selection. This is because tailors provide professional advice to their clients. However, (21.6%) of the respondents did not consult tailors for advice. The reasons are that tailor made career dress has poor quality workmanship and high costs that do not appeal to respondents. Further, few respondents also make their own career dress.

### **Dress-for-success type books.**

Dress-for- success type books were least popular to (57.7%) of the respondents. This finding is similar to Solomon (1985) in which dress-for-success books were least popular with respondents. This is so because respondents reported that none are available at bookstores, while others do not purchase dress-for-success books at all. However, dress-for-success books were "Sometimes" used by (27.9%) of the respondents to boost one's style and create a businesslike look.

### **Create own styles.**

Only (2.7%) of the respondents (table 13) stated that they “Always” create their own styles of career dress, as they have the necessary skills and time required to perform such a task. These individuals probably have an artistic and /or home economics background.

Table 13 shows information sources that were relatively popular to most respondents included: fashion magazines; print media advertisements and articles on dress; family members; women friends; women teachers in one’s school; dress displays; sales personnel at the stores or stalls; television news anchorwomen and tailors.

The least popular information sources were electronic media advertisements and articles on dress; catalogues; schoolheads; students and men teachers in one’s school; the website / internet and dress-for-success type books.

#### **4.4 Psychological factors influencing career dress selection.**

Respondents were asked to state the extent to which psychological factors influence career dress selection. This variable was considered important because one’s psychological wellbeing may be portrayed by the appearance created by dress.

Table 14: Respondents by psychological factors influencing career dress selection.

Psychological factors	Always		Sometimes		Never		No		Total	
	important		important		important		response			
	N	%	N	%	N	%	N	%	N	%
Garment style suits										
one's figure type	86	77.5	21	18.9	3	2.7	1	0.9	111	100.0
Dress makes one look										
business-like and/or										
authoritative	37	33.3	56	50.5	13	11.7	5	4.5	111	100.0
Dress in which one looks										
beautiful	71	64.0	29	26.1	6	5.4	5	4.5	111	100.0
Popularity and prestige of										
the store or market selling										
dress	6	5.4	32	28.8	71	64.0	2	1.8	111	100.0
Popularity or prestige of										
item brand name	14	12.6	47	42.3	48	43.2	2	1.8	111	100.0
Cost of the item	72	64.9	25	22.5	10	8.3	4	3.6	111	100.0
An acceptable style by the										
school community	52	46.8	46	41.4	9	8.1	4	3.6	111	100.0
One's beliefs or values	92	82.9	15	13.5	3	2.7	1	0.8	111	100.0
A unique dress	49	44.1	44	39.6	12	10.8	6	5.4	111	100.0
Dress of the latest fashion	41	36.9	52	46.8	17	15.3	1	0.9	111	100.0

### **Garment style that suits one's figure type.**

Table 14 reveals that garment style that suits one's figure type was "Always important" to majority (77.5%) of the respondents. This may be due to respondents' knowledge that one's assets can be enhanced and liabilities camouflaged by dress. Thus, with due consideration to the figure type, one can through clever choice of style create optical illusions. For instance in clothing, vertical lines such as pleats and princess lines are suitable for a plump and short figure type. These lines add height by drawing the eyes up and down; hence the width is less noticeable (Butler, 1975). Only (2.7%) of the respondents reported to "Never" and (18.9%) to "Sometimes" consider the suitability of garment style for a particular figure type important.

### **Dress that makes one look businesslike and /or authoritative.**

As shown in table 14, slightly over one half (50.5%) of the respondents considered dress that creates a businesslike and/or authoritative look relatively important in career dress selection. This finding is similar to Clayton, Lennon and Thurston (1990) in which garments with innovative fashion detail contributed to a weaker professional image than contemporary or classic ones. It would thus be advisable for women teachers to always select the latter rather than either outdated or innovative fashions to enhance their professional appearance. Skirted suits were also found to convey a stronger professional image than dresses for women of any age or body type. Tweten (1980) also found that skirts were popular among full-time employed women, as their wearing is related to the desire to conform to dress code for white-collar jobs

such as teaching. Findings indicate that (33.3%) and (11.7%) of the respondents “Always” and “Never” respectively considered dress that makes one look businesslike and/or authoritative important in career dress selection.

### **Dress in which one looks beautiful.**

Table 14 reveals that dress in which one looks beautiful was “Always important” to majority (64.0%) of the respondents. Individuals may hold aesthetic values, related to the desire to look beautiful and /or becoming. In which case respondents choose dress that flatters their figures. According to Lennon (1990), there is a stereotype of clothing that may function analogously to the well-documented physical attractiveness stereotype. It is known that physical attractiveness, a variable over which one has little or no control exerts a potential influence on social relations. Hence clothing attractiveness a variable over which one has potential control might exert a similar influence. This is because in the study when a model was considered attractive (due to clothing manipulation), the model was judged as intelligent, having a higher degree of morality and better adjusted than an unattractive one. This is a cue that women teachers could greatly benefit from by applying such knowledge. Through wise selection of career dress, women teachers can sell their expertise. Also, students can be confident of their teachers. There should thus be a difference between how one dresses when, say going to the market and to school. Table 14 further shows that (26.1%) and (5.4%) of the respondents were “Sometimes” and “Never” respectively influenced by dress in which one looks beautiful.

### **Popularity and prestige of the store or market selling career dress.**

To (64.0%) of the respondents, popularity and prestige of the store was least important in career dress selection. This percentage could be respondents who stated that they never selected career dress from prestigious outlets such as the malls, specialty stores and designer boutiques. The table further reveals that only (5.4%) and (28.8%) of the respondents “Always” and “Never” respectively based their career dress decisions on a store’s popularity or prestige.

### **Popularity and prestige of items brand name.**

Table 14 illustrates that less than one half of the respondents (43.2%) considered an item’s brand name least important in career dress selection. Further, (42.3%) of the respondents were relatively influenced. These could be persons who engage in conspicuous consumption. These consumers may relate brand name to the quality of products. For example, Marks and Spencer (M&S) or United colours of Benetton are known worldwide for very good quality products.

### **Cost of the item.**

Table 14 shows that cost of the item was “Always important” to majority (64.9%) of the respondents in deciding on career dress selection. Probably it is due to respondents’ poor remuneration and the need to cater for other financial obligations. Further, respondents may be aware that highly priced goods or services are not necessarily of high quality. Such respondents

uphold economic values. However, (8.3%) of the respondents “Never” considered the cost of the dress item important. This could relate to respondents who never budget for expenditure on career dress ahead of time, because item price is never considered.

### **An acceptable style by the school community.**

A higher percentage (46.8%) of the respondents reported that an acceptable style by the school community “Always” influenced career dress selection. Probably respondents wish to have a sense of belonging or acceptance in the school community. Even though dress codes in schools are silent, a wise teacher will detect the acceptable styles of career dress in that particular school. Further, findings reveal that (41.4%) and (8.1%) of the respondents were “Sometimes” and “Never” respectively influenced by an acceptable style of career dress by the school community.

### **One’s beliefs or values.**

A majority of the respondents (82.9%) as shown in table 14 considered their beliefs or values “Always important” in career dress selection. This finding is similar to Otieno (1990) and Nyang’or (1994) in that one’s belief or values highly influenced most respondents. These values in order of importance to an individual are theoretical, economic, aesthetic, social, political and religious and are interrelated (Kaiser, 1990).

### **A unique dress.**

Table 14 shows that (44.1%) of the respondents “Always” selected a unique dress. This may be due to respondents’ desire to enhance individuality thus one enjoys wearing unique dress. Further, this could be as a result of respondents’ dislike for mass-produced dress (“Kenya uniform”) in dress sales and department stores. The finding further reveals that (39.6%) and (10.8%) of the respondents considered a unique dress less and least important respectively in career dress selection.

### **Dress of the latest fashion.**

Less than one half (46.8%) of the respondents stated that fashion was of relative importance in career dress selection. This finding is similar to Loker and Newhouse (1983) that focussed on the initiation process in co-operative projects among teachers. In the study, interest in clothing, indicated by an individual’s clothing fashion detail is perceived to symbolize conformity and / or ability to cooperate. Self-perceptions of a teacher’s social desirability, competence and effectiveness are enhanced by participation in co-operative projects with others, such as team-teaching and extra-curricular activities. Recognizing current fashion that is adapted to one’s personal requirements shows a good sense of dress. The table further shows that (36.9%) and (15.3%) of the respondents were “Always” and “Never” respectively influenced by dress of the latest fashion.

Table 14 reveals that psychological factors that were “Always important” to most respondents were, garment style that suits one’s figure type; dress that makes one look beautiful; cost of the item; an acceptable style by the school community; one’s beliefs or values and unique dress. Factors of secondary importance were, dress that makes one look businesslike and / or authoritative and dress of the latest fashion. Popularity and prestige of a store and an item’s brand name were least important to most of the respondents.

#### **4.5 Dress features influencing career dress selection.**

Respondents were asked to state the extent to which dress features influence career dress selection. This variable was considered important because it is expected to affect one’s appearance, finances and comfort among others.

##### **Item is well-constructed and finished.**

Table 15 shows that majority of the respondents (89.2%) “Always” considered the construction and finish of an item important in career dress selection. Respondents may be aware that a good fabric and poor workmanship result in poorer services. Constant repairs lead to increased expenses that can be easily avoided by selecting a well-constructed product. This finding concurs with Otieno (1990); Nyang’or (1994) and Tweten (1980) in that the construction and finish of an item “Always” influenced a majority of the respondents. The table further reveals that only (7.2%) and (1.8%) of the respondents

considered an items' construction and finish less and least important respectively in career dress decisions.

Table 15: Respondents by dress features influencing career dress selection.

Dress features	Always		Sometimes		Never		No		Total	
	important		important		important		response			
	N	%	N	%	N	%	N	%	N	%
Item is well-constructed										
and finished	99	89.2	8	7.2	2	1.8	2	1.8	111	100.0
Colours are well-coordinated	98	88.3	9	8.1	2	1.8	2	1.8	111	100.0
Fabric design suits one's										
figure type	78	70.3	27	24.3	4	3.6	2	1.8	111	100.0
Colours suit one's										
complexion and figure type	81	73.0	22	19.8	6	5.4	2	1.8	111	100.0
Suitability for work	89	80.2	19	17.1	1	0.9	2	1.8	111	100.0
Fitting characteristics	68	61.3	37	33.3	4	3.6	2	1.8	111	100.0
Fabric quality	54	48.6	45	40.5	9	8.1	3	2.7	111	100.0
Cleaning and care										
requirements	59	53.2	38	34.2	13	11.7	1	0.9	111	100.0
Label information	35	31.5	44	39.6	28	25.2	4	3.6	111	100.0

### **Colours are well-coordinated.**

Over three quarters of the respondents (88.3%) in table 15 always based their career dress decisions on well-coordinated colours. This finding is similar to a study by Lennon (1990) in which attractive clothing were measured by garments and accessories matching in colour, style or pattern. In that study, models in attractive clothing were evaluated more positively than those in unattractive clothing. Hence a woman teacher who is physically unattractive can accrue some benefits of physical attractiveness by wise wardrobe selection and colour co-ordination. Only (8.1%) and (1.8%) of the respondents were less and least influenced by well coordinated colours respectively.

### **Fabric design suits one's figure type.**

Table 15 shows that (70.3%) of the respondents "Always" considered suitability of fabric design to one's figure type important when selecting career dress. Respondents may be knowledgeable about matching fabric design to one's figure type. According to Butler (1975), fabrics with horizontal lines are suitable for a slim figure type, as the lines tend to add width and shorten the figure. These lines draw the eye across the figure and not up and down. Further, large designs tend to emphasize very large figures and overpower small ones. However, (24.3%) and (3.6%) of the respondents were less and least influenced respectively by fabric design that suits one's figure type.

### **Colours suit one's complexion and figure type.**

To a majority (73.0%) of the respondents, suitability of dress colours to one's complexion and figure type was "Always" important in career dress selection. This may be attributed to respondents' awareness of illusions that can be created by colours. According to Butler (1975), light colours appear to increase and dark colours to decrease size. Table 15 further reveals that (19.8%) and (5.4%) of the respondents "Sometimes" and "Never" respectively selected colours that suit one's complexion and figure type.

### **Suitability for work.**

Dress is selected in relation to the occasion, such as work. Dress has also been found to influence how much, where and when one participates in social situations (Storm, 1987). Due to this, majority of the respondents (80.2%) "Always" based career dress decisions on an item's suitability for work. This may be because teachers constantly move around the class or school compound, thus need to be comfortable in dress. Career dress should provide freedom of movement. Some may be teaching practical subjects, whereby one is prone to accidents in the laboratory which may ruin one's dress. Hence the need to spare very expensive dresses for other occasions and instead use cheaper one's for school. However, suitability of career dress for work was of less influence to (17.1%) and was least important to (0.9%) of the respondents.

### **Fitting characteristics.**

More than one half (61.3%) of the respondents in table 15 were “Always” influenced by the fitting characteristics of career dress. Respondents may be knowledgeable that fitting characteristics influence one’s appearance and comfort. For instance, narrow high-heeled shoes result in hard skin developing on the ball of the foot, damaged soles and arches and enlarged ankle joints (Daily Nation, 1999). Whereas sags, wrinkles or bulges in clothing occasioned by poor fit creates an unattractive appearance. However to (33.3%) and (3.6%) of the respondents, fitting characteristics of a dress item was of less and least importance respectively in selecting career dress.

### **Fabric quality.**

Table 15 shows that 48.6% of the respondents considered fabric quality “Always” important in career dress decisions. This could be due to respondents’ awareness concerning the effects of fabric quality on product appearance, comfort, durability and maintenance. For instance, cotton/polyester blouse is good in hot weather, as cotton is an absorbent fibre. Hence a wise consumer would select a cotton/polyester rather than a polyester only blouse.

### **Cleaning and care requirements.**

The higher percentage (53.2%) of the respondents considered cleaning and care requirement “Always important” when selecting career dress.

Respondents may be conversant with the expenses involved in cleaning and care. For example, a dress labeled dry-clean only is more expensive to maintain (due to use of chemical solvents) than a laundry only. To avoid extra expenses, a consumer may choose the latter. Table 15 further reveals that (34.2%) and (11.7%) of the respondents “Sometimes” and “Never” respectively based their career dress selection on the cleaning and care requirements of dress items.

### **The label information.**

Table 15 shows that (39.6%) of the respondents reported to “Sometimes” base their career dress decisions on the label information. This finding is consistent to Otieno (1990) and Tweten (1980) in that the label information was found to be of lower influence to most consumers. This percentage may relate to consumers’ general behaviour of first fitting an article of clothing before looking at the label. Further, some dress items, especially second-hand do not bear any labels, thus lack information for consumers.

According to Engel et al., (1993), consumers of low socio-economic status make less use of labels than high ones. Younger consumers use label information more than the older ones, whereby the former is for prestige purposes. Findings reveal that (31.5%) of the respondents “Always” considered the label information important in career dress selection. This percentage may be representing the majority of young respondents aged below 37 years. Table 15 thus reveals that all dress features were “Always

important” to women teachers except the label information that was of secondary importance.

#### **4.6 Socio-economic factors influencing career dress selection.**

Respondents were asked to state to what extent socio-economic factors influence career dress selection. This variable was considered important as it has varying career dress expectations.

##### **Position held in school.**

Table 16 illustrates that (39.6%) of the respondents considered one’s position in school less important in career dress selection. Respondents may be unaware of stereotypes in organizations, such as schools, whereby people are categorized by their positions (Kaiser, 1990). The resulting stereotypes are likely to include dress expectations. Hence the headteacher, holding the highest office and earning the highest salary is expected to be the smartest dressed staff in school (unless one wears religious dress—nuns). The headteacher can then consciously select career dress in terms of quality, quantity and fashion to assert that position. Only (28.8%) and (24.3%) of the respondents “Always” and “Never” based career dress selection on one’s position in school.

Table 16: Respondents by socio-economic factors influencing career dress selection.

Socio-economic factors	Always		Sometimes		Never		No		Total	
	important		important		important		response			
	N	%	N	%	N	%	N	%	N	%
Position held in school	32	28.8	44	39.6	27	24.3	8	7.2	111	100.0
Amount of money available	87	78.4	19	17.1	2	1.8	3	2.7	111	100.0
Number of dependants	65	58.6	36	32.4	5	4.5	5	4.5	111	100.0
What other people wear	14	12.6	42	37.8	53	47.7	2	1.8	111	100.0
Education level	23	20.7	45	40.5	35	31.5	8	7.2	111	100.0
School's locality	18	16.2	39	35.1	52	46.8	2	1.8	111	100.0
Age	47	42.3	41	36.9	13	11.7	10	9.0	111	100.0
Type of school	49	44.1	44	39.6	15	13.5	3	2.7	111	100.0
Occupation	61	55.0	36	32.4	12	10.8	2	1.8	111	100.0
Social class	41	36.9	45	40.5	21	18.9	4	3.6	111	100.0
Product knowledge	49	44.1	43	38.7	14	12.6	5	4.5	111	100.0

#### **Amount of money available.**

A majority of the respondents (78.4%) stated that the amount of money available was “Always important” in making decisions on career dress. This could be attributed to most respondents having an average of 3 dependants. As earlier stated most respondents do not earn supplementary income. Hence the

need to consider one's financial status when selecting career dress. However (17.1%) of the respondents were less influenced by amount of money available. These may be respondents with high employment and supplementary incomes and smaller families. Kaiser (1990), indicates an important relationship between income (personal and family) and wardrobe content. Hence as income increases so does the quantity of career dress purchased and its unit price paid for.

### **Number of dependants.**

Respondents have an average of three dependants. The number of dependants was "Always important" to 58.6% of the respondents in deciding on career dress. Probably respondents budget for expenditure on career dress, in relation to the needs of their dependants. This finding is similar to Otieno (1990) in that the number of dependants highly influenced Kenyan consumers. However, the number of dependants was of less and no importance to (32.4%) and (4.5%) of the respondents respectively.

### **What other people wear.**

As earlier noted, consumers value individuality, and thus select unique career dress for purposes of self-expression. The highest percentage (47.7%) of the respondents, were "Never" influenced by what other people wear to work. Respondents may also know that what suits one person does not necessarily suit another due to individual differences such as figure type and complexion. However, (37.8%) and (12.6%) of the respondents "Always" and

“Sometimes” based their career dress decisions on what other people wear. These may be respondents who wish to conform to the silent dress code found in a particular school.

### **Education level.**

Less than one half of the respondents (40.5%) “Sometimes” considered their educational level important in making career dress decisions. Generally, it is expected that the higher the educational level, the higher the income, resulting in higher expenditure on career dress. This percentage may be attributed to highly educated respondents, mostly university graduates. Respondents thus select career dress, that is, the quality and quantity to show off their high educational level.

### **School’s locality.**

Table 16 reveals that the school’s locality/neighbourhood was “Never important” to (46.8%) of the respondents when selecting career dress. Respondents may be unaware that as a saleswoman needs to adjust her looks to the buyer’s socio-economic background so does a teacher to the students’. This is so because a school attracts most of the students from its neighbourhood who tend to belong to the same socio-economic background and may have similar career dress expectations of their teachers. Molloy (1980), studied teachers’ clothing and its effect in the classroom. The study revealed that the colour, pattern and cut (style) of a teacher’s clothes affect the attitude, attention span and conduct of students in class. A woman teacher in a

poor neighbourhood could wear a “Persian rug” pattern in her dress and still be effective. The same teacher would tune out students in an upper middle class suburban area. For instance, a teacher working in a school located in a high-income area such as Karen would be expected to dress differently to one in a low-income area like Shauri Moyo. The school’s locality was therefore important to (16.2%) and less important to (35.1%) of the respondents when selecting career dress.

### **Age.**

Less than one half of the respondents (42.3%) considered age as important in selecting career dress. Respondents may be aware that dress styles are associated with age. Molloy (1980), found that women in their forties and fifties wearing soft feminine clothes impressed students as authoritative mother figures. However, younger ones in the same attire had trouble controlling classes. Probably the styles created a soft personality of the latter. Table 16 further shows that (36.9%) and (11.7%) of the respondents considered one’s age less and least important respectively in career dress selection.

### **Type of school.**

Table 16 shows that (44.1%) of the respondents “Always” considered the type of school important in selecting career dress. These may be teachers in co-education and boys only schools who would not like to distract the young minds especially for boys. They consider themselves as role models,

hence the need to consider the type of school when selecting career dress. Further, (39.6%) and (13.5%) of the respondents were “Sometimes” and “Never” respectively influenced by the type of school in selecting career dress.

### **Occupation.**

Occupation was “Always important” to (55.0%) of the respondents in choosing career dress. Respondents may be aware that different roles have different dress expectations that result in successful performance (Storm, 1987). These expectations may be standards, implicit or written into a dress code for a particular group. Individuals who are achievement motivated are better socialized with organizational norms-like businesslike costume for white-collar workers such as teachers (Tweten, 1980). Buckley (1980), suggested that persons in public eye must seriously consider meaning of apparel perception when selecting suitable work clothing. These individuals include teachers, bank tellers, preachers, and newscasters among others. The table also reveals that (32.4%) and (10.8%) of the respondents were less and least influenced respectively by one’s occupation in deciding on career dress.

### **Social class.**

Engel et al., (1993), suggested that career dress selected by a woman, that is, the kind, quality and style is closely linked to the person’s social class. Dress then acts as a quick visual cue about a person’s social class because of its high visibility. Thus findings reveal that one’s social class was “Always important” to (36.9%) of the respondents in deciding on career dress. Respondents may be

individuals of low class who would like to uplift their status thus select dress of a higher standard.

Consumers belonging to the high social class may be comfortable in that circle, thus do not need to show off using dress. These may be representing (18.9%) of the respondents who were least influenced by social status in making career dress choices.

### **Product knowledge.**

Table 16 shows that product knowledge was “Always important” to (44.1%) of the respondents in making decisions on career dress. Respondents could be more discriminating shoppers who evaluate the dress item thoroughly before selecting it. Further, product knowledge was of less and least importance to (38.7%) and (12.6%) of the respondents respectively

Table 16 thus shows that socio-economic factors that “Always” influenced most respondents in career dress selection were; amount of money available, number of dependants, age, type of school, occupation and product knowledge. Factors of lower importance were position held in school, education and social class. Least important socio-economic factors were; what other people wear and the school’s locality.

### **4.7 Formal (written) dress code.**

Respondents were asked to express their views on possible introduction of a formal (written) dress code for women teachers by their

employers. This variable was considered important because in schools, the dress code is usually silent and only a keen observer will detect it. The Teachers' Service Commission also does not have a formal dress code for women teachers in public schools. Tweten (1980), observed that skirts were popular among full-time employed women, unlike their unemployed and part-time employed counterparts. The wearing of skirts is related to the desire to conform to dress code for white-collar jobs such as teaching.

Findings reveal that over three quarters (76.6%) of the respondents were opposed to possible introduction of a formal (written) dress code, (19.8%) advocated for it while the remainder (3.6%) did not respond. Reasons for and against possible introduction of a formal (written) dress code for women teachers were provided as follows:

Table 17: Respondents by reasons for advocating for a possible introduction of a formal (written) dress code.

Reasons	N	%
Need for guidance	8	36.4
Teachers are role models to their students	4	18.2
To enhance teacher-to-student relationship	1	4.5
To ensure decency in school	4	18.2
Due to the nature of their work	1	4.5
No response	4	18.2
Total	*22	100.0

\*Total refers to those respondents who advocated for an introduction of a formal (written) dress code for women teachers.

Table 17 shows that (36.4%) of the respondents advocated for a dress code because women teachers need guidance on acceptable career dress styles. This may be due to the fact that styles are associated with different occasions, hence the need for guidance. Other reasons provided were, teachers as role models to students can use dress to achieve that role. A dress code will ensure that respondents are decently dressed while in school and avoid creating any uncomfortable situations between respondents, students and colleagues or even physical attacks from their students.

Table 18: Respondents by reasons for not advocating for a possible introduction of a formal (written) dress code.

Reasons	N	%
Teaching methodology is more important than the dress	1	1.2
Need for individuality	20	23.5
Infringement on women's rights to choose as it was in the dark ages	2	2.4
Differences in wage, religion, preference of dress, social codes, working environments, among others	13	15.3
Teachers are mature, learned and professional thus choose wisely	7	8.2
Teachers cannot wear uniforms and look like their students	7	8.2
Teachers are professionals like any others who do not have a dress code	5	5.9
Any dress should be allowed as long as it is decent	12	14.1
No response	18	21.2
Total	*85	100.0

\*Total number refers to respondents who were opposed to a possible introduction of a formal (written) dress code.

Table 18 reveals that need for individuality or self-expression was important to (23.5%) of the respondents. Individual differences in wages, religion, taste of dress, social codes and working environments among other factors were reported by (15.3 %) of the respondents. Further, (8.2%) of the respondents argued that women teachers cannot wear uniforms, as there would be no difference between them and their students. Respondents also felt that a dress code (taken to mean uniform) would be too expensive for the employer. Hence there is no need for a formal (written) dress code for women teachers.

According to Kaiser (1990), courts in America have argued in favour of dress code because clothes can be changed after working hours, but a hair cut (groom) cannot be quickly replaced. Therefore studies show that members (such as teachers) should be consulted in the development of such codes without which it would be detrimental to the organization's *esprit de corps* (promotion of group spirit.) In most instances, a compromise can be achieved.

#### **4.7.1 Unacceptable styles of career dress.**

Respondents were asked to state their opinion on unacceptable styles of career dress. This variable was considered important as some dress styles may distract others in the school community, thus affecting their relationships.

Women teachers reported that some career dress styles are provocative as they expose body parts or show all the curves. These styles included, mini skirts or dresses by (25.2%); very tight clothing by (18.9%); transparent clothing by (8.1%) and plunging necklines on blouses by (5.4%) of the

respondents. These styles may distract the young minds of students, especially boys. However, body exposure is allowed in some instances depending on place, activity, relationship, crises, era and culture (Storm, 1987).

Table 19 further shows that casual wear, tights and “micro” mini skirts or dresses are unacceptable styles of career dress. Generally, women teachers are called upon to be decent and simple in their career dress and leave the named styles for other occasions such as evening parties, weekends or sports.

Table 19: Respondents by unacceptable styles of career dress.

Styles of career dress	*N	%
Very tight (skin tight) clothing	21	18.9
Tights	3	2.7
Sleeveless blouses	2	1.8
Transparent clothing (“see through”)	9	8.1
Very high slits on dresses or skirts	6	5.4
Plunging necklines on blouses	8	7.2
Mini skirts or dresses	28	25.2
“Micro mini” skirts or dresses	3	2.7
Trousers	4	3.6
Religious dress (eg. “Buibui”)	1	0.9
Excess makeup	1	0.9
Casual (jeans, T-shirts, leather jackets among others)	7	6.3
Trousers without a tunic	1	0.9
Shorts	1	0.9

\*Multiple responses were allowed.

#### **4.8 Comparison between private and public school respondents on career dress selection.**

The T-test, at ( $p \leq 0.05$ ) significance level was computed to determine whether differences existed between private and public school respondents on career dress selection.

According to the T-test results in table 20, private and public school respondents showed no significant difference in the following psychological factors influencing career dress selection, namely, “dress creates a businesslike and/or authoritative look” ( $T=0.05$ ,  $P=0.962$ ); “popularity and prestige of item’s brand name” ( $T=1.33$ ,  $P=0.187$ ) and “acceptable style by the school community” ( $T=1.45$ ,  $P=0.150$ ). As earlier mentioned, 50.5% of the respondents “Sometimes” select career dress that creates a businesslike look. This dress includes skirted suit with contemporary or classic fashions. A dress item’s brand name was “Never important” to (43.2%) of the respondents. Further, (46.8%) of the respondents “Always” considered a dress style that is acceptable in school so as to have a feeling of belonging.

Table 20: Comparison between private and public school respondents on career dress selection.

Variable		n	Mean	Standard deviation	T	P	
Psychological:	1.Dress creates a business look	Private	45	6.0000	20.0760	-0.05	0.962
		Public	44	6.2045	20.2709		
	2.Prestige of item's brand name	Private	45	2.4222	0.6567	-1.33	0.187
		Public	44	6.4318	20.2259		
	3. Acceptable style by the school community	Private	45	1.6000	0.5800	-1.45	0.150
		Public	44	6.0000	20.3195		
Dress features:	1.Item is well constructed and finished	Private	45	3.2667	14.4465	0.99	0.326
		Public	44	1.1136	0.3868		
	2.Suitability for work	Private	45	1.1778	0.3866	-1.02	0.313
		Public	44	3.3864	14.6004		
	3.Fitting characteristics	Private	45	1.3111	0.5144	-1.06	0.292
		Public	44	3.6136	14.5701		
Socio-economic:	1.Position held in school	Private	45	4.1111	14.3340	-1.41	0.163
		Public	44	10.7045	27.9340		
	2. School's locality	Private	45	2.2889	0.7575	-0.99	0.323
		Public	44	4.4318	14.4535		
	3. Age	Private	45	6.0444	20.0680	-0.84	0.405
		Public	44	10.3636	28.0407		

The results further show that respondents from both private and public schools did not differ significantly in the following dress features, namely, “item is well constructed and finished” ( $T=0.99$ ,  $P=0.326$ ); “suitability for work” ( $T=1.02$ ,  $P=0.313$ ) and “fitting characteristics” ( $T=1.06$ ,  $P=0.292$ ). The above factors relatively influenced a majority (89.2%), (80.2%) and (61.3%) of the respondents respectively. The respondents select career dress that is durable, suitable for the occasion-that is work, one that provides comfort in wear and creates an attractive appearance.

Socio-economic factors showed no significant differences between private and public school respondents on career dress selection. Socio-economic factors selected include, “position held in school” ( $T=1.41$ ,  $P=0.163$ ), “school’s locality” ( $T=0.99$ ,  $p=0.323$ ) and “age” ( $T=0.84$ ,  $P=0.405$ ). One’s position relatively influenced 39.6% of the respondents. Probably respondents select career dress in terms of quality, quantity and unit price so as to assert one’s position in school, for instance as head of department. The school’s locality, based on the socio-economic zones was “Never important” to 46.8% of the respondents in deciding on career dress. It is assumed that a school tends to attract most students from the neighbourhood. Hence students may belong to the same socio-economic background. Respondents are probably unaware that as a saleswoman needs to adjust her look to the buyer’s socio-economic background, so does a teacher to the students’ (Molloy, 1980). Students from a particular socio-economic background have specific dress expectations of their women teachers. On age,

42.3% of the respondents “Always” considered age important in selecting career dress. Respondents are probably aware that dress styles are associated with age. For instance, Molloy (1980), found that women teachers in their forties and fifties wearing soft feminine clothes impressed students as authoritative mother figures. On the other, hand younger women teachers in similar dress, had trouble controlling classes.

In conclusion, T-test results showed no significant differences between respondents from both private and public schools on selected factors influencing career dress selection. Hence, both group’s career dress selection were equally influenced by selected, dress features, psychological and socio-economic factors. Women teachers have similar preferences of career dress, irrespective of the type of school one teaches in.

#### **4.9 Chi-square results for selected variables influencing career dress selection.**

Chi-square test was computed at ( $p \leq 0.05$ ) alpha level to determine whether there was a relationship between selected variables influencing career dress selection.

##### ***4.9.1 Planning/budgeting for expenditure on career dress and employment income.***

Planning for expenditure is associated with income, therefore the less the income the more is the need to plan.

Table 21: Planning/budgeting for expenditure on career dress and employment income levels.

Employment income (Ksh)	Planning/budgeting for expenditure on career dress		
	Yes	No	Total
4,001-10,000	12 (26.1%)	12 (27.9%)	24 (27.0%)
10,001-17,000	20 (43.5%)	19 (44.2%)	39 (43.8%)
17,001-24,000	6 (13.0%)	9 (20.9%)	15 (16.9%)
24,001 and above	8 (17.4%)	3 (7.0%)	11 (12.4%)
Total	46 (51.7%)	43 (48.3%)	89 (100.0%)

$\chi^2=2.800$ ,  $df=3$ ,  $p=0.423$ ,  $N=89$

Results show that a higher percentage (51.7%) of the respondents budget for expenditure on career dress. This enables one to cater for other urgent financial commitments, such as food, shelter, clothing and education. Respondents have on average 3 dependants. However, 48.3% of the respondents do not budget for expenditure on career dress. As earlier mentioned, respondents naturally select on impulse as they have very limited time for shopping. Respondents may select career dress on impulse from dress hawkers in school and pay by instalments.

Among the respondents who budget and those who do not, (43.5%) and (44.2%) respectively earned between Ksh 10,001 and Ksh 17,000 from employment. The results, namely ( $\chi^2=2.800$ ,  $p=0.423$ ) thus showed no

relationship between planning for expenditure on career dress and employment income.

#### 4.9.2 Dress sales (special offer) and employment income

The main reason for selecting career dress from dress sales is to take advantage of lower prices for the same quality of products. It would be expected that the lower the income, the more one takes advantage of dress sales, so as to save on income.

Table 22: Use of dress sales and employment income levels.

Employment income (Ksh)	Use of dress sales (special offer)		
	Yes	No	Total
4,001-10,000	7 (20.6%)	17 (30.9%)	24 (27.0%)
10,001-17,000	18 (52.9%)	21 (38.2%)	39 (43.8%)
17,001-24,000	6 (17.6%)	9 (16.4%)	15 (16.9%)
24,001 and above	3 (8.8%)	8 (14.5%)	11 (12.4%)
Total	34 (38.2%)	55 (61.8%)	89 (100.0%)

$$\chi^2=2.452, df=3, p=0.484, N=89$$

Results show that the majority (61.8%) of the respondents do not select career dress from sales (special offer) mainly due to lack of funds during such sales. However, 38.2% take advantage of sales as prices of items are lower, thus saving on income. Among those who select and do not select career dress

from sales (52.9%) and (38.2%) respectively earned between Ksh 10,001 and Ksh 17,000 only. The finding namely, ( $\chi^2=2.452$ ,  $p=0.484$ ) revealed that the use of dress sales has no relationship with one's income.

**4.9.3 Expenditure on career dress and age**

According to Tweten (1980) the most expenditure on clothing was by women aged between 25 and 35 years, as they like to try out new styles and fashions of dress.

Table 23: Annual expenditure on career dress and age.

Age	Annual expenditure on career dress		
	Less than Ksh 10,000	More than Ksh 10,001	Total
22-29 years	22 (29.3%)	2 (14.3%)	24 (27.0%)
30-37 years	36 (48.0%)	11 (78.6%)	47 (52.8%)
38 and above	17 (22.7%)	1 (7.1%)	18 (20.2%)
Total	75 (84.3%)	14 (15.7%)	89 (100.0%)

$\chi^2=4.484$ ,  $df=2$ ,  $p=0.106$ ,  $N=89$

Table 23 indicates that the majority (84.3%) of the respondents spend less than Ksh 10,000 annually on career dress. This is due to low salary, on average Ksh 14,973 only. Further (15.7%) of the respondents spend more than Ksh 10,001 annually. The age group 30-37 years is most represented by (48.0%) and (78.6%) of respondents who spend less than and more than Ksh

10,000 respectively. The finding, namely ( $\chi^2=4.484$ ,  $p=0.106$ ) revealed that the annual expenditure on career dress selection by respondents has no relationship with one's age.

#### 4.9.4 Formal (written) dress code and type of school

One reason for opposition to a formal (written) dress code is the need for respondents to express themselves through the selection of career dress.

Table 24: Introduction of a formal (written) dress code and type of school.

Type of school	Introduction of a formal (written) dress code.		
	Yes	No	Total
Co-education	10 (47.6%)	40 (58.8%)	50 (56.2%)
Girls only	4 (19.0%)	10 (14.7%)	14 (15.7%)
Boys only	7 (33.3%)	18 (26.5%)	25 (28.1%)
Total	21 (23.6%)	68 (76.4%)	89 (100.0%)

$\chi^2=0.820$ ,  $df=2$ ,  $p=0.664$ ,  $N=89$

Results show that a majority (76.4%) of the respondents were opposed to the introduction of a formal dress code due to the need for individuality or self-expression. However, (23.6%) of the respondents advocated for a dress code so that women teachers may have a guideline on career dress. The higher percentage (47.6%) and (58.8%) of respondents who were for and against a dress code respectively taught in co-education schools. Chi-square analysis

( $\chi^2=0.820$ ,  $p=0.664$ ) showed no significant relationship between the type of school and introduction of a formal dress code.

#### 4.9.5 Formal (written) dress code and teaching experience

Probably respondents with less teaching experience would request for a written dress code, to avoid any embarrassing situations due to inappropriate career dress selected.

Table 25: Introduction of a formal dress code and teaching experience.

Teaching experience	Introduction of formal dress code		Total
	Yes	No	
1-10 years	12 (57.1%)	48 (70.6%)	60 (67.4%)
11-20 years	7 (33.3%)	16 (23.5%)	23 (25.8%)
21-30 years	2 (9.5%)	4 (5.9%)	6 (6.7%)
Total	21 (23.6%)	68 (76.4%)	89 (100.0%)

$\chi^2=1.343$ ,  $df=2$ ,  $p=0.511$ ,  $N=89$

Regarding formal dress code and teaching experience, results reveal that majority (76.4%) of the respondents were opposed to a formal dress code for reasons provided earlier. Further, 23.6% agreed to a formal dress code. The period between 1 and 10 years represented (57.1%) and (70.6%) of the respondents who were for and against a dress code respectively. There is no

relationship between teaching experience and views on a formal dress code. The chi-square analysis ( $\chi^2=1.343$ ,  $p=0.511$ ) supports the finding.

Chi-square results show that there is no significant relationship between selected variables influencing career dress selection. As earlier mentioned in the statement of the problem, very scarce literature on dress in Kenya is available. The hypotheses were formulated based on (Tweten, 1980) in which relationships existed between such variables as age, education and income among others. For instance, women aged between twenty-five and thirty-five years were found to spend more money annually on clothing, than other age groups. The results of this study thus contradict the hypotheses. This shows that factors influencing career dress selection by professional women in Kenya, specifically women teachers different from women elsewhere in the world. Summary, conclusions and recommendations of the study are provided in the next chapter, five.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

#### 5.1 Summary

##### 5.1.1 *Purpose of the study*

The purpose of the study was to investigate factors influencing career dress selection by secondary school women teachers in Nairobi province.

##### 5.1.2 *Research objectives*

The study sought to address the following specific objectives:

- 1) To identify shopping outlets from which respondents select career dress.
- 2) To identify dress features, psychological and socio-economic factors influencing career dress selection by respondents.
- 3) To describe respondents' views on possible introduction of a formal (written) dress code by their employer.
- 4) To determine the differences between private and public schools' respondents with respect to selected dress features, psychological and socio-economic factors influencing career dress selection
- 5) To establish the relationships between selected variables influencing career dress selection.

##### 5.1.3 *Contributions of the study*

The findings are a contribution to the area of clothing and textiles in Home Economics education. The focus of the study was on career dress selection by secondary school women teachers in Nairobi Province. The study

thus identified career dress shopping outlets and information sources, types of career dress and expenditure on career dress; dress features, socio-economic and psychological factors of career dress selection, among others. Another significant contribution of this study is that it highlights women teachers' views on possible introduction of a formal (written) dress code by their employer.

Another significant contribution is that the study will act as a base for further research in the area of clothing and textiles. Although much research has been done in the area of dress, particularly clothing in other countries, not much emphasis has been given to the study in Kenya.

#### **5.1.4 Methodology**

The study was conducted in Nairobi Province. A random sample of 111 was used. Respondents were drawn from 20 secondary schools, half of which were private and the other half public schools.

Descriptive survey research method was employed. Data were collected using a self-administered questionnaire. The data were analysed both quantitatively and qualitatively. Quantitative data analysis was done by use of frequencies, percentages, chi-square test for independence and T-test. Qualitative data analysis was done by sorting and identified patterns in the responses.

Data were presented in the form of tables and pie charts (quantitative) and written reports (qualitative).

### **5.1.5 Findings of the study**

#### **Demographic characteristics of respondents.**

Demographic characteristics of secondary school women teachers identified by the study were, issues on the schools, age, educational level, teaching experience, marital status, position held in school, income and number of dependants.

Most respondents (50.5%) taught in public (government owned) schools. Results show that 54.1% of the respondents taught in schools located in middle income areas, such as Buru Buru, Parklands and Upper Hill. More than one half of the respondents (55.9%) taught in co-education schools while (26.1%) and (18.0%) taught in boys only and girls only schools respectively. Class teachers constituted (48.6%) of the respondents while (27.0%) of the respondents were heads of department.

The mean age of respondents was 33 years and 9 months. With regard to teaching experience, the average period was 9 years and 9 months. On educational level, 74.8% of the respondents had attained university degree (Bachelors) while (9.9%) were diploma holders.

Findings reveal that (76.6%) of the respondents were married. Further respondents had an average of 3 dependants. On income, respondents earned an average of Ksh 14,973 from salary. Only (14.4%) of the respondents had invested and earned on average Ksh 10,700 per month on supplementary income.

### Career dress selection.

General factors on career dress selection were addressed by the study. It is evident that 90.1% of the respondents personally selected their career dress. Further, (75.7%) preferred tailor-made type of career dress. Findings reveal that 49.5% of the respondents planned and budgeted for expenditure on career dress ahead of time. This enables respondents to settle other urgent financial matters first. Lack of planning was attributed to impulse buying, reported as a natural trait by (25.0%) of the respondents.

Dress sales (special offer) were not taken advantage of by most respondents (55.9%), largely due to lack of funds during sales. Concerning expenditure on career dress, respondents were found to spend an average of Ksh 5,400 annually.

Findings reveal that (28.8%) of the respondents “Always” preferred buying career dress from tailoring stores, while (60.4%) “Sometimes” selected career dress from low-margin stores. The least preferred shopping outlet was the mall as reported by 71.2% of the respondents. On information sources used for career dress selection, dress displays were “Always” preferred by 27.0%, women friends were “Sometimes” preferred by 65.8% while the internet was “Never” used by 75.7% of the respondents.

### Factors influencing career dress selection.

Dress features, psychological and socio-economic factors influencing career dress selection by women teachers were addressed by the study. The most important psychological factor was “one’s beliefs or values” as indicated

by 82.9% of the respondents. Factors of less and least importance to most respondents were “dress that makes one look businesslike and/or authoritative” by 50.5% and “popularity or prestige of store or market selling career dress” by 64.0% of the respondents respectively.

Findings also reveal that with the exception of the “label information”, all dress features were “Always important” to most respondents in career dress selection. The label information relatively influenced 39.6% of the respondents.

Socio-economic variables that were considered “Always important” in career dress selection by most respondents included, the “amount of money available”, “number of dependants”, “age”, “type of school”, “occupation” and “product knowledge”. The least important variable was the “school’s locality” as reported by 46.8% of the respondents.

The study also highlighted women teachers’ opinion on possible introduction of a formal (written) dress code by their employer. It is evident that most (76.6%) of the respondents were opposed to the idea of a dress code mainly because teachers need to express their individuality.

Further, findings reveal that some styles of dress were considered unacceptable for career dress. These styles included mini (skirt or dress), very tight fitting clothing, plunging necklines on blouses or dresses and transparent clothing (“see-through”) among others.

Demographic factors influencing respondents’ career dress selection were also addressed by the study. The chi-square test for independence

statistical analysis reveals that the following variables showed no relationship at ( $p \leq 0.05$ ) significance level,

- a) Planning and budgeting for expenditure on career dress and employment income levels.
- b) Use of dress sales (special offer) and employment income levels
- c) Annual expenditure on career dress and age
- d) Introduction of a formal (written) dress code and type of school
- e) Introduction of a formal (written) dress code and teaching experience.

T-test statistical analysis at ( $p \leq 0.05$ ) significance level shows that,

- a) Psychological factors, namely popularity and prestige of item's brand name, an acceptable style by the school community and dress that creates a businesslike and/or authoritative look, have a similar effect on respondents from both private and public schools,
- b) There are no significant differences between the 2 groups of respondents in dress features influencing career dress selection. These factors include, item is well-constructed and finished, suitability for work and fitting characteristics.
- c) There are no significant differences between respondents from both public and private schools on socio-economic factors influencing career dress selection. Selected factors include position held in school, the school's locality and age.

## 5.2 Conclusions .

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

1. Women teachers select career dress styles from dress displays, such as shop windows and open-air markets. The styles are then tailor-made at a cheaper price. This enables one to save on income. Unlike ready-made dress, tailor-made career dress provides a near-perfect fit and uniqueness to consumers. Ready-made dresses are generally referred to as “Kenya uniform” due to their monotony.
2. Planning and budgeting for expenditure on career dress is very important to most respondents, so as to comfortably settle other urgent financial commitments, such as food, shelter, clothing, education and transport, among others. The needs of the respondents and those of their dependants (on average 3 people) have to be met with the income respondents earn, mainly from salary.
3. Retailers of career dress engage in business malpractices, of which respondents are aware. For instance, ideally shopping outlets on sale should offer lower prices on products than stores not on sale. However, some stores that display “on sale” tags on the windows still sell dress items at high prices. Further, some of the products on sale are rejects. Therefore, most respondents do not select career dress from dress stores on sale.
4. In the face of changing dress fashions and styles, social and economic aspects of life, respondents still hold on to one’s beliefs and values. According to the systems Theory, an individual needs to balance both

positive and negative feedback, when new behaviour is introduced as input.

5. Generally, there is opposition by women teachers to an introduction of a formal (written) dress code by their employer. The opposition is due to the need for individuality, as respondents have different career dress preferences. This shows that a dress code was understood as a uniform. Therefore, respondents cannot accept to wear uniforms like their students.
6. It is evident that women teachers prefer career dress that is affordable, well-constructed, easy to maintain, with styles that are suitable to one's figure type and well-coordinated colours. Tailors, very popular with respondents may adopt these factors so as to improve on the final dress products' workmanship and appearance so as to become more appealing to more respondents.
7. In the absence of a formal (written) dress code, older teachers (that is, in terms of age and teaching experience) and to some extent headteachers, act as sources of information to the new teachers concerning career dress selection. Further, some women friends, who may also be colleagues were found to be a preferred source of information on career dress. Hence women teachers educate each other on acceptable and unacceptable styles of career dress as styles and fashions of dress keep changing.
8. According to the systems Theory, inputs are transformed into output and through feedback, the output becomes the systems' input. Career

dress selection as a system has inputs such as information sources, shopping outlets, dress fashions and styles. The inputs are then transformed by time, mobility, attitude and value into output, that is career dress selection.

### **5.3 Recommendations**

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

The producers and retailers of career dress need to address themselves to dress features, socio-economic, and psychological factors influencing women teachers career dress selection and try to meet their needs. Therefore,

1) Availability of up-to-date fashion magazines in tailoring stores (very popular shopping outlets) could promote new dress styles. Fashion magazines (all foreign) are unpopular due to costly prices and indecent or sometimes obscene styles of dress that do not appeal to respondents. Hence, efforts should be made by local dress designers, manufacturers and retailers to produce a local fashion magazine that may appeal to consumers in general. Due consideration should be given to costs, acceptable styles, weather, culture and availability. The styles may be classified as office wear, casual wear, and bridal among others.

2) Dress sales (special offers) are sometimes not genuine as products are highly priced or rejects. Hence consumers are advised to compare prices with other shopping outlets not on sale, before selecting from sales (special offer). One may save money from making such an effort. Further, consumers need to thoroughly check dress items for quality so as to avoid buying rejects.

Consumers are advised not to depend entirely on sales clerks as some provide incorrect information on the quality of dress.

3) Both career dress retailers and the government should provide ample security, passable roads and more working and walking space to open air markets and low margin stores. These two shopping outlets located in Eastleigh and Kamukunji among other areas lack such essential facilities.

4) In case women teachers' employers may decide to introduce a formal (written) dress code, members (women teachers) should be consulted in the development of such a code. Without this it would be detrimental to the organizations *esprit de corps* (promotion of group spirit). A compromise should be easily achieved. Such a dress code if implemented should be reviewed from time to time as dress styles and fashions change.

5) In terms of career dress styles, women teachers are called upon to be simple and decent. Hence, women teachers should, (a) select classic fashion. For instance, skirts just below the knees, (b) snugly fitting trousers in the hips, waist and seat and preferably with a tunic, (c) loose fitting apparel. Teachers should avoid (a) mini and "micro" mini skirt or dress, and (d) transparent clothing among other styles of dress.

### **5.3.1 Suggestions for further research**

It is recommended from the findings of this study that further research could be carried out on the following areas:

- a) The topic of this study using large sample or based on different towns in Kenya, such as Nakuru, Kisumu or Mombasa.

- b) A comparative study on rural and urban preferences concerning similar factors.
- c) A preliminary survey on a formal dress code for women teachers.
- d) A study on publication of a fashion magazine by local dress designers, manufacturers and retailers.
- e) A study similar to the current research on career dress selection by men teachers.

## BIBLIOGRAPHY

- Bensussen, R. (1985). Making Patterns from Finished Clothes. New York: Sterling Publishing Co. Inc.
- Borg, R., & Gall, O. (1989). An introduction of Education Research. Longman Inc.
- Boss, P.G., Doherty, W.J., Rossa, R., Schumm, W.R., & Steimetz, S.K. (1993). Sourcebook of Family theories and methods: A contextual approach. New York: Plenum Press.
- Buckley, H.M. (1983). "Attraction toward a stranger as a linear function of similarity in dress". Home economics research journal, 12(1), 25-34.
- Butler, M.G. (1975). Clothes, their choosing, making and care. London: B.T. Batsford Limited.
- Central bureau of statistics (1994). Kenya population census, 1989. Nairobi: Office of vice-president, ministry of planning and national development.
- Chambers, H.G., & Moulton, V. (1961). Clothing Selection, Fashion, Figures, fabrics, (2nd ed). Chicago: J.b. Lippincott Company.
- Clayton, R.V., Lennon, S.J., & Thurston, J.K. (1990). "Influence of age, body type, fashion and garment type on women's professional image". Home economics research journal, 19(2) 139-150.
- Correspondent. (1999, June 22). "Rioting students to go home". Daily Nation, p.5.

- Correspondent. (1998, May 29). "Fashion that makes little girls teeter on the edge of disaster". Daily Nation, p.8.
- Engel, J.F., Blackwell, R.D., & Miniard, P.W. (1993). Consumer behaviour, (7th ed). Forthworth: Dryden Press.
- Farrant, J.S. (1980). Principles and practice of education. London: Longman group Limited.
- Graziano, A.M., & Raulin, M.L. (1993). Research methods, a process of inquiry (2nd ed). New York: Harper and Collins, College Publishers.
- Horn, M.J. (1975). The Second Skin. An interdisciplinary study of clothing, (2<sup>nd</sup> ed). Boston: Houghton Mifflin Company.
- Huberman, A.M., & Miles, M.B. (1994). Qualitative data analysis, an expanded source book. London: SAGE Publications.
- Kaiser, S.B. (1990). The Social Psychology of clothing, symbolic appearances in centext (2nd ed). New York: Macmillan Publishing Company.
- Klein, D.M., & White, J.M. (1996). Family theories. An introduction. California: SAGE Publications.
- Lefrancois, R.G. (1980). Psychology. Belmont, California: Wadsworth Publishing Company.
- Lennon, S.J. (1990). "Effects of clothing attractiveness on perceptions". Home economics research journal, 18(4) 303-310.

- Locker, S., & Newhouse, R.C. (1983). Appearance factors in co-operative teaching relationships. Home economics research journal, 12(1) 35-41.
- Macionis, J.J. (1987). Sociology. New Jersey: Prentice Hall, Inc.
- Martin, J.E. Luiz, M., & Fred, W. Van R. (1996). Applied consumer behaviour. Harlow: Addison-Wesley Publishing Company.
- Migunde, A.S. (1993). "Socio-cultural and psychological factors influencing clothing selection of Kenyan adolescents in Nairobi Province". Masters Thesis. Kenyatta University.
- Miringu, A.N. (1986). "Some factors that influence adolescent education in the city of Nairobi". Post-graduate diploma in education Thesis. Kenyatta university.
- Molloy, J.T. (1980). Women dress for success. Norfolk: W. Foulsham and Company Limited.
- Njororai, F.I.J. (1992). "Investigating factors which influence parents as they select and purchase clothing for their pre-school children in Nairobi". Masters Thesis. Kenyatta university.
- Nyang'or, E.A. (1994). "Factors influencing consumers' selection of imported over local clothing among working women in Nairobi, Kenya". Masters thesis. Kenyatta University.
- Otieno, G.K. (1990). "Physiological, Psychological and Socio-economic factors influencing clothing selection and buying practices among Kenyans. A study of Kenyatta University Community". Masters thesis. Kenyatta University.

- Perna, R. (1987). Fashion forecasting. New York: Fairchild Publications.
- Polegato, R., & Wall, M. (1980). "Information seeking by fashion opinion leaders and followers". Home economics research journal, 8(5) 327-337.
- Smith, M.M. (1964). Dressing to please. London: Mills and Boons Limited.
- Solomon, M.R. (1985). The Psychology of fashion. Lexington: D.C. Health and Company.
- Sproull, N.L. (1988). Handbook of research methods, a guide for practitioners and students in the social sciences. London: The Scarecrow Press, Inc.
- Stamper, A.A., Sharp, S.H. & Donnel, L.B. (1986). Evaluating apparel quality. New York: Fairchild Publications.
- Storm, P. (1987). Functions of dress, tool for culture and the individual. New Jersey: Prentice-Hall Inc.
- Tweten, B.J. (1980). "An analysis of the clothing interest levels and purchasing styles of employed and unemployed women". Lincoln: Ph.D dissertation. University of Nebraska.
- Walker, R. (1985). Doing research: A handbook for teachers. Methuen & Company Limited.
- Winifred, A. (1994). Metric pattern cutting, (3rd ed). Glasgow: Harper Collins Publishers.

Wingate, I.B., & Mohler, J.F. (1984). Textile fabrics and their selection, (8th ed) Engelwood Cliffs, New Jersey: Prentice-Hall, Inc.

KENYA  
SCHOOL OF DISTANCE EDUCATION  
SCIENCE  
TEXTILES, CHEMISTRY AND  
DESIGN  
P.O. BOX 43844,  
NAIROBI

TO: THE HEAD-TEACHER/PRINCIPAL,

NAIROBI

Dear Sir/Madam,

RE: REQUEST TO CONDUCT A STUDY IN YOUR SCHOOL

I am a postgraduate student researching on the topic "Factors influencing career dress selection by secondary school leavers".

I have a sample that was drawn from the area of Nairobi and would like to conduct my study in your school.

I would like to request for women teacher to be selected to conduct my questionnaire. The information provided will be for academic purposes and used only for the purpose of the study.

Yours faithfully,  
or permission to conduct research in your school.

NAME

## APPENDIX A

KENYATTA UNIVERSITY  
SCHOOL OF PURE AND APPLIED  
SCIENCES  
TEXTILES, CLOTHING AND  
DESIGN  
P.O. BOX 43844,  
NAIROBI.

### **THE HEADTEACHER/PRINCIPAL**

\_\_\_\_\_  
P.O. BOX  
NAIROBI.

Dear Sir/Madam,

### **RE: REQUEST TO CONDUCT A STUDY IN YOUR SCHOOL**

I am a postgraduate student researching on the topic **“Factors influencing career dress selection by secondary school women teachers: A case of Nairobi Province”**

Your school has been selected in my sample that was drawn at random from a list of Nairobi secondary schools.

I would like to request for women teachers in your school to complete my questionnaire. The information provided will be held in strict confidence and used only for purposes of the study.

I kindly request for your permission and assistance in accomplishing this task.

Sincerely,

SOPHIA N. NJERU.

**APPENDIX B**  
**QUESTIONNAIRE**

**DATE:** \_\_\_\_\_

**NO:** \_\_\_\_\_

I kindly request for your assistance by responding to this questionnaire whose results will shed light on the topic under investigation.

**INSTRUCTIONS**

PLEASE TICK (3) THE MOST APPROPRIATE ANSWER IN THE BOXES OR FILL IN THE BLANK SPACES PROVIDED.

**SECTION I: DEMOGRAPHIC INFORMATION**

- 1) Name of school \_\_\_\_\_
- 2) Type of school
  - Co-education
  - Girls only
  - Boys only
- 3) In what type of neighbourhood is your school located?
  - High-income area
  - Middle-income area
  - Low-income area
- 4) What position do you hold in school?
  - Headteacher
  - Deputy headteacher

- Head of Department
- Deputy head of department
- Other? Please specify \_\_\_\_\_
- 5) What is your highest academic qualification?
- Secondary "O" level
- High school "A" level
- College
- University
- Other? Please specify \_\_\_\_\_
- 6) In which of the following age groups do you belong to?
- 22-29 years
- 30-37 years
- 38-45 years
- 46-53 years
- Over 54 years
- 7) How many years have you been in the teaching profession?
- 1-10 years
- 11-20 years
- 21-30 years
- Over 31 years
- 8) What is your marital status?
- Single
- Married
- Other? Please specify \_\_\_\_\_

9) How many people within your household are dependent on your income excluding yourself?

None

1-3

4-6

Seven and more

10) What is your net monthly income from employment?

between Ksh. 3,001-10,000

between Ksh. 10,001-17,000

between Ksh. 17,001-24,000

between Ksh. 24,001-31,000

over Ksh. 31,001

11) Apart from your employment income, do you have any other source of income?

Yes (Move to question 12)

No

12) Approximately how much do you earn from this source per month?

Ksh. \_\_\_\_\_

13) Do you practically select and purchase your career dress?

Yes

No (Move to question 14)

14) Who usually selects your career dress?

Husband

Children

Other? Please specify \_\_\_\_\_

15) What type of career dress do you usually select?

Local ready-made

New imported

Second-hand imported (Mitumba)

Tailor-made

Other? Please specify \_\_\_\_\_

16) Do you take advantage of dress sales (“special offers”) in the selection of career dress?

Yes

No

Give reason \_\_\_\_\_

\_\_\_\_\_

17) What is your approximate annual expenditure on career dress only?

less than Ksh 4,000

between Ksh.4,001-10,000

between Ksh.10,001-16,000

between Ksh. 16,001-22,000

Ksh.22,001 and more

18) Do you plan and budget for your expenditure on career dress ahead of time?

Yes

No

Give reason \_\_\_\_\_

19) Below is a list of shopping outlets. State whether you Always (A) Sometimes (S) or Never (N) select career dress from each outlet.

SHOPPING OUTLET	A	S	N	REASON
a) Open air market e.g. Gikomba				
b) Dress hawkers in the estate				
c) Speciality stores e.g. African Heritage				
d) Department stores e.g. Deacons				
e) Designer boutiques e.g. Kiko Romeo				
f) Exhibitions e.g. Gilat, Freemark				
g) Closed markets e.g. Kenyatta, Jericho				
h) Tailoring stores				
i) The malls e.g. Village market				
j) Low margin stores e.g. Garissa lodge				
k) Other? Please specify				

## SECTION II

20) Below is a series of information sources that may be helpful in keeping one well informed about career dress selection. State to what extent each source influences your career dress selection indicating whether it, Always (A), Sometimes (S) or Never (N) affects you.

INFORMATION SOURCE	A	S	N	REASON
a) Fashion magazines				
b) Print media advertisements and articles on dress				
c) Electronic media advertisements and articles on dress				
d) Catalogues				
e) Family members				
f) Women friends				
g) Schoolhead				
h) Women teachers in your school				
i) Students in your school				
j) Men teachers in your school				
k) Beautician/ salon staff				
l) Dress displays e.g. shop windows or open air markets				
m) Sales personnel at the stores or stalls				
n) Fashion leader in school				
o) The website/ internet				
p) Television news anchorwomen e.g. Katherine Kasavuli				
q) Tailors, for custom-made clothing				
r) Dress-for-success type books				
s) Others? Please specify _____				

**SECTION III**

21) State whether you consider each statement, Always important (A), Sometimes important (S) or Never important (N) when selecting career dress.

TYPE OF INFORMATION	A	S	N
a) Garment style suits your figure type			
b) Dress makes you look businesslike and/or authoritative			
c) Dress in which you look beautiful			
d) Popularity and prestige of the store or market stocking dress e.g. Freemark or Njiris			
e) Popularity and prestige of item's brand name e.g. Marks and Spencer or United colours of Benetton			
f) Cost of the item			
g) A style acceptable by the school community			
h) Your own beliefs or values			
i) A unique dress			
j) Dress of the latest fashion			
j) Others? Please specify _____			

**SECTION IV**

22) State whether you consider each statement, Always important (A); Sometimes important (S) or Never important (N) when selecting career dress.

TYPE OF INFORMATION	A	S	N
a) Item is well-constructed and finished			
b) Colours are well-coordinated			
c) Fabric design suits your figure type			
d) Colour suits your complexion and figure type			
e) Suitability for work			
f) Fitting characteristics e.g. shoes and clothing			
g) Fabric quality e.g. stain resistant or absorbent			
h) Cleaning and care requirements e.g. laundry or dryclean			
i) The label information			
j) Others? Please specify _____			

## SECTION V

23) State whether you consider each statement, Always important (A); Sometimes important (S) or Never important (N) when selecting career dress.

TYPE OF INFORMATION	A	S	N
a) Position held in school			
b) Amount of money available			
c) Number of dependants in the household			
d) What other people wear e.g. Women teachers			
e) Education level			
f) The school's locality e.g. High or low income area			
g) Your age			
h) Type of school			
i) Your occupation			
j) Your social class			
k) Product knowledge e.g. Price, use and shopping outlet it is available			
l) Others? Please specify _____			

**SECTION VI**

24) In your opinion, should women teachers have a formal (written) dress code from their employer?

Yes

No

Please give reason \_\_\_\_\_

25) In your opinion what styles of career dress do you regard as unacceptable?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

**THANK YOU FOR YOUR CO-OPERATION**

## APPENDIX C

### LIST OF SCHOOLS

- 1 Our Lady of Mercy secondary school
- 2 Queen of Apostles seminary
- 3 Dagoretti high school
- 4 Upper Hill secondary school
- 5 Consolata secondary school
- 6 St.Martin's Kibagare secondary school
- 7 Aga Khan high school
- 8 Our Lady of Fatima secondary school
- 9 Arya girls secondary school
- 10 Jamhuri high school
- 11 St.Teresa's boys secondary school
- 12 Aga Khan academy
- 13 Hospital Hill secondary school
- 14 Huruma girls secondary school
- 15 Makini school
- 16 Shauri Moyo Muslim Harambee secondary school
- 17 Buru Buru high school
- 18 Muhuri Muchiri secondary school
- 19 Forest view academy
- 20 Devonshire secondary school