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**SELECTION OF CLOTHING ITEMS AMONG
ADOLESCENTS IN KISUMU TOWN AND MFANGANO
ISLAND---KENYA.** //

BY

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ABSTRACT

Clothing is probably one of the greatest sources of disagreement between adolescents and adults. Often parents and teachers have disagreed on personal appearance, habits, behaviour and mannerisms of dressing of adolescents. Yet, very little research, if any, has been conducted to identify factors that influence adolescents' clothing selection. However, it is general knowledge that the motivation for human beings to cover and decorate their bodies is for protection, modesty and adornment. Therefore this study was undertaken to identify factors that influence clothing selection of Kenyan adolescents residing in both rural and urban areas.

The population was adolescents in Kenya. The target population was adolescents aged between 14-18years. The accessible population was drawn from Winam Division, of Kisumu District and Mfangano Division of Suba District.

Sample survey was used to identify adolescents who provided information on selected variables of the study. The levels of Education of the adolescents' chosen for the study were standard eight to form three. A sample of 640 adolescents was drawn from two divisions: 320 adolescents from Winam Division of Kisumu District and 320 adolescents from Mfangano Island of Suba District. The data used was collected using questionnaire, interviews and observations. The data was analyzed using descriptive statistics, Chi-square test of independence and Analysis of variance.

Results revealed that more urban adolescents selected their own clothing items than their rural counterparts. More fathers in the rural than those in the urban selected their son's clothing while more mothers in the urban than those in the rural purchased clothing for their sons. Results also indicated that while more rural adolescents selected their own clothing in the open-air markets that sell both used and new clothes, urban adolescents selected their clothing in the open-air markets that sell used clothes and shops that sell new clothes.

The results implied that clothing channels used by the majority of adolescents were clothing displays, videos, friends, newspapers, television sets and what other people wear. The most highly considered clothing characteristics by the adolescents were: workmanship and finish of the item, suitability for weather condition, fitting characteristics, colour and design of the fabric, purpose and fibre content of the material. School authorities, parents, society, religious norms, social activities, and position held at school were some of the socio-cultural factors with the greatest influence on adolescents' way of dressing. The most influential psychological factors among others were: attractiveness, interests, cost of the item and attitude towards a style of clothing.

Chi-square test of independence revealed that the influence of most of the selected sources of information, clothing characteristics, socio-cultural and psychological factors significantly varied with area of residence, gender, age, and education level of adolescents.

Analysis of variance revealed that there were significant differences between age groups in the way they were influenced by all sources of information, clothing characteristics, socio-cultural factors and psychological factors. However, there were no significant difference in gender and area of residence in all the factors that influence adolescents clothing selection except fashion shows newspapers and fashion magazines; siblings, age mates, religion and other adults in the society; values and shops in which the item is bought. The influence of gender was also observed to vary with position held at school and religion.

CHAPTER ONE

INTRODUCTION

1.0 Background Information

Clothing has been defined as any covering and appearance modification made on the body such as cosmetics and hairstyles (The Encyclopaedia American Internal Edition, 1978; Lurie; 1981 and Kaiser, 1985). The motivation for human beings to cover and decorate all or parts of their body appears to be a physical, cultural and psychological need of all mankind. Literature also explains the use of clothing as protection, modesty and self-adornment.

Clothing fulfils the physical need for protection of the body from harsh weather, vertebrate animals, insects, vegetation and enemies, both human and hostile environment. Storm (1987) noted that clothing provides a great deal of information about the culture in which it has evolved. This has also an interdependent relationship with social institution like religion and economic structures. Socially, clothing helps to satisfy affiliative needs including social acceptance, social approval and a feeling of belonging (Sproles, 1979). In conjunction with socio-cultural factors, psychological factors also play a very important role in individual's clothing behaviour. The self is a composite of many psychological states, impressions and feelings. It includes the perception one has on self-impression of body, the image of physical appearance and the tangible properties of the person. All these influence one's choice of clothes. Among many factors that may

influence consumers in their clothing selection, fashion, income, and age have been identified as significant (Anyango, 1993; Horn, 1985, Otieno, 1990 and Sproles, 1979).

According to Horn (1985), the needs of each specific age group could be considered when clothing selections are made. Most cultures consider certain forms of clothing appropriate for infants, children, teenagers, adults and the elderly. However, among these age groups adolescents are particularly concerned about their looks, which is influenced by the type of clothing they wear.

According to Lurie (1981), during the teenage years, clothing continues to be a significant factor in the satisfaction of emotional and social needs. Virtually aware of how they should look, teenagers are often extremely critical about clothing and personal appearance. They often worry about their body, facial features, skin, hair and teeth. The clothes they wear affect how they feel and how they act. Self-confidence is enhanced when teenagers know that they are well dressed by their peer group standards.

The Government of Kenya has expressed concern over the impact of rapid cultural and social transformation, changes related to urbanisation, educational opportunities, and economic and technological developments as contributory to family upheaval (Development Plan, 1985-93). One of the results could be change in adolescents clothing behaviour. Traditionally, Kenyan adolescents were expected to dress the way the adults considered appropriate. As adolescents become exposed to other cultures and styles of

clothing, they are influenced in selecting clothing that traditionally has been considered inappropriate by the adults.

In some families, teenagers are not given a chance to select their own clothing items lest they select what is not acceptable by their family members and other people in the society. The parents, particularly those from low socio-economic status and those who are conservative may insist on selecting and buying clothes for their teenagers (Anyango, 1993).

Anyango (1993) in her study on socio-cultural and psychological factors that influence clothing selections of adolescents in Nairobi, found out that most parents allow their teenagers to accompany them to the shops though the final decision is with the parents. Their adolescents are not given a chance to decide on what to buy. Those whose parents had no education at all or had only primary education and stay in rural areas had their clothes selected and bought for them. Conversely, families of higher socio-economic status and those with a more global outlook allowed adolescents to contribute to their clothing choices.

1.2 Statement of the Problem

Clothing is probably one of the greatest sources of disagreement between adults and adolescents. As noted by Creekmore and Young (1971), adults tend to assume that contemporary young people and current conditions are comparable to earlier times, for instance during the immediate post independence era when urbanisation had not taken root in many people's lives. Many complaints have been heard on adolescents' social

behaviour, including the way they communicate with adults, and their way of dressing among others. Often parents and their teenage children have disagreed on personal appearance, habits and manners where dressing is concerned.

In secondary schools, students have been sent home or gone on strike because of the uniform they consider not appropriate for them. Teachers too have punished and suspended teenage students for insisting on wearing the same colour of uniform but different style to suit what they want for example, piping, skin-tight, high waist, sagging of trousers and extraordinarily elongated ties. This interferes with students' studies and usually results into poor academic performance. Their relationship with the teachers is affected. Sharp criticism and ridicule from adults produce even more antagonism. Adolescents have assumed stressful appearances, for instance, the various hair styles like that of Jordan and pank shaving, blow-out, dreadlocks like those of rastafarians such as Bob Marley and Lucky Dube, ear-rings and necklaces on boys, non-cultural piercing of noses by girls, wearing of fancy shoes like "ndombolo ya solo", and clothes like "tumbo-cut". The observations above inspired this study to find out what influences the choice of clothing items among the adolescents.

1.3 Purpose of the Study

The purpose of the study was to identify factors influencing clothing selection of Kenyan adolescents in both rural and urban areas of residences. This was done in Kisumu town and Mfangano Island.

1.4 Objectives of the Study.

Specifically the study sought to address the following objectives. To:

1. identify sources of information about clothing items to Kenyan adolescents.
2. identify clothing characteristics that influence the choice of the items
3. determine socio-cultural factors which influence adolescents clothing selection
4. identify psychological factors which influence adolescents clothing selection
5. compare gender influence in adolescent sources of information about clothing items, clothing characteristics, socio-cultural and psychological factors which influence their selection.
6. determine the influence of area of residence on adolescents sources of information about clothing items
7. determine the influence of adolescents' age, and level of education on sources of information about clothing items.

1.5 Research Questions

1. How do the adolescents come to know the styles of clothing available in the market?
2. What are the factors that influence adolescents' clothing choices?
3. Are the adolescents involved in the decisions concerning their clothing items?
4. Does gender influence clothing choices among the adolescents?
5. Does area of residence influence clothing choices of the adolescents?
6. Does age of influence clothing choices of adolescents?

1.6 Null Hypotheses were:

1. There are no significant differences in sources of information about clothing styles between the adolescents:

- a) in Rural and Urban areas
- b) of different age groups
- c) of different Gender
- d) of different Educational levels

2. The influence of clothing characteristics on clothing selection do not differ with:

- a) Area of residence
- b) Age groups
- c) Gender
- d) Educational Levels

3. The influence of socio-cultural factors on clothing selection do not vary with:

- a) Area of residence
- b) Age groups.
- c) Gender
- d) Educational level

4 The influence of psychological factors on clothing does not vary with:

- a) Area of residence
- b) Age groups
- c) Gender
- d) Educational levels.

1.7 Rationale for the Study

While there is scarcity of Kenyan research regarding adolescents' clothing selection, conflicts between adults and adolescents about clothing selection are common. In Santrock's (1995) review of research, Steelsman reported in 1990 that conflict between adolescents and adults can result from lack of understanding. When adolescents feel misunderstood they often commiserate with their peers. As a result misunderstanding between adults and adolescents perpetuate family disharmony. Research is needed in Kenya to provide further insights into the factors that influence adolescents' clothing selection.

1.8 Significance of the Study

It is expected that this study will help bring about understanding between parents, school authorities and the adolescents on what the adolescents experience and are exposed to, in terms of clothing styles that influence their decisions. The Kenya Institute of Education (K.I.E) could also find these results useful in enriching and strengthening their curriculum. It will add to the existing literature in the area of study or fill in the existing knowledge gap. The Ministry of Education and other institutions of learning such as colleges and universities will make the findings of this research available to adolescents, parents, school authorities and other adults in the society through the electronic and printed media. The Thesis will also be made available for use at Maseno University Library. The results will be disseminated at a seminar to scholars, school administrators and teachers. It is also hoped that this study will encourage continued research in related areas.

1.9 Underlying Assumptions

It was assumed that all respondents had equal access to information about clothing items and exposed equally to clothing characteristics, socio-cultural and psychological factors that influenced their choices of clothing items.

1.10 Limitations of the Study

1.The questionnaire was limited to the English language only since most of the target group in Mfangano division could not understand any other language that was familiar to the researcher.

2.Data collection was limited to after 4:00pm only since the respondents were students and pupils were attending classes.

3.The factors that influence peoples' decisions on the choice of clothing items are many, but this study is limited to selected sources of information, clothing characteristics, socio-cultural and psychological factors.

4.The study was limited to Kisumu town and Mfangano Island only, hence generalizations of the findings to other urban and rural areas is limited.

1.11 Definition of Terms

Accessories

Any item which accompanies garments or other basic items of apparel, for example, hats, gloves, jewelry, scarves, belts, handbags and shoes.

Adornment

Any decoration or alteration of the body's appearance.

Age

Adolescent girl or boy who is between 14-19 years.

Apparel

A body covering, specifically referring to actual garment constructed from fabric.

Area of residence

Rural or Urban area where the respondents are staying.

Awareness of Clothing Modes

The extent to which an individual adolescent's clothing duplicates items occurring most often in the clothing of his or her peers.

Clothing characteristics

The properties of a clothing item that affect its serviceability, for example, fabric construction, garment construction or workmanship, purpose for use, suitability for weather conditions, finishes given to the fabric, texture, colour and design of the fabric.

Costume

A style of clothing belonging to a particular cultural or historical context

CHAPTER TWO

Dress

The total arrangement of all outwardly detectable modifications of the body itself and all material objects added to it.

Educational level

Adolescents in class eight, forms one, two, three and first year polytechnic

Gender

Male or female adolescent.

Psychological factors

The influences in clothing choices brought about by adolescent's own values, interests, opinions, beliefs and attitudes.

Socio-Cultural Factors

The social influences that are brought about by the diversity of culture in schools, church and community.

CHAPTER TWO THEORETICAL BACKGROUND

This chapter looks at the theories on which the study is based. These theories describe, explain, and predict how people relate to clothing and use it in appearance management and perception.

2.1 Introduction

As soon as man swung earthward from the tree-tops, he began to wonder how he could improve, or at least employ, the phenomena with which he was surrounded to increase his own power and dignity (Horn & Gurel, 1981). The animals accept things as they are. Man endeavours to mould and modify things.

According to Kaiser (1997), when social and behavioural sciences were becoming established at the turn of the century, one of the first questions to interest anthropologists and psychologists was *why do people wear clothes?* Many theoretical explanations were developed to address this basic question. Clothing scholars, Jasper and Roach-Higgins (1987) point out that some of this early theorising and fieldwork also reflect the influence and bias of evolutionary thought. They build their assumptions that: clothing, like other artifacts, evolved from the most simple (primitive) to the most complex (civilised) forms, and that the motives of contemporary, non-western “primitive” people are identical to those of the first humans.

As more writers dealt with the topic of early motivations for wearing clothes, it became clear that there were a number of possibilities. Instinct theories of motivation largely fell into disfavour with psychologists. They realised that too many instincts would be required to explain behaviour and therefore the theories would become too cumbersome to be useful (Ryan, 1966).

Theories of human needs, such as individual requirements for health and social adjustment, took the place of instinct theories. Identifying clothing as a basic human need, along with food and shelter, psychologists began to focus on the needs clothes fulfil. For example, Dearborn (1918) developed a list of ways in which clothing, in some time or place, protects individuals from various kinds of fears. His list include fear of ridicule; fear of being judged as inefficient, stupid, immodest, poor, lacking good taste or self-respect; fear of being unattractive; and fear of skin irritation or discomfort. Therefore, it is important to examine critically these theories emerging from these early writings.

Lurie (1981) noted that there are three basic theories on the origins of clothing. Each theory contends that clothing materialized to satisfy basic needs or wants. These theories are related to protection, modesty and adornment as discussed below.

2.2. Protection

The first use of clothes was for protection from the cold. Archaeological evidence indicates that early hunters and wanderers moved from tropics to areas with cooler climates. So, they needed something warm. Man used hide from the bear as the first form of clothing to cover his body and he ate the meat (Horn and Gurel 1981).

According to Lurie (1981), it is believed that extreme climates made clothing necessary for survival. For example, clothes such as raincoats, hats, and pullover are used against cold and wet climates. History indicates that people also wore clothes as protection against evil spirits, for example, using herbs to create neck and waist or wristbands (Anyango, 1993; Kaiser, 1997). Clothes have also provided protection from visible enemies in battle, for example, body shields and bullet proof vests. Clothes are also worn to guard workers in hazardous occupations, for example, protective aprons and padded suits. However, even though clothing provides protection, it is usually also designed to be attractive.

2.3. Adornment

The theory most authorities agree on is adornment or decoration. This theory refers to the decorative nature of clothes and other forms of body modification for purposes of display, attraction, or aesthetic expression (Kaiser, 1997). Adornment theory states that all people have an urge to express themselves creatively and this urge to improve the appearance is universal. It is a fact that there are no people known to us, past or present, who do not adorn their bodies in some fashion (Horn and Gurel, 1981). In clothing, self becomes the object of adornment.

Horn and Gurel (1981) noted that pigments of red and yellow ochre have been found in caves and burial sites indicating that, even in this prehistoric period the body was decorated. The use of these colours provides the first hint of adornment and the very beginnings of decorative arts and design.

According to anthropologist John E. Pfeiffer, as cited by Horn and Gurel 1981, personal adornment involved a new level of assertiveness and a new degree of individuality. Vandehoff (1970) noted that people developed ways to make themselves attractive by painting or tattooing part of their bodies. They made ornaments of bones, feathers, animal teeth and fur. They learned how to colour materials with dyes made from plants. Today people still feel the need to make themselves attractive with clothes and body ornaments (Anyango, 1993). Clothes of different colours and fabrics, jewelry and other accessories and cosmetics are used. This theory is particularly important to the adolescent who feels satisfied when he or she is recognized by the opposite sex as beautiful or handsome. Apart from being handsome or beautiful, the clothes have to be modest according to societal norms.

2.4. Modesty

Modesty theory suggests that people first wore clothing to cover or conceal the “private” parts of the human body (Kaiser, 1997). This theory was derived from a Christian, biblical explanation of clothing: namely, that clothes were initially worn by Adam and Eve to cover nakedness because of instinctive shame (Genesis, 3:6). The modesty theory was based on the idea that morality is dependent upon modesty, as expressed through the concealment of the human body.

Psychologist Dunlap (1928) noted that because moralist writers were frequently males, there was an inordinate emphasis in their writing on female sexuality and the maintenance of morality through the covering of the female body. He noted that the theory was based on cause, rather than the result of experimentation with the body.

Arguments against this theory are that young children are not instinctively modest and that, instead, modesty is socially learned. It refers to ideas about the proper way to cover the body (Kaiser, 1997). However, throughout the world, there have been different ideas about which parts of the body should be covered. Otieno (1990) noted that clothing modesty is determined by one's culture.

In Kenya, every ethnic group has what they consider decent clothing. For example, some parts of the body, such as, a woman's breasts were not allowed to be left uncovered while other societies for instance the Luos, Turkana, Pokots and Mijikenda considered it proper to leave the breasts exposed (Anyango, 1993).

2.5 Combined –Need Theory

Paola and Muller (1980) suggested a *fourth theory* that is multi-dimensional - *combined-need* theory and recognise that clothing serves a variety of purposes. They noted that people could also communicate with their clothing. That the language of clothes is influenced by a person's culture. Clothing can give important information about one's occupation, origin, personality, opinion, beliefs, attitudes, tastes, sexual desires, and current moods (Paola and Mueller 1980). However, misinformation can also be communicated as clothing can be used to create illusions.

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

Sociologically, clothes function to satisfy the individual's needs for group membership or identity, and companionship of others (Kaiser, 1985). By identifying with a specific group, the individual conforms to a set of group or societal norms, expectations, habits and ideals. In this respect, clothing serves as a symbol of role and status of the individual in a society (Horn, 1995).

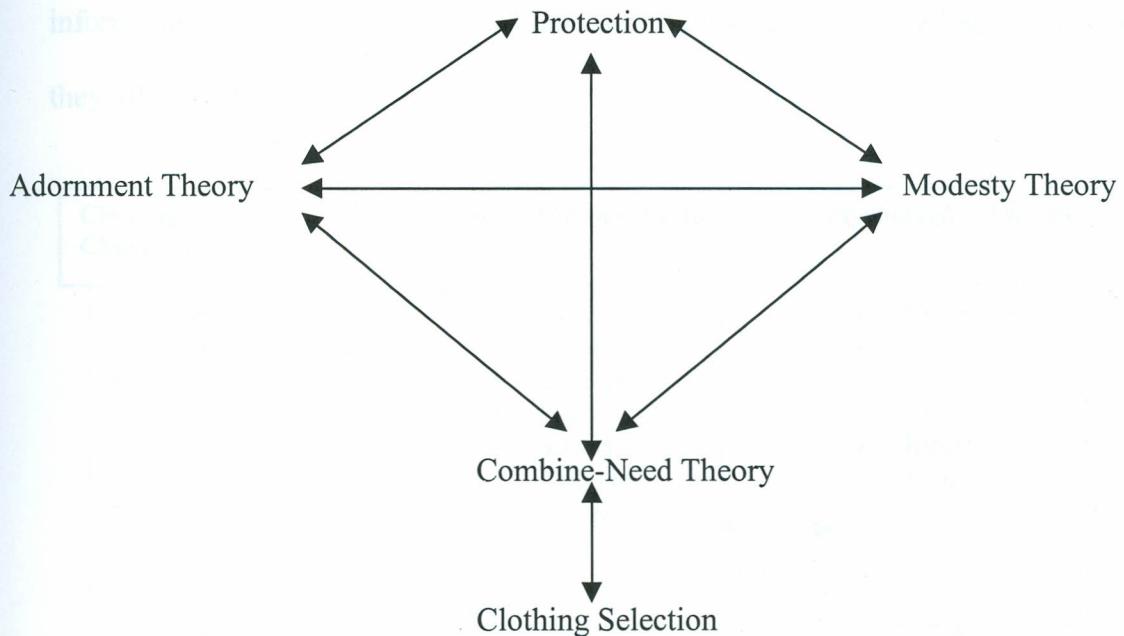


FIG. 1. Conceptual Framework for Clothing Selection.

Figure 1 above shows the relationship between the four theories and how they combine to influence people's clothing choices irrespective of their age.

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

Otieno (1990) and Anyango (1993) suggested that research is needed regarding the factors influencing adolescents' clothing selection.

choosing

Adolescents, like other people, have varied factors that influence their clothing selection. Figure 2 shows the operational framework of the factors that influence adolescents' clothing selection, and the interpersonal relationship between sources of information, clothing characteristics, and socio-cultural and psychological factors as they affect clothing selection.

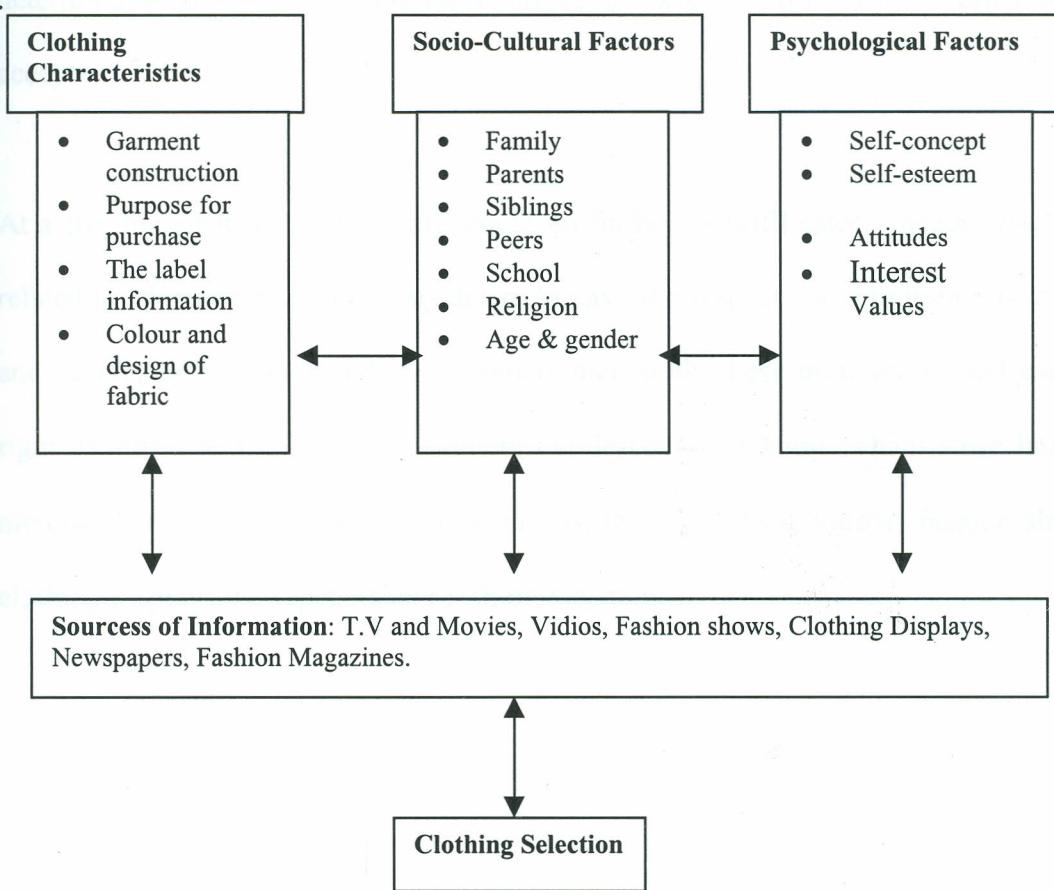


FIG. 2. Operational Framework of Sources of Information, Clothing Characteristics, Socio-cultural and Psychological Factors Influencing Clothing Selection.

Adolescents are motivated by their unfulfilled needs to purchase clothing items. The clothing selected must fulfil the needs for protection, modesty and adornment. When choosing the clothing items, considerations must be made on clothing characteristics in terms of construction, fibre content, design and colour.

When these needs of protection are fulfilled, the adolescents seek acceptance from significant others in the society, that is, the reference groups that include: family members, church leaders, school authorities and peers. These reference groups determine what is modest and the adolescents have to fulfil them in order to be accepted.

At a still higher level, adolescents would go further to fulfil esteem needs which are related to adornment. Adolescents desire to have the respect and admiration of others and be recognized as special. The retailers then study these motivations and use the right channels to inform the customers (adolescents) to know which store has the merchandise that satisfy these needs, that is, television sets, videos, fashion shows, clothing displays, newspapers and fashion magazines.

CHAPTER THREE

LITERATURE REVIEW

The literature review covers some of the various means people use to modify the appearance of the body, as well as the social and psychological forces that lead to and result from processes of managing personal appearance. Appearance management encompasses all attention, decision, and acts related to one's personal appearance, that is, the process of thinking about and actually carrying out activities and thought processes leading to the purchase and wear of clothing items as well as a process of body modification.

Like other people, adolescents' appearance management encompasses what adolescents do to and for their bodies visually, as well as how they plan and organise these actions. For example, making decisions about what attire to buy, wear and finally assessing the personal and social implications of such decisions.

3.1 Adolescents' Characteristics

During this time of life the developmental task that a young person faces include the establishment of autonomy and identity (Decay, 1979; Ingersoll, 1989).

Developmental tasks are tasks that individuals need in order to acquire certain skills, knowledge and attitudes at certain stages of life (Ingersoll, 1989; Jensen, 1985). The individual's maturation level, personal efforts and societal expectations determine the completion of the tasks.

Adolescents' efforts to achieve autonomy are often the source of confusion and conflict for many cases, the urge being to take stronger control of themselves.

Santrock (1990) noted that heated emotional exchanges may occur between adolescent and the parent, with either side calling names, making threats, and doing whatever seems necessary to gain control. Very few parents are able to understand and appreciate their adolescents' desire for autonomy especially where clothing choices are concerned. The current study will find out whether parents give autonomy to their teenage children.

3.2 Adolescence and Appearance

Kaiser (1997) noted that during adolescence, physical attractiveness assumes a new kind of importance in the lives of both males and females in feelings of self. Physical appearance and clothing alike become magnified in importance because the adolescent has not yet fully outgrown the orientation to concentration on peripheral concrete qualities in a person. The teen still retains some of the egocentrism of childhood, but becomes increasingly aware of the self in relation to others, experience concern about "appropriate" appearance and feel that every one else notices his or her appearance and behaviour to the same degree.

During puberty, physical changes occur that are related to sexuality. Perceived changes in others' bodies affect feelings about one's own body. Research indicates that positive feelings about the body are related to positive self-concept in adolescents (Lerner, et al 1976). Among females, body attractiveness is more important than effectiveness and interpersonal attractiveness more important than individual physical effectiveness. Conversely, among males individual physical attractiveness is more important than interpersonal attractiveness in determining self-feelings (Kaiser, 1997).

According to Zakin, *et al* (1984), unattractive adolescent girls perceive themselves as less popular with both boys and girls than do attractive girls. They are less satisfied with their bodies and weight. Also girls who experience pubertal changes are less satisfied with their weight than are undeveloped girls (Zakin, *et al* 1984).

Changes in the body must be taken into account when assessing the self. Despite the social advantages of attractiveness, puberty has shown to interact with attractiveness and influence self-evaluations in general. According to Kaiser (1997), attractive girls who undergo early pubertal changes appear to feel less positive about themselves in general than their unattractive counterparts. An attractive girl is likely to be accustomed to receiving favourable treatment because of her looks. Therefore, when she begins to experience pubertal changes they may seem riskier and traumatic to her than to a physically unattractive girl, who may welcome the onset of puberty and hope for favourable body changes. Zakin, *et al* (1984) noted that an attractive, developing girl will be more uncomfortable with the increased impact of her appearance on other's especially males along with corresponding increased emotional demands and stress. These in turn affect their clothing choices. Clothing becomes a very important tool to camouflage the parts of the body that may not look attractive and emphasise the good-looking parts. Gradually, according to Kaiser (1997), adolescents become more abstract, flexible, and general in their self-assessments. Attractiveness is a very important factor that this study will look at because the study will be carried out on adolescents who are very keen on what to wear.

As noted by Drake and Ford (1979), although clothes are more often a source of positive feelings toward the self than negative feelings for most adolescents, for some they may be a source of embarrassment and social discomfort. Adolescents who dress for themselves tend to be more self-accepting, whereas those who dress to please others are less self-accepting. Less self-accepting adolescents are also more likely to feel their clothing is inadequate. Involvement in organised activities seems to be associated with reduced feelings of clothing deprivation.

Both males and females are likely to learn that there are multiple means of assessing the self through others and, perhaps, multiple me's. Correspondingly, there are a variety of clothing and appearance styles from which to pick and choose (Kaiser, 1997). By middle to late adolescence, a person has developed a subjective process level sense of self. Such a self – concept allows one to integrate personal traits and appearances that seemingly conflict with one another – in line with contextual considerations (Leahy and Shrik, 1985).

As individual adolescents acquire new information about themselves and as fashion and cultural changes provide impetus to self-discovery, perceived self-image is also likely to change (Kaiser, 1997). Adolescents rely on others to supply them with feedback about what they look like, as well as how attractive and appropriate their clothes are perceived to be.

Decay (1979) noted that during this time the adolescents try out numerous self-images and behaviour. Patterns of identification may vary widely among adolescents as a

result of many influences ranging from individual parent relationships, culture and sub-culture pressure, and even the rate of social change.

Adolescents who desire to cultivate an identity similar to their parents may want to dress to please their parents. If they desire an identity similar to their peer groups, they will try to dress like them. Adolescents become involved in the broader world, those outside the family, that is the teachers, community leaders, and esteemed cultural personalities may become objects of identification (Conger, 1977). Adolescents are influenced by other sources including mass media and sales persons into buying clothing items that may not be approved by teachers and parents (Anyango, 1993). Parents and school authorities will be studied to find their influence on adolescence.

3.3 Clothing Information Sources

Clothing producers and promoters have an obligation to communicate to consumers through various channels as an aid to clothing decision-making and selection. These consumers include among others, the adolescents. Otieno (1990) noted that much communication is used to disseminate information to consumers about the location of shopping outlets which stock certain clothing items, their prices, sizes, functional characteristics and latest fashion styles. Solomon (1988) and Sproles (1979) referred to these channels to include magazines, books, newspapers, and catalogues, salespersons in clothing stores, and clothing displays.

These channels are available in Kenya though some may not be popular among adolescents; for example, catalogues may be scarce and newspapers may not be

conspicuous enough for the adolescents (Anyango, 1993). These sources of information may have positive or negative influence on the adolescents' decision-making depending on how the adolescents perceive their reliability or honesty. Anyango (1993) found out that clothing displays are most popular sources of information of adolescents' clothing styles in Nairobi. An adolescent may, for instance, select to use a particular information source like Television if he or she derives satisfaction from the information. Clothing producers or dealers therefore need to be cautious about how they channel information to the consumers (adolescents) as they tend to rely on this information for decision-making in clothing selection. Clothing Channels will be part of the variables used in the study.

3.3.1 Advertisements

Advertising is one of the most powerful tools for consumer education. According to Gitobu (1985) and Wingata (1970), advertising can be used to create or stimulate adolescents' demand or desire for the product. Gitobu (1985) noted that due to the urge to sell, some advertisements could be misleading particularly to those that concern clothing. Instead of informing, they tend to deceive.

Drake *et al* (1992) noted that, for the advertisement to be effective, the various media units, that is, both print and broadcast must work together to emphasise the store's personality, describe its merchandise and invite a customer (adolescents) to make purchase decision. The influence of media adverts on adolescents depends on lifestyle factors, store volume and location, competitive situation, media availability and cost, availability of skilled personnel in the medium and preparation time.

Advertising is the prime sales promotion tool that retailers use to attract the adolescent's attention and to bring the adolescents to the point of sale. Advert is to persuade the adolescents to take favourable action on the retailer's offering. This it does by praising the benefits of the merchandise and cost advantages of the merchandise to the adolescents (Drake *et al*, 1992). For advert to be effective, it needs staying power in the adolescent's mind. Drake *et al*, (1992) noted that advertising activity has an objective to be retained in the prospective adolescents memory by being meaningful to him or her. For it to be effective, it has to stay in the customers' mind. The activity of advertising must be positive enough to persuade the adolescents to respond favourably by shopping in the establishment and make purchases.

3.3.2 Clothing Displays

This kind of shopping outlet is useful when one is doing comparative shopping or "window" shopping. It involves looking around to establish where the desired clothing items are before they are bought (Gitobu, 1985). The prospective buyer can freely examine the items displayed and compare differences in quality of articles at different prices.

According to Drake, *et al* (1992), clothing displays are the most conspicuous part of the store and they should be kept interesting at all times to attract customers (adolescents). Items left on display too long soil, fade, rust become dingy and therefore cannot attract adolescents and can not be sold to them as first quality merchandise.

Drake *et. al* (1992) identified three types of clothing displays, that is, window displays, interior displays and isolated displays. The window displays stimulate and invite the consumers (adolescents) who may be passing -by to come in and look around. Attractive furnishing and lighting system in the interior enhances the visual impact on the adolescents and the isolated displays enable the adolescents to have immediate access to the merchandise.

The presentation of the clothing items is essential to the fashion story and the selling process. Emphasis must be put in presentation throughout the store. A wide variety of fixtures, forms and techniques entice the browser to buy (Drake, et al 1992). It is not sufficient just to make clothing items available. It must be presented in a manner that stimulates and excites the customer. Effective clothing presentation not only contributes to the store image but can persuade adolescents to make more purchase decisions.

3.3.3 Influence of Sales Persons

Advertising, displays, and publicity are designed to bring a customer to the store ready to make a fashion purchase. It is at this point that a valuable sales promotion aid-the salesperson-makes the final selling contact between the store and the adolescents (Troxell & Stone, 1981).

Troxell and Stone (1981) noted that fashion salesperson must be able to point out the fashion features of the merchandise and assure adolescents of the personal satisfaction they will have in owning the item. By displaying knowledge, awareness and concern,

fashion salesperson helps each customer make purchases that are fashion-right, becoming and appropriate.

Modern retailers have a wide range of selling techniques at their command. Among the techniques most commonly used is personal selling. In personal selling, a sales person actively assists the adolescents in choosing articles suited to their individual taste and needs. The salesperson does this in such away that adolescents will return to the store for future purchase (Troxell & Stone, 1981).

According to Gitobu (1985) consumers usually want to get the best value for their money by buying more of the commodity or paying a lower price than expected. Most sellers know this and therefore would like to catch the attention of the buyer by offering what they term as "good bargain". This could be in the form of reduced prices or taking items on credit, or offering a promise to give something extra if the item is bought. This is done to promote sales by drawing the attention of the buyer. Anyango (1993) noted that in Kenya many people who sell clothing items have made it a habit, particularly in towns, to walk around in the offices and work places to sell clothing items on credit. This has resulted in many people, particularly women and adolescent girls, buying items they had not budgeted for.

3.4.The effect of Clothing Characteristics on Adolescents Clothing Selection.

One of the major aspects of adolescents' need for clothing is protection from physical or external environment that surrounds them with a need to attain comfort (Otieno, 1990). The process of attaining physical comfort is affected by various variables that originate from within the external environments that surround the body. Such

variables according to Horn (1995) include air temperature, humidity, air movement, radiation, atmospheric pressure, disease, occupation hazards and others that are capable of producing body irritation. For one to protect himself or herself from these harsh conditions, the right choices of clothing is required.

Taylor (1972) and Horn (1975) highlighted some guidelines that consumers could use in making such appropriate selection of clothing items. These include the use of labels or information tags on clothing as well as considering physical properties by consumers for appropriate selection. Physical properties include garment construction workmanship qualities, purpose for which one purchases an item, climate or weather suitability, size and fitting qualities, fabric firmness, fibre characteristics, ease in garment care, fabric construction or texture and colour and design of fabric, among others.

3.4.1 Garment Construction or Workmanship

Whether a garment is made at home or purchased ready made, the requirements for garment serviceability are similar. Checking the quality of construction of garments prior to purchase is an important aspect as this not only contributes to the garment's durability but also enhances aesthetic appeal and the comfort experienced in wear (Anyango, 1993).

Adolescents may have particular preferences in terms of good garment construction, which is shown, by having garment's pattern lines cut, matched and stitched in their rightful balance positions on the garment. (Chambers & Moulton, 1969; Tylor, 1972; Horn, 1975).

In a study comparing males' and females' descriptions of their favourite clothes, some males focused on garment characteristics that contribute to fit or comfort, but did not necessarily know or found it hard to remember what the specific garments or features they preferred were called (Kaiser, 1997). It might be assumed that an individual adolescent who is aware of fashion would be knowledgeable about designer brands and therefore be influenced by them.

A study comparing males between the ages 20-60 years indicated that the younger men were not influenced to any greater degree by brand label of dress slacks than were the older men, in terms of their perceptions of quality (Behling & Wilch, 1988).

Though this study (Behling & Wilch) studied on males ages between 20-60 yrs, the current study will also find whether adolescents are influenced by brand names and labels in their clothing selection.

3.4.2 Purpose for Purchase

Purpose or reason for which one purchases clothing is a factor that plays a significant role in one's decision-making in selection of clothes. Adolescents may want to dress according to activities or environmental conditions that call for varied type of clothing.

Most adolescents are active and may want clothing for various activities such as games, school, church, casualwear, sleeping and underwear (Chamber & Moulton, 1969; Horn, 1975; Kaiser, 1985). Much as these factors are important in clothing selection, it is however necessary to realise that individuals may be inconvenienced in

their selection of clothing items by intervening socio-economic factors like income, family size, and values and the type of social activities one engages in.

3.5. The effect of Socio-cultural factors on Adolescents Clothing Selection

As defined by Gurel (1975), sociology is the study of groups of people and their behaviour. Culture has been defined by Gamst and Morbeck (1976) as learned behaviour socially transmitted. Therefore, socio-cultural factors in this study are social and cultural influences that affect individual's clothing selection. These factors include: the adolescents reference groups, i.e. family members, peers, and adults from school and community.

3.5.1 Reference Groups

Kaiser (1997) noted that individuals may or may not actually belong to the groups that supply reference group influence, which contributes a means for self-evaluation as individuals compare their values and appearance to those of a reference group. Although individuals frequently compare themselves with others in a group to which they belong, they may also compare themselves with people or groups who serve as a point of reference but with whom they do not interact on a regular basis. For example, younger adolescent girls are more likely to use not only their peers but also older adolescents as a source of reference, in contrast, their mothers are likely to exert less referential influence (Kernan, 1973).

Reference group influence may be regarded as a means for developing a sense of social identity or a feeling of interconnectedness with others with whom adolescents may or may not interact. Through this type of influence, individual adolescents can

assess their own values with those of others and then evaluate which of these values should be incorporated into individual identity (Kaiser, 1997).

Research on conformity indicates that individual adolescents are more likely to conform to a group position if the type of judgement in question is ambiguous in nature (Davis, 1984). In such a case, adolescents may be uncertain about how "correct" their judgements are and are therefore more likely to refer to others for guidance where clothing styles are concerned. Kaiser (1997) noted that reference group influence is not always readily available from individuals who are similar to ourselves. It may be necessary at times to adapt appearance messages from individuals who seem unlike ourselves but with whom we can relate on some level. These individuals include family members, peers, church and community members. Depending on which group influences the adolescents' clothing selection, they will try to wear whatever is worn by that particular group (Anyango, 1993).

Vener and Hoffer (1965) conducted a study on adolescents' clothing influences. The general purpose of the research reported was to study the attitudes of adolescents in relation to the selection of clothing. The goal was to determine who the adolescent considers important in evaluating the adequacy of his/her clothing behaviour. A total of 782 twelfth, tenth, and eighth grade boys and girls in the Lansing Michigan School system filled out the research questionnaire. It was found that adolescents' mothers and peers were highly important persons in decisions dealing with clothing selection, while fathers were relatively of little importance. Also important were older siblings. Mass media was also found to have some impact upon the adolescents' clothing behaviour. The researchers concluded that those persons with whom adolescents

interact on a personal basis have greater influence upon their clothing behaviour. Anyango (1993), noted that school authorities, parents, social activities and peer groups are the most influential when it comes to decisions on what adolescent should wear. The least influential factors are the siblings, position held at school and religious norms.

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

3.5.2 Adolescents and their Peers

A "peer is a person in an individual's environment that is about the same age, grade, and status" (Santrock & Yessen, 1984). Traditionally the age mates are given different names according to different ethnic groups, for example Luos (mbese), Kikuyu (rika). They have different functions that showed one's rika. For example, people were circumcised together among Kikuyus and lower teeth were removed among the Luos. Peers continue to play a crucial role in the socio-cultural and psychological development of most adolescents. For example, they provide an opportunity to learn how to interact with age mates, to control social behaviour, to develop age relevant skills and interests, and how to share similar problems and feelings. Many areas of an adolescent's inner and outward life behaviour become difficult to share with parents, that is, matters related to music, clothing and appearance in general.

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

Appearance plays a role in social acceptance. Appearance is often used as one of the first determinants of an individual's admittance to a specific social group. Usually it is the person who presents a correct or conforming image, and thus a favourable first impression, who is most likely to be accepted into a group (Sproles, 1979). An adolescent emphasises obtaining approval from peers whom he/she stays and interacts with face to face (Vanderhoff & Hoffer, 1965). Social pressure can influence or force an individual to conform to a group norm. Sproles (1979) noted that this social pressure appears to be greatest where the preferences of the majority are well defined.

However, there are instances where individuals become fashion leaders within their social environment even though they may not be members of any particular friendship group. Sproles (1970) cited a study done by Eicher and Kelly (1972) in which North American twelfth grade girls were studied. Several situations were identified in which social isolates or paired friends were mentioned by class members as the "best dressed". These girls were not clearly integrated into small groups and yet they were reference points in establishing standards of clothing. Thus, individuals as well as referent group members may begin fashion diffusion in small groups.

3.5.3 Conformity and Peer Acceptance

Clothing conformity involves the change in an individual's clothing behaviours or attitudes towards those advocated by a group resulting from real or imagined group pressure (Davis, 1984). Because of the heightened importance of the peer group during adolescence, the motivation to conform to the values, customs and fads of the peer culture increases during this period (Mussen, et al 1990). This can be seen clearly in matters related to clothing which are learned through informal learning and awareness. Informal learning commonly occurs at unconscious levels in that the strategies used are role modelling, imitation, and gradual reinforcement of clusters of behaviours, attitudes, or mannerisms (Davis, 1984). Members of a social group adhere to distinct socially defined clothing norms, which outline the range of clothing styles that are socially acceptable to the particular group. Since an individual's conformity to the clothing norms of a group readily identifies him or her as a group member, group unity may be achieved and displayed by means of members conforming in clothing patterns.

Smucker and Creekmore (1972) conducted a study on adolescents' clothing conformity, awareness, and peer acceptance. The objective of the investigation was to reveal the relationship existing among awareness and conformity to the mode and peer acceptance of adolescent boys and girls. Filmed observations of the clothing of 121 boys and 110 girls from a high school sophomore class and reactions from questionnaire concerning what "most were wearing" were analysed and related to general peer acceptance. The result revealed that adolescents from low-income families were more aware of their clothing modes. This may have been because these adolescents were unable to conform to accepted standards for financial reasons. The

effect of income on clothing selection and the relationship existing among awareness and conformity to the mode of peer acceptance will not be considered in this study. This because the current study is interested in finding out whether adolescents are influenced by their peers in choosing clothing items and not awareness.

Adolescents from high-income families contributed to this situation by wearing clothes that were more expensive. The researchers observed similarity in the clothing and appearance of adolescents from the same school which led to the hypothesis that awareness of and conformity to the model pattern of dress was associated with social acceptance by peers. It was also found that awareness of clothing was positively related to conformity in clothing modes. However, environmental factors could have adversely affected these relationships. Individuals, even though aware of the clothing modes, might not be able to conform to the clothing patterns because of limited finances, differing ideas of suitability, and limited freedom to select their own clothing. For example, parents may purchase clothes for their adolescents without consultation. It was also found that there is a relationship between awareness of clothing mode and peer acceptance. This result upholds the idea that awareness of clothing modes may be an important part of group interaction and may even promote attraction between members of the group.

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

3.5.4 Attractiveness and Peer Acceptance

The universal and significant function of clothing is personal decoration and adornment. Personal attractiveness is the general visual appeal of the individual to observers (Sproles, 1979; Vanderhoff & Hoffer, 1965). Attractive clothing can help create a pleasing appearance. Clothing can be manipulated with other appearance variables in order to vary physical attractiveness (Lemon, 1990). Dress can be used either to conform to or express individuality in regard to society's notions of attractiveness. Vanderhoff and Hoffer (1965) noted that people and their clothes go places together. When others see them they actually see them and their clothes. The face, hair, body shape, and gestures one uses are all part of the person others see.

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

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

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

Another study was conducted by Lemon (1990). His study was on the effects of clothing attractiveness on perceptions and sought to determine whether people perceive others differently as a function of the attractiveness of their clothing. Slides of six different models in business attire, three wearing attractive clothing and three wearing unattractive clothing, served as stimuli. Fifty-nine participants listened to a pre-recorded audiotape consisting of 30 suggestions relative to marketing a perfume. As a comment was heard, a slide of the woman purported to have made the comment was projected. Subjects rated the woman on competence, work and comfort and sociability. Multivariate and univariate analysis of variances revealed that, as expected, models dressed in attractive clothing were perceived more positively than models dressed in unattractive clothing on each of the three dependent variables. These results indicate the clothing attractiveness, a variable over which one has potential control, might exert a potent influence in social situations.

3.5.5 School and Adolescents' Clothing

Today's adolescents spend more time in school as opposed to earlier times when they had more time with their families. Being exposed to peers and teachers from diverse backgrounds, adolescents can be encouraged to perceive different points of view on matters related to styling in clothing.

Horn (1975) noted that due to misunderstanding, there has been a great deal of conflict regarding clothing between the teachers and school authorities and the adolescents. During the '70s in the United States, the teenagers have been sent home to change clothes when they have violated the school's dress code. Repeated offences often result in permanent suspension. Horn noted that girls were sent home because of outsized hairdos and very short skirts; boys for wearing their trousers too tight and having long hair. While Kenya students are required to wear school uniforms, students have been known to alter the style of the uniform in their attempts to express their autonomy and individuality (Anyango, 1993). With understanding of adolescents' development, Horn suggests that school authorities should have relaxed their codes to allow the students to conform to the current fashion, thus eliminating much of the conflict.

Kaiser (1997) noted that whereas dress codes are generally developed to proscribe or prohibit certain clothes or grooming practices considered objectionable, uniforms prescribe a certain standard and style of attire. According to Valentine (1987) children can get destroyed with concern about clothes instead of education. She added that uniform could instil a sense of pride in the self and the school, while also eliminating competition and expense.

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

3.5.6 Religion and Adolescents' Clothing

Religions are social structures reflecting people's relationship with the supernatural and organising the ethical codes, philosophies and moral conduct (Storm, 1987). Each of the world's religions embraces its own unique set of beliefs and practices – some of which deal with items of clothing. Some religious leaders categorise clothing into two broad categories, the sacred and the profane (Storm, 1987). Profane or secular dress is that which is not related to a religion or religious matters, while sacred is involved with religion, for example, the Roman Catholic priest gab.

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

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

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

Horn (1975) did a survey of a group of college men and found that those who expressed lower moral values also held more liberal clothing attitudes. These liberal attitudes were defined as favouring greater body exposure, as well as practices that, at the time were considered radical, that is, going barefoot to class, sunbathing in the nude, men wearing beads, chains and longer hair, and women wearing slack suits for most occasions. Therefore, the "morality" or "immorality" of specific clothing practices can be evaluated only in terms of the behaviour patterns that are considered "normal" for a given group (Anyango, 1993).

Most religious organisations do not have strict rules on what fashion should be worn by members. However, there are some expectations. The Hindus have a prescribed style for adults, adolescents and children. Hindus are taught to dress to please their god rather than to beautify themselves (Storm, 1989). Another example is the Legio

Maria. The followers of these beliefs must wear plain clothes with certain colours depicting individual's specific role in the Church (Anyango, 1993).

3.5.7 The influence of Age and Gender on Adolescents' Clothing

Age classification and gender often influence appropriateness of style. Age can be classified as the very young, the not so young, and the older woman or man (Tower, 1964).

To the adolescent, comfort is a primary consideration and often explains why some clothing items are worn consistently, while others may not be worn at all. For instance, knit fabrics for pants and tops are comfortable and stretch well so may be preferred by teenagers (Anyango, 1993). Apart from comfort, teenagers may find it appropriate to pay greater attention to the latest fashion, fancy patterns, and bright colours in clothing, while an adult may be more concerned about styles that would make them look well groomed.

Gender does play a major role in clothing selection since it seems to be an aspect on which societies base role differentiation in determining human behaviour (Horn, 1975). Although societies have distinct descriptions of clothing for males and females, there is an increase in social acceptance of variety of styles worn by both sexes particularly for teenagers. Anyango (1993) noted that children no longer stay at home and clothing may have changed to meet newly defined expectations from the peers and outside community. Easily noted in Kenya is a greater permissiveness with females than males concerning exchange of symbols. Adolescent females may wear trousers and male shirts but males may not wear female dresses.

Warden and Colquett (1982) conducted a study on clothing selection by adolescent boys. The purpose of the study was to obtain information on clothing purchases and use behaviour of two groups of adolescent males, aged 13-15 and 16-18. Two hundred and sixty adolescent males from one rural and one urban public high school in Georgia were studied. Hypothesis was that there are significant differences between younger and older adolescent males in the reasons why clothing items are purchased. The authors found that the age of individual boys accounts for little of the variance. They admitted interests in the physique, well-fitting clothing and clothing that revealed their muscles. The result indicated that although the boys chose and purchased much of their clothing, most of them were still dependent on their parents' cash and credit cards. They expressed a need for conformity and peer acceptance. Boys aged 13-15 were more conscious of the price of the clothing items perhaps because they were still attuned to parents' attitudes and financial resources. Older boys were interested in whether they liked clothes or not. They expressed the need to be independent and attempted to fulfil the psychological need to express themselves and to conform to the peer group. They were concerned with neat appearance and comfort to maintain peer approval.

3.6 The effect of Psychological Factors on Adolescents Clothing Selection.

There are many psychological theories used by researchers in an attempt to explain clothing behaviour of adolescents. The contemporary theories address self-concept, and self-esteem.

3.6.1. Self-concept and Clothing

Clothes are not only contiguous to the body in a physical sense, but they also may be close to the self in a psychological sense (Sontag & Schlater, 1982). People differ with respect to clothing perceptions as linked to the body and the self.

Pines (1983) conducted a series of studies to see how self-image might be structured around clothes that illustrate "me" versus "not me". He found that although female college students could decide quickly which pictures of clothes were most me and least me, it took more time to classify styles that fall somewhere in between. The students could also later recall the styles that were most "me" easily than the other styles. This identification of what is "me" is likely to parallel adolescents' self-schemata as they shop and identify "just what they are looking for"(Pines, 1983).

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

Many have claimed that the psychological weaning from parents is a major and healthy task for adolescents. Clothing is relatively safe for teens to demonstrate their independence since it is primarily a method of passive resistance. They use clothing as a way of gain recognition as well as asserting their belonging to groups outside the

family. Creekmore (1980) noted that teenagers' clothing becomes one of the ways to increasing peer support while also establishing independence from their parents. They feel that they are independent by choosing their own clothing.

CLOTHING

3.6.2 Self-esteem and Clothing

Clothes may be used to boost or enhance one's self-esteem. Self-esteem involves feelings of self-worth which are based upon cognition and self-concept (Kaiser, 1985). Creekmore (1974) noted that clothing may serve an adaptive function when self-esteem is low, by helping to bolster assessments of self. In contrast, clothes may provide an expressive function when self-esteem is high. In other words, some individuals who feel positive about themselves may express those feelings visually.

Lack of Attractiveness

Some research suggests that lack of attractiveness is not necessarily related to negative evaluation of self; rather, unattractive individuals tend to be less positive about themselves as compared with attractive individuals. So, there is a relative but not necessarily an absolute difference between attractive and unattractive adolescent's assessments of self. Unattractive adolescent males indicate that they "sometimes" to "often" view themselves positively and feel happy, whereas attractive adolescent males are more certain, in a positive direction, about self-feelings and happiness (Agnew, 1984).

As the need for social approval by means of clothing increased in a study of adult women, the level of satisfaction with the self decreased (Tyrchniewicz & Gonzales, 1978). Or, as the level of self-satisfaction increased, the desire for social approval decreased.

Male and female college students who are more clothes-conscious appear to be more likely to be anxious and compliant to authority, while those lacking clothes consciousness are more independent and aggressive (Rosenfeld & Plax, 1977). Kness (1983) reported that adolescents who are more satisfied with clothing tend to feel more secure socially, whereas those who are deprived with in terms of their clothing are socially insecure. Self-esteem was positively related to satisfaction with clothing, as well. In a study of self-esteem among Japanese people, high conservativeness in clothing was found to be related to lower ego strength and greater sensitivity to the evaluations of others (Fujiwara, 1986).

Low self-esteem has been linked to depression and insecurity. Depressed people tend to be less satisfied with their bodies and view themselves as less attractive than non-depressed persons. Depressed people seem to distort their self-image in a negative manner, while non-depressed people appear to distort self-image positively (Noles, et al 1985). Dubler and Gurel (1984) conducted a study to assess daily fluctuations in mood and feelings about clothing and appearance. Twenty-five women completed daily questionnaires for four weeks. Of these, six were depressed to some degree. As level of depression rose, so did positive feelings about clothing and appearance. It seems that appearance management may take on greater importance for depressed people and may be used to boost morale.

Research findings on depression, together with those on self-esteem, suggest that appearance management is viewed differently by people with varying feelings about themselves at a given point in time. It seems that for persons who are depressed or

have low self-esteem, appearance management serves an adaptive function- to bolster oneself in social life. For persons who feel positively about themselves, clothes may be used as a form of self-expression, in the eyes of self more than others (Kaiser, 1997).

Self-esteem tends to have a motivational component. Adolescents with high self-esteem are likely to maintain it, whereas those with low self-esteem labour to improve it through clothing (Elliot, 1986).

The adolescents' need for social approval motivates them to pay attention to the feedback that others have to offer. For instance, adolescents may be most interested in clothing whose function is to impress others.

According to Horn (1975): “*Clothing provides a positive means of satisfying the need, makes the physical self more desirable, increases acceptance by the group, and prevents rejection. It may be a source of overt admiration, resulting in increasing self-esteem, self respect for self-enhancement. It can beautify the appearance, self-confidence, and security*” (p: 139).

3.6.3 Interest and Clothing

Interest in clothing can be measured in terms of the amount of time, energy, money, and personal commitment one applies to selection and use of clothing (Sproles, 1979).

Rosencranz, (1972) noted that people who have high interest in clothing tend to be young, high-income groups, housewives and live in urban area.

Gurel and Gurel (1979) analysed measure for interest to identify and characterise distinct dimensions. The first and foremost dominant dimension is *concern with personal appearance*. Adolescents who express a high degree of concern with how they look are likely to spend a great deal of time, money, and energy pursuing appearance management. Also they are likely to engage in such activities as shopping or experimentation for purposes of improving their appearances. A second dimension of interest in clothing is *experimentation with appearance*. An individual adolescent who enjoys collecting clothes from museum art shops or antique clothing stores might be likely to score high on this dimension, as might one who enjoys trying out new looks or even shopping for purpose of entertainment, without necessarily planning to make any purchases. True experimenters may be continually searching for a new look because they enjoy change, novelty, and aesthetic stimulation. Media usage may provide fruitful hunting grounds for experimenters in search of new looks. For example, music videos may provide ideas about how to wear one's hair or makeup or how to accessorise clothes.

Adolescent's clothing interest can also be measured by how well he or she is informed about current fashion trends and the extent to which his or her personal wardrobes are maintained in an up-to-date manner (Sproles, 1979). Storm (1987) noted that all humans appear to have some interest in and attitudes about clothing.

3.6.4 Attitudes and Clothing

Attitudes are also part and parcel of the psychology of clothing. According to Sproles (1979), attitudes are predisposition to behave in a certain way with respect to a specific object like styles of clothing. An individual may have either positive or

different from their parents. This often causes others to reflect negative attitudes towards a particular style, brand name, or social appropriateness of clothing.

Many adolescents have their social norms, desirable to certain boundaries of appropriate clothing for different social situations and roles. An individual adolescent's attitude towards these boundaries affects how much he/she conforms to or deviates from the norms. Anyango (1993) noted that attitude and interests in clothing play a very important role in decision concerning what to wear.

Buckley and Roach (1974) conducted an experiment on attraction as a function of attitudes in clothing. Seventy-two female college students participated in the study. They completed a shortened version of Byrne's (1971) survey of attitudes. They also completed Byrne's interpersonal judgement scale based on information presented to them. Attitudes and the results of the experiment indicated that similarities in dress and attractiveness had least effect on attraction. When information about dress and attitudes were presented, attitudes were seen by research participants as yielding more information regarding expectations of pleasant interaction than variables concerned with dress interest.

3.6.5 Values and Clothing

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

different from those of their parents. Most often, adolescents' values begin to reflect the values of their peers.

Many values are taught in institutions such as schools and churches that are responsible at least in part for socialisation and acculturation. Mass media and groups such as peers also informally teach them. Mass values serve as the cohesive element of a society and therefore, facilitate the social order and its functioning by helping to increase the level of social conformity.

One of the major human dilemmas is the desire to belong or to be integrated and at the same time wanting to be unique or different. Adolescents, for example, usually fulfil their desire to integrate by identifying with a group important to them, that is, by conforming to social norms and behaviour standards set by that group, such as those pertaining to dress. They identify with fashionable dress but when choosing, they are selecting what they like (Anyango, 1993). They can also differentiate themselves through the way they put their costumes together. Thus clothing is ultimately a passkey to the "doors" of the individual. Clothing can reveal essential beliefs, interests and attitudes; personality characteristics including self-concept, and creativity and need for social acceptance. It also reveals the essential beliefs or values of a society.

From the literature reviewed, it is clear that there is very little research done in Kenya concerning adolescents' clothing choices. Most of the literature is from permissive societies in the western world where there is a lot of choice on how to dress. The Kenyan society is still subject to cultural rules. Even in some of the most affluent

areas parental control on manners of dressing is still paramount. The adolescents want to dress their way while the adults insist on what they consider decent. This conflict has generated an interest hence the need for this research.

In this study, the researcher will attempt to find out the extent to which parents influence

adolescents' choice of clothing and how this choice affects their self-esteem.

The researcher will also attempt to find out the extent to which parents influence

adolescents' choice of clothing and how this choice affects their self-esteem.

4.1 Research Problem

In most cultures, parents have the final say in what their children wear.

Parents are often seen as the authority figures in the family.

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CHAPTER FOUR

RESEARCH METHODS

In this chapter, methods of collecting, tabulating and analyzing data and application of statistics are discussed. The description of research methods and procedures used to achieve the purpose of this study are divided into seven sections as follows:

4.1 Research Design

In this study, survey method was used. This methodology was used because it is appropriate and convenient for studying social conditions, relationships and behaviour of people. It involves selecting some parts of the population and on the basis of this selected sample, making inferences about the population from which it is drawn (Moster & Kalton, 1981; O'muireheataigh & Payne, 1978; Young, 1966). The above characteristics are congruent with the purpose of this research, that is, identifying the sources of information about clothing styles, physical, socio-cultural and psychological factors influencing clothing selection of adolescents. Sample survey was thought to be a suitable method for this study. It was based on assumption that the samples of 640-selected would adequately represent the whole population of adolescence in Kisumu Town, Winam Division and Mfangano Division. That was to include demographic characteristics, the social environment, and the activities, values, opinions and attitudes of adolescents.

4.2 Study Area

The study was carried out in Kisumu Town, Winam Division Kisumu District and Mfangano Division (Island) of Suba District.

Winam Division

Kisumu Town, Winam Division covers an area of 182 sq. km. and has 10 locations divided into 30 sub-locations. At the time of data collection, the population of Kisumu Town was 324,303 persons (Development Plan, 1985—93). It has 71 Primary Schools, 21 Secondary Schools and 6 Youth Polytechnics. Schools in Kisumu Town draw their students from members of the urban population.

For comparison purposes, Kisumu Town was chosen because a related study had been carried out in Nairobi. Kisumu is the third largest town in Kenya and being the Provincial Headquarters of Nyanza, the researcher thought it would be a better town for a study since all the tribes in Nyanza are represented. Apart from the various tribes present, there is a lot of interaction between the people of Kisumu Town and the neighboring countries such as Uganda and Tanzania. These people come with different styles in clothing therefore, influence the people they interact with. Relative to Nairobi, Kisumu has lakeshore influence and the hot climate is likely to affect clothing choices.

Mfangano Island

Mfangano Island has 14 primary schools, one secondary school and one polytechnic. Schools in Mfangano Island draw their students from the rural community around the lakeshore.

Mfangano Island was chosen as a rural area because it is far from the main land and the targeted population hardly visits the mainland. Hence, localised interaction. The people in the Island have different eating habits from the mainland. The socio-

economic activities are also different from those that people engage in, in Kisumu and the language used in this area is mainly suba, which is different from those that are used in the main land. All these influence clothing selection. Being isolated limited research had been done in this region particularly in the area of clothing.

4.3 Population and Sample Selection

The target population was male and female adolescents aged 14-18 years. The accessible population was drawn from both primary and secondary schools in the two areas, that is, Mfangano Division, Suba District and from Kisumu Town, Winam Division of Kisumu District.

The sampling frame consisted of all adolescents in standard eight, forms one, two, three and first year polytechnic students. Adolescents of ages 14-18 was selected because it is assumed to be the age at which outside influence and conflict with adults is most common.

A stratified random sample of 320 adolescents from Kisumu Town, Winam Division and 320 from Mfangano Division Island were drawn from ten schools and two polytechnics in each area. Adolescents from each targeted class were called and randomly selected. An equal number of participants were selected from each class depending on the number of streams in a school.

Advantages of stratified random sampling is that more extensive and elaborate information can be collected, thus facilitating accurate data analysis as well as efficient use of the researcher's time, money and labour. Stratified random sampling

Section One makes it possible to consider a sample to be a fair representation of the population

(Conner & Morrel, 1985; Moser & Kelton, 1981; O'muicheataigh & Payne, 1978).

4.4 Development of the Instrument

The investigation was done using questionnaires, which were supplemented by interviews schedule to meet the objectives. The questionnaire included both closed and open-ended questions. These were divided into five sections.

Section One included demographic information about the respondents and their parents such as age, sex, and class; educational level and occupation of parents, location of residences and family size.

Section Two included information related to sources of information about adolescents' clothing selection such as television sets, film shows, fashion magazines, newspapers, videos, what other people wear and clothing displays

Section Three included information related to physical factors of clothing such as workmanship, purpose for which the clothing items were bought, the label information and colour and design of the fabric.

Section Four included information related to socio-cultural factors such as adolescents' reference groups, that is, family members, peers, and school authority, religion and gender.

Section Five included indicators of self-concept, self-esteem and self-actualisation. Some of the psychological variables that were used included: styles or fashion, store or shop, cost of the item, prestige and popularity of the items brand name, item in which one looks beautiful, one's own beliefs and values, unique outfit, impress others, and to belong to a group.

4.5 Data Collection

The instrument was tested on adolescents in four schools and one polytechnic that were equally represented in the sample that is, two schools and one polytechnic in Kisumu town and two schools and one polytechnic in Mfangano Division (Island). Revisions were then made to the instrument to ensure validity and reliability. After final revisions had been made, the researcher, with the help of the schools personnel, administered the questionnaire to respondents. In order to encourage good response, the questionnaire was made as simple as possible.

Before collection of the data, the researcher contacted the participants, explained the purpose of the research, informed them on what was required of them, assured them of confidentiality and anonymity of the information imparted and invited them to participate. To compensate for the individuals who chose not to participate, the sampling frame was used to randomly select additional participants until six hundred and forty adolescents were included.

To determine the reliability of the instrument, the test-retest method was used to estimate the degree to which the same results could be obtained with repeated measure of the same concepts. To do this the questionnaire was given to a group of

Information was collected through questionnaires which were transformed respondents from the two areas of research, that is, twenty (20) from Kisumu Town and twenty (20) from Mfangano Division (Island). The answered questionnaires were scored. The same questionnaires were given after one month and the answers were scored. A comparison between the answers was done. Reliability co-efficient was calculated and it was 0.5 that indicated that the instrument was valid.

Interview schedule was used as a supplementary instrument to the questionnaire. It provided additional information, which could not otherwise be obtained from the questionnaire. This varied with particular persons in specific circumstances and helped to ascertain opinion and attitudes of some groups of people. An interview schedule assisted the researcher in recording appropriate information. The guide had leading simple statements or questions to direct the interview in a way that maximum information was obtained at minimum time.

4.6 Data Management

Data was analysed using descriptive and inferential statistics. Descriptive statistics that is, frequencies, percentages and means were used to describe and summarise data. The information derived from the descriptive statistics was used for further analyses. In order to determine the significant difference between male and female, rural and urban, age groups, and educational level of adolescents in their sources of information, physical, socio-cultural and psychological factors which influence their clothing selections, inferential statistics, chi-square (χ^2) test of Independence and Analysis of Variance were used.

Information from the questionnaire and interviews were coded, variables transformed and relevant data put into computer for statistical analysis. Frequencies and percentages of responses were calculated for each item category in the selected factors.

χ^2 test for independence and Analysis of Variance were used to analyse and determine the significant differences between male and female, rural and urban, age groups and education levels of the adolescents with respect to sources of information about clothing items in the market, physical, socio-cultural and psychological factors that influenced their clothing selection. This was done at 5 % level of significance.

Frequency tables and means were used to summarise the data. Contingency tables were used to calculate χ^2 values degrees of freedom and p. values.

4.7 Data Analysis

Data from the questionnaire were analysed to identify the factors that influence the adolescents' decision on clothing selection.

In section one of the questionnaires, the aim was to determine the demographic characteristics of the adolescents that could influence their clothing selection by indicating: area of residence, gender, age, and education level. The characteristics were coded as follows:

Area of residence	Rural -----1
	Urban-----2
Gender	Male-----1
	Female-----2
Age	14-16-----1
	17-18-----2
	19 and above-----3
Education level	Standard 8-----1
	Form 1-----2
	Form 2-----3
	Form 3-----4
	First year polytechnic-- 5

Different tables were used in classifying the data obtained.

In section II of the questionnaire, the aim was to establish the participation of adolescents in clothing selection. The respondents indicated whether they select their own clothing or other family members and friends did the selection by ticking from the list. The characteristic was coded as follows:

Self only

Self and others:

Mother

Father

Sister

Brother

Others only:

Mother

Father

Sister
Brother
Kenya

In section III of the questionnaire the aim was to determine the sources of information about adolescents clothing styles. A three-point rating scale was used to analyse the data from different respondents. The most favourable response always was three, while the level of never was 1. The characteristics was coded as follows:

Always...(3)

Sometimes...(2)

Never...(1)

In Sections IV, V and VI of the questionnaire, the aim was to determine the physical, socio-cultural and psychological factors that influence the clothing selection of the adolescents respectively. A three-point rating scale was used to analyse the data from different respondents. The most favourable response always was three while the level of never was one. The characteristics was coded as follows:

Always...(3)

Sometimes...(2)

Never...(1)

The final assessment of each factor was analysed by finding the mean scores of each category in selected factors.

CHAPTER FIVE

RESULTS AND DISCUSSION

The main aim of this study was to identify factors influencing clothing selection of Kenyan adolescents in both rural and urban areas of residence.

Specifically the following research objectives guided the study. To:

1. Identify sources of information about clothing items to Kenyan adolescents.
2. Identify clothing characteristics that influence the choice of the items
3. Determine socio-cultural factors that influence adolescents clothing selection.
4. Identify psychological factors that influence adolescents clothing selection.
5. Compare gender influence in adolescents' sources of information about clothing items; clothing characteristics; socio-cultural and psychological factors which influence their selection.
6. Determine the influence of area of residence on adolescents' sources of information about clothing items.
7. Determine the influence of adolescents' age, and level of education on sources of information about clothing items.

Percentages, means, chi-square and analysis of variance were used to test the variables. The results were presented and discussed under the following sub-topics:

1. Demographic information of the respondents.
2. Sources of information about adolescents clothing items.
3. Clothing characteristics that influence adolescents' clothing selection.
4. Socio-cultural factors which influence adolescents clothing selection.
5. Psychological factors which influence clothing selection of adolescents.

6. Chi-square results for area of residence, gender, age and level of education difference in their:

- a) Sources of information about clothing items.
- b) Clothing characteristics that influence their clothing selection.
- c) Socio-cultural factors that influence their clothing selection.
- d) Psychological factors that influence their clothing selection.

5.1 Demographic Characteristics of the Respondents.

A total of 640 adolescents participated in the research as shown in Table 1. Out of these, 463 were between ages 14 and 16, 151 were between 17 and 18 and 26 were between 19 and above years.

Table 1: Percentage Distribution of Respondents' Demographic Characteristics

14 - 16 Years n = 463				17 - 18 Years n= 151				19 and above years n= 26				
Education	Rural		Urban		Rural		Urban		Rural		Urban	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Class 8	77	82	66	56	16	9	1	-	1	3	1	-
%	56	78	51	50	21	34	4	-	6	60	25	-
Form 1	26	12	34	26	14	2	5	1	3	-	-	-
%	22	11	26	23	19	8	19	4	18	-	-	-
Form 2	10	10	22	16	14	2	10	4	1	-	1	-
%	9	10	17	14	19	8	37	17	6	-	25	-
Form 3	4	1	6	9	11	3	5	17	1	-	1	-
%	3	1	5	8	15	11	19	75	6	-	25	-
Polytechnic	-	-	1	5	13	8	6	-	-	1	1	-
%	-	-	1	5	17	31	21	-	-	20	25	-
Not indicated	-	-	1	5	7	2	-	1	11	1	-	-
%	-	-	-	-	9	8	-	4	64	20	-	-
Total	117	105	29	112	75	26	27	25	17	5	4	-
%	100	100	100	100	100	100	100	100	100	100	100	-

There were older adolescents in lower classes in the rural than in the urban areas. For instance, 21% of male and 34% of the female adolescents between ages 17 and 18 were in standard eight in the rural area as compared to 4% of male and none of the female in the urban area. In form One, there were 18% of male adolescents age 19 and above in the rural area and none in the urban area. As expected, the results confirm the fact that in the urban areas children are taken to school earlier than in the rural areas irrespective of sex.

Table 2: Percentage Distribution of Occupation of Parents.

Occupation	Mothers				Fathers			
	Rural n= 348		Urban n =292		Rural n = 349		Urban n = 291	
	n	%	n	%	n	%	n	%
Teachers	8	2	33	12	70	20	149	51
Nurse	9	3	20	7	-	-	-	-
Housewives	92	26	78	27	-	-	-	-
Fishing	-	-	-	-	92	26	4	2
Farming	141	41	17	6	141	41	15	5
Business	77	22	85	29	22	6	82	28
Tailor	6	2	15	5	-	-	-	-
Typist	-	-	6	2	-	-	-	-
Secretary	-	-	17	6	-	-	-	-
Doctors	-	-	4	2	4	1	10	3
Engineer	-	-	-	-	4	1	13	5
Driver	-	-	-	-	7	2	10	3
Deceased	13	4	17	6	9	3	8	3
Total	348		292	100	349	100	291	100

N = 640

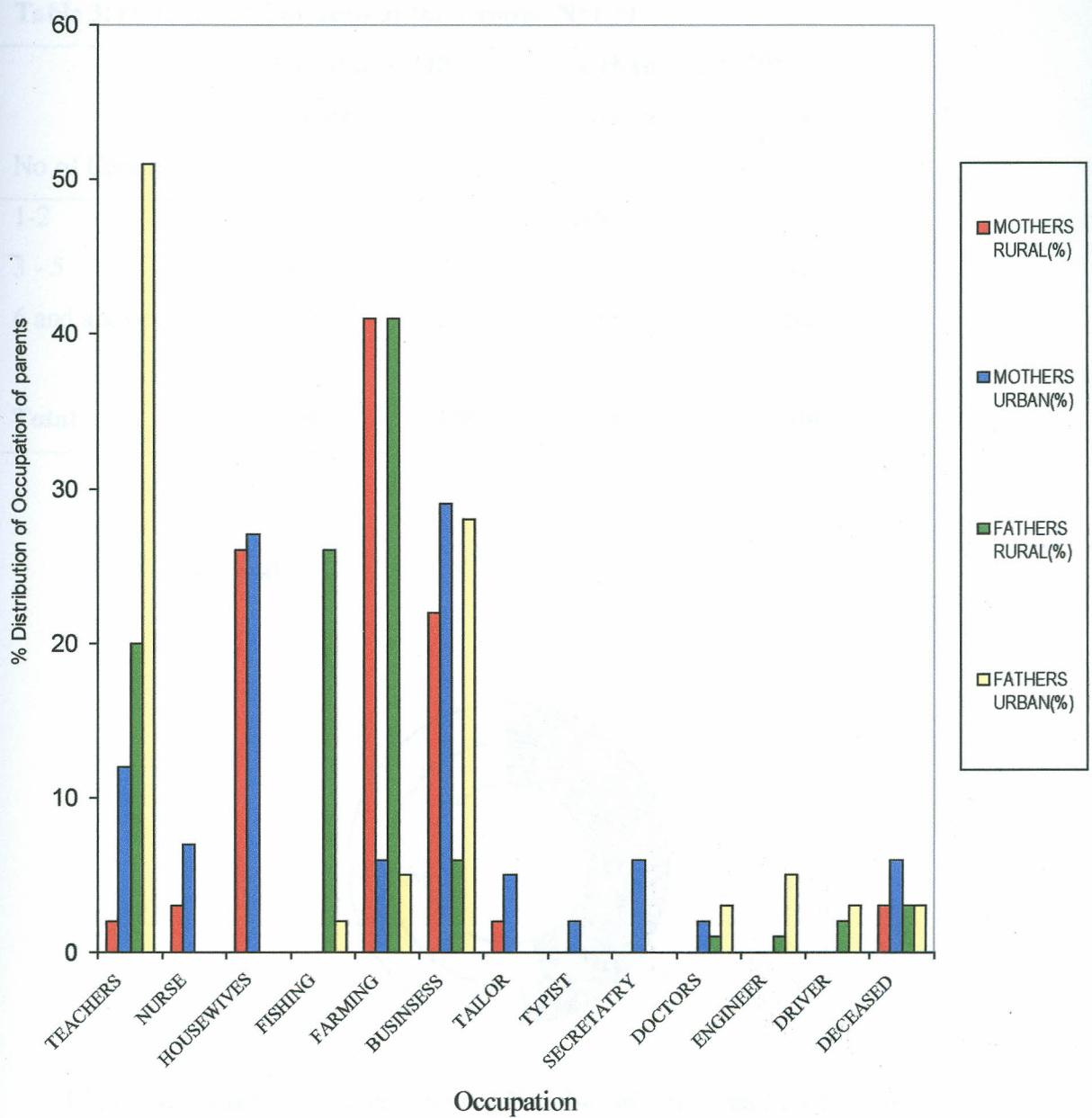


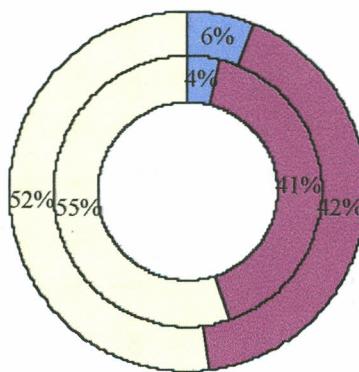
Figure 3. Bar Chart Showing Parents' Occupation

Table 2 and Figure 3 show that farming was the most common occupation for both mothers and fathers in the rural areas, followed by business activities. A total of 141 (41%) and 77 (22%) of the rural mothers were reported to be doing farming and business, respectively. Same numbers were recorded for the rural fathers. For the urban parents, most mothers did other business (29%), or housewife chores (26%), while fathers were recorded mostly in teaching (51%) and business. (28%).

Table 3. Number of Children in the Family. N=640

Table 3. Number of Children in the Family. N=640

	Rural n = 348		Urban n = 292	
	Number	%	Number	%
No of Children				
1-2	14	4	16	6
3 - 5	143	41	123	42
6 and above	191	55	153	52
Total	348	100	292	100

N = 640**Figure 4. Doughnut Chart showing Number of Children in a Family.**

The number of children in a family in both rural and urban households was not very different. Table 3 and Figure 4 reflect that more families from both areas had more than six children in their families. A sizeable number of families had between 3 and 5 children per family that is, 54% of families in rural, and 52% in the urban area. This shows that this population still value many children.

Table 4:Percentage Distribution of Adolescents who Receive or do not Receive Help in Clothing Selection

	Rural				Urban			
	Male		Female		Male		Female	
	n = 195	n = 125	n = 172	n = 148	n	n	n	n
Participation	n	%	n	%	n	%	n	%
Self only	62	32	24	19	104	60.5	87	59
Self and Others								
Mother	9	5	4	3.2	2	1	1	0.6
Fathers	15	8	5	4	3	2	1	0.6
Sister	5	2.5	1	0.8	-	-	-	-
Brother	9	5	2	2	3	2	-	-
Others Only								
Mother-	29	15	36	29	36	21	50	34
Father-	42	21	30	24	21	12	6	4.1
Sister-	7	3.5	15	12	1	0.5	2	1.1
Brother-	16	8	8	6	2	1	1	0.6
TOTAL	195		125	100	172	100	148	100

N= 640

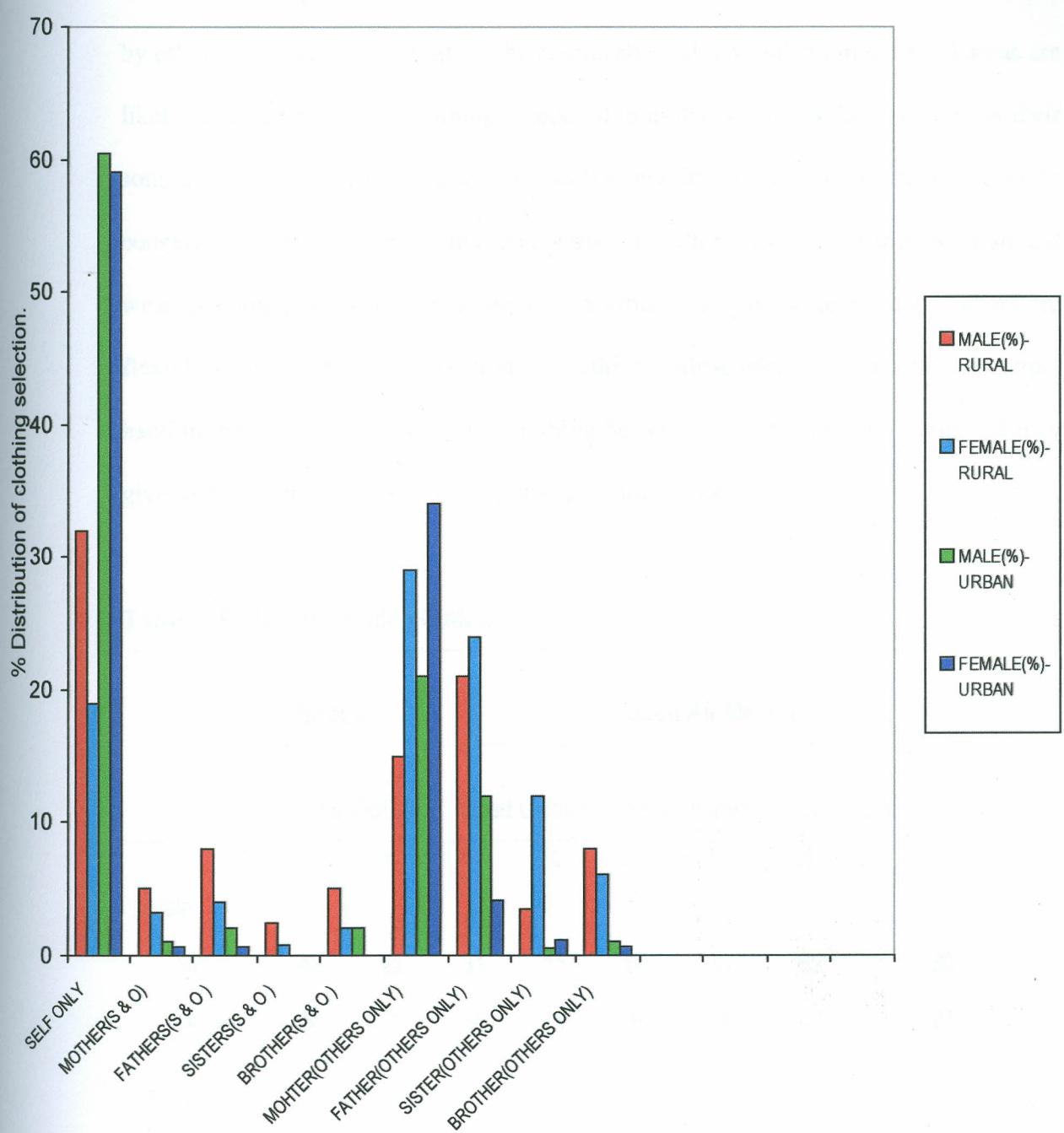


Figure 5. Bar Chart Showing Selection of Clothing

Table 5 and Figure 5 depict that 62(32%) and 24(19%) of the rural male and female adolescents respectively, select their own clothing items. Comparatively, 204 (61%) and 87 (59%) urban males and female adolescents respectively select their own clothing. Urban adolescents who select their own clothing items are more than twice their rural counterparts.

The table and Figure also show those adolescents whose clothing items were selected by other members of the family. The results showed that fathers in the rural areas are likely to select their sons' clothing compared to mothers who do the selection for their sons in the urban area. This may be so because in the rural areas, men tend to be conservative on maintaining their status quo in clothing as to what their sons should wear as compared to their counterparts in urban area. In the urban area fathers are flexible when it comes to selection of clothing. Most urban mothers take an upper hand in the selection of their son's clothing because of their economic status and may give more attention to their adolescents' clothing needs.

Table 5:Preferred Clothing Outlets

	Shops				Open Air Market			
	New Clothes	Used Clothes	New Clothes	Used Clothes				
	n	%	n	%	n	%	N	%
Male								
Rural	45	22	31	15	68	33	62	30
Urban	40	25	38	24	38	24	43	27
Female								
Rural	33	24	22	16	46	34	35	26
Urban	37	27	31	23	28	21	39	29
Note:	Male n = 369				Female n = 271			
	Rural = 209				Rural = 136			
	Urban = 160				Urban = 135			

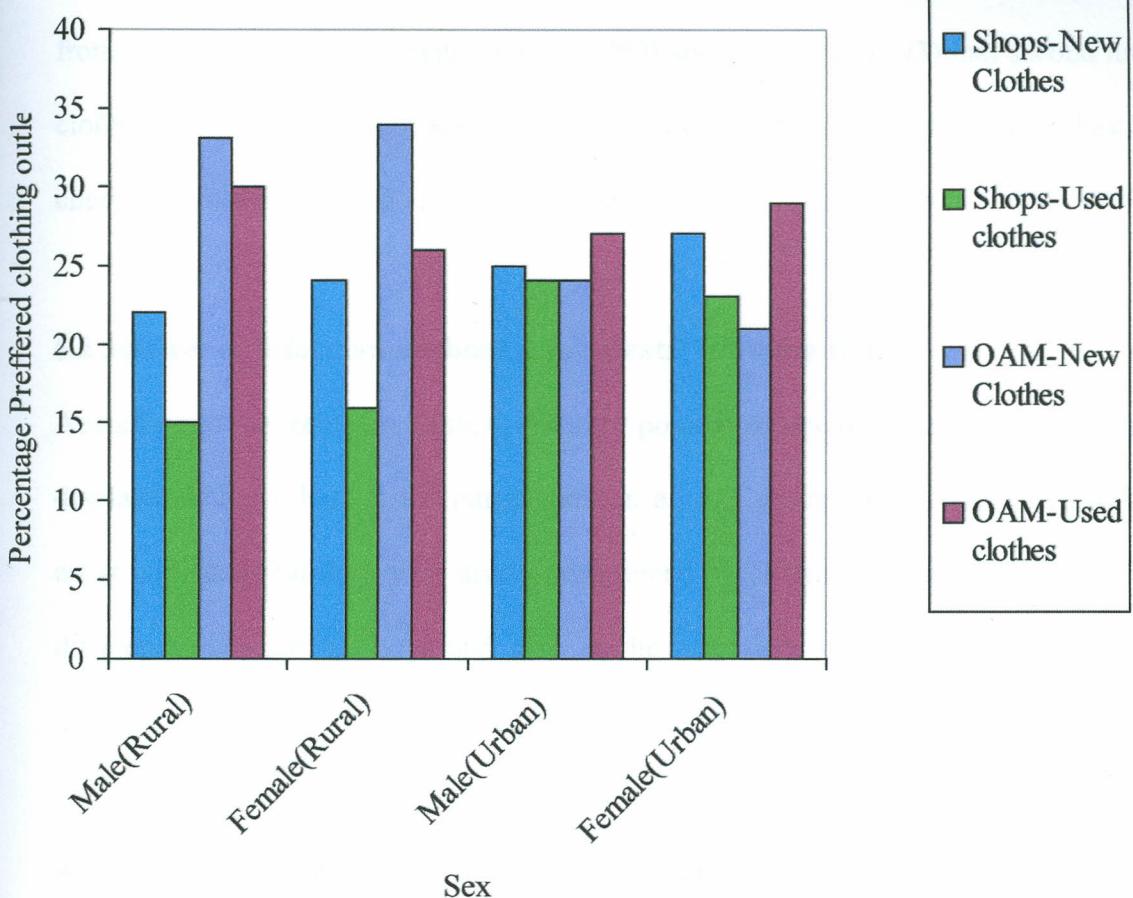


Figure 6. Bar Chart Showing Preferred Clothing Outlets

Table 5 and Figure 6 suggest that there is little difference between male and female adolescents in the clothing outlets preference. Nevertheless, both male and female adolescents in rural area prefer buying both new and used clothes in the open-air markets, while adolescents in urban area prefer buying both new and used clothes in both shops and open - air markets.

During interviews, the following reasons were given: that there is more freedom of choice in second hand clothes than the new clothes. That new clothes are cheaper in the open-air market than in shops; second hand clothes are well stitched and unique as compared to poor workmanship in new locally made clothes; that variety of styles are obtained from used clothes than from the new clothes. This may be because of frequent fashion change in Western countries where most of the used clothes come

from. These results concur with Otieno (1990) and Anyango (1993) that second hand clothes meet the majority of Kenyan clothing consumers satisfaction because they are cheap, of good quality and readily available.

5.2 Sources of Information about Adolescents' Clothing Items.

According to the results in Table 6, the most popular source of information is clothing displays. About a half of the participants in all age groups in both rural and urban areas indicated that they were always influenced by clothing displays. There was no difference between the boys and girls in the way they are influenced by clothing displays.

About 40% of the participants in both rural and urban indicated that clothing displays sometimes influenced them. Only ten percent of the participants indicated that they are never influenced by this factor. There was no gender difference where clothing displays was concerned. Clothing displays influenced over 90% of the adolescents who participated in the research. These results concur with those of Otieno (1990) and Anyango (1993) that Kenyan adults and adolescents get their clothing styles from what they see displayed in clothing shops or stores. This is because clothing displays are readily available in both rural and urban areas. The respondents also pay nothing to view what is displayed in the market. The ten percent who are not influenced by this factor may be those who do no selection on their own.

Table 6: Percentage Distribution of Sources of Information about Clothing Items

Sources of information	Male n = 382										Female n = 258										
	14 – 16 Years =246			17 – 18 Years n= 102			19 Years n= 21			above n= 217			14– 16 Years n= 217			17-18 n= 49			Years n= 5		
	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
T.V. & Movies	37	41	22	23	53	24	8	79	13	37	42	21	20	65	14	-	-	40	60		
Videos	8	44	48	13	54	33	2	67	31	4	44	52	8	49	44	-	100	-			
Fashion shows	25	35	40	26	27	47	19	21	61	23	32	46	49	28	23	50	50	50	-	-	
Clothing Displays	50	40	10	47	43	10	40	44	16	50	40	10	56	42	2	100	-	-			
News papers	27	53	21	24	53	24	9	67	23	24	4	22	26	45	29	-	100	-			
Fashion magazines	20	39	41	28	34	38	10	47	37	24	39	38	37	37	27	-	100	-	100	100	
What other people wear	22	41	37	16	58	26	21	61	18	35	37	25	31	38	31	-	-	-			
Friends	32	44	24	35	47	18	6	61	23	29	47	24	25	45	30	-	100	-			
Sales persons	17	51	31	18	35	47	21	35	44	23	51	26	10	60	30	-	100	-			

N=640

Key: 3 Always
 2 Sometimes
 1 Never

More than 70% of the participants of ages between 14 – 18 indicated that Television and Movies either influence them “always” or “sometimes”. There was no gender difference except for ages 19 and above. About 87% of the male indicated that they were always and sometimes influenced by this factor. Only 40% of the female indicated that they were sometimes influenced by the same factor. This shows that the boys at their late teen age watch Television and movies more than the girls at the same age.

Most homes in both rural and urban areas have Television sets. Some schools also have television sets, which show movies to students, which easily influence their clothing. Those who indicated that they were never influenced by this factor could be those whose homes and schools had no television sets.

Friends were also found to be very influential where clothing styles were concerned. Over 70% of the participants indicated their friends who in most cases were their age-mates either influenced them “always” or “sometimes”. Since this is the time the adolescents would want to be identified with their peers, they try to copy what their friends wear to be associated by that group. These results concur with what Sproles (1979) noted that acceptance of group style becomes a mechanism of social control that identifies a conforming member and readily differentiates a deviant.

The most unpopular source of information about clothing items was found to be videos. More than 40% indicated that they are never influenced by videos. These results are in agreement with what Anyango (1993) found in Nairobi about the same age groups. But 100% of the females of ages 19 and above indicated that they were

sometimes influenced by videos and 67% of the males indicated that they were sometimes influenced by the same. This shows that girls and boys of 19 years and above have more access to the videos.

5.3 Clothing Characteristics that Adolescent Check before Selection of Clothing

Items

Above 75% of both male and female adolescents in all age groups check the workmanship and finishing of the clothing items before they select (Table7). About 5% of the adolescents said that they are never influenced by this factor. This small percentage may be those who do not participate in the selection of their clothes. In the 8-4-4- system of Education where both male and female students are taught home science at both primary and secondary levels, they therefore have a chance to learn more about clothing and what to look for when choosing the items. It is possible that the curriculum have influence on adolescents' clothing selection.

Colour and design of fabrics as factor of selection was also rated high by both male and female in all age groups except age group 1. However, the boys of age group (14-16) were less influenced by this factor. About 38% of the boys indicated that they are "never" influenced as compared to only five percent of the girls of the same age group (14-16). This could be because at age group 1, most boys do not want to accompany their mothers to the shops. They may not have a say in the colour and design of the fabric bought; while most girls at this age are more mature and most of them do not mind accompanying their mothers to the shops to buy their clothing items. This gives them a chance to insist on the colour and design that they want.

Table 7: Percentage distribution of the clothing characteristics that adolescents check before selecting a clothing item.

Physical Factors	Male n = 369												Female n = 271					
	14 – 16 Years n = 246			17 – 18 Years n = 102			19 above Years n = 21			14 – 16 Years n = 217			17-18 Years n = 49			19 – above year n = 5		
	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
Item well constructed	79	16	5	76	20	4	77	21	2	77	17	6	76	19	48	63	26	10
Intended use of the Item	40	37	23	71	23	6	71	27	2	69	24	7	68	24	7	100	-	-
Suitability for weather conditions	71	26	3	63	34	3	55	41	5	63	32	5	71	17	12	50	50	=
Fitting characteristics	78	16	7	60	25	16	54	39	5	78	16	6	73	20	8	50	50	-
Fabric finishes such as crease resistance	42	45	13	53	39	8	66	23	11	40	45	15	37	42	22	-	50	50
Knowledge of the fibre content	45	44	12	35	52	13	39	55	7	46	41	13	29	57	14	27	49	24
The label information	28	48	24	28	43	29	44	21	35	29	48	23	27	42	32	100	-	-
Fabric construction e.g. knitted woven etc.	40	42	18	36	48	16	41	50	9	46	39	15	43	38	20	-	-	100
Colours & design of the fabric	44	18	38	77	20	5	50	48	2	85	10	5	79	14	7	100	-	

N=640

NOTE: 3 = always
2 = Sometimes
1 = Never

} show that they are either always, sometime, or never influenced by those factors

As indicated in Table 7, the other factors that were also rated high included fitting characteristic, intended use and suitability for weather conditions. About three quarters ($\frac{3}{4}$) of the adolescents both male and female of all age groups indicated that they were always and sometimes influenced by these factors. These results also show that at the teenage, most boys and girls value fit in clothing. These results are in agreement with those of Otieno (1990) that most people buy clothing items that fit them well. Therefore the majority of people prefer trying on the item before buying. Those interviewed admitted that the topic on good grooming in Home Science has helped them a lot. They learned what to wear for different occasions. Those in town gave examples of clothing items for school, parties, sports and relaxing at home. Those in the rural gave examples of clothing items meant for fishing, gardening, and parties, church and for school. Although most of the adolescents indicated that they were always considering the purpose for which the item was bought, 23% of the boys of age group 1 indicated that they were never influenced by this factor as compared to seven percent of the girls of the same age. This shows that the girls at these early ages are more conscious of what to wear at what time than the boys. Concerning the suitability for weather conditions, those that were interviewed complained about the uniforms forced on them during hot weather particularly in Kisumu town. They cited pullovers and blazers worn all the time irrespective of the weather conditions.

5.4 The effect of Socio-Cultural Factors on Adolescents' Clothing Selection.

Table 8 reveals that teachers have considerable influence on young boys and girls where dressing is concerned. More than 70% of the girls and boys of all the age groups indicated that they were always influenced and only eight percent indicated that their teachers (Table 8) never influence them. These results reflect the fact that

most adolescents spend most of their time in school and interact with teachers on a daily basis. These results are also in agreement with Sroufe and Cooper (1988) and Anyango (1993) that everyone's life is affected in one-way or another by his or her teacher. Pupils and students imitate teachers in many ways including the way they walk, talk and dress. The respondents claimed that sometimes they were forced to wear what they did not like, and that their uniforms were always out of fashion. This could be partly why the adolescents sometimes differ with their teachers in the modification they make on their school uniforms.

Table 8: Percentage Distribution of Socio-cultural Factors that Influence Clothing Selection of Adolescents.

Social-Cultural factors	Male n = 369												Female n = 271					
	14 – 16 Years n = 246			17 – 18 Years n = 102			19 above Years n = 21			14– 16 Years n = 217			17–18 Years n = 49			19 - above year n = 5		
	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
Acceptance by parents	66	28	6	64	23	8	66	18	16	64	31	5	62	31	7	50	-	50
Acceptance by siblings	23	43	34	43	38	19	52	23	25	26	48	26	21	55	24	-	50	50
Acceptance by age – mates	22	43	35	25	55	20	57	32	11	16	41	43	17	41	43	50	50	-
Acceptance by school authorities	78	14	8	74	19	7	77	16	7	78	10	12	62	21	17	100	-	--
Position held at school	44	20	36	45	30	25	36	43	21	44	20	36	55	25	20	100	-	-
Social activities engaged in	49	37	14	50	45	5	50	41	9	50	36	14	48	38	14	100	-	-
Religious norms or beliefs	41	28	31	38	50	12	36	41	23	42	32	26	59	31	10	50	50	-
Acceptance by society	48	28	24	39	37	24	36	48	16	40	36	24	56	24	20	50	-	50

N=640

Key:

3	=	Always
2	=	Sometimes
1	=	Never

Table 8 depicts that, what parents accept was also rated very high. The results denote that parents have a lot of say on what their children should wear. This could be because in Kenya most adolescents depend on their parents' finances and might not have an alternative but to accept what the parents want. Culturally and biblically, children are expected to obey their parents and this could be another reason why most adolescents clothing items are influenced by their parents.

Parental influence on adolescents clothing come second to that of teachers. This is because parts from teachers, adolescents spend a lot of their time with their parents and affect their way of dressing. More than 60% of the adolescent girls and boys age group 1and 2 indicated that their parents always influenced them when it comes to dressing. About 50% of the teenagers of age group 3 indicated that the parents "always" influenced them. About 10% indicated that their parents never influenced them.

Another factor that was also rated high was acceptance by the society, that is, other people other than the immediate family members. About 40% of the adolescents, both boys and girls indicated that those within their immediate environment "always" influenced them. About 30% indicated sometimes and about 20% indicated never. This shows that about 60% are influenced either sometimes or always by the society where they live Adolescents are concerned with approval and acceptance by the society.

These results are in agreement with those of Sproles (1979) who noted that socially clothing acceptance helps satisfy affiliate needs including acceptance and belonging.

Each society has what it considers as appropriate or acceptable style of dressing and any member who deviates from it is easily identified. Acceptable clothing style by society standards becomes a mechanism of social control that identifies a conforming member and readily differentiates a deviant. However, about 20% of those who indicated "never" confirm that many Kenyan adults complain that they do not understand modern adolescents, particularly the way they dress.

5.5 The effect of Psychological Factors on Adolescents' Clothing Selection.

It is notable from Table 9 that the adolescents in both rural and urban areas rated an item that one looks attractive in, as highest. More than 75% of the participants indicated that they were 'always' influenced by the desire to be attractive. About 20% of the respondents indicated that items that make them look attractive 'sometimes' influence their choice. These results indicated that during adolescence, both boys and girls value attractive clothing. The figures concur with Anyango (1993) that adolescents have high regard for attractive clothing. Vanderhoff (1965) also noted that attractive clothing could help create pleasing appearance. During adolescence, the individuals are concerned about their appearance and desire to be sexually attractive, a condition achieved by being well dressed. Not being attractive makes them look out of place. A favourable impression either with people they know or people they have just met make them feel comfortable and secure in the way they look and are accepted. However there are few odd boys who indicated that they are "never" influenced by attractive clothing. This is in agreement with the findings that adolescent boys and girls are concerned about appearance, although girls seem to be more concerned than boys (Anyango, 1993; and Craig, 1968).

Table 9:Percentage Distribution of the psychological factors that affect clothing selection of the adolescents.

	Male						Female					
	14 – 16 Years n = 246		17 – 18 Years n = 102		19 above Years n = 21		14 – 16 Years n = 217		17 – 18 Years n = 49		19 - above year n = 5	
Psychological factors	3	2	1	3	2	1	3	2	1	3	2	1
Attractiveness	79	15	6	76	19	5	62	27	11	75	23	2
Own values	60	30	10	55	34	11	39	50	11	61	27	12
Own interests	65	30	5	66	28	6	50	25	25	53	40	7
Attitude towards clothing style	42	41	17	52	33	15	62	27	11	44	42	14
Place of purchase	18	37	45	18	46	36	11	59	30	19	37	44
Uniqueness of the item	24	46	30	19	41	40	16	39	45	29	43	28
Prestige and popularity of brand name	20	43	37	18	51	31	25	41	34	17	37	46
To impress others	22	32	46	14	43	43	16	50	34	12	26	62
Cost of the item	78	14	8	71	20	9	71	25	4	89	7	4

N=640
Key:
 3 = Always
 2 = Sometimes
 1 = Never

According to Table 9, cost of the item ranked is second to attractiveness. More than 75% of both boys and girls in all the age groups indicated that they are always influenced by the cost of the item. About 20% indicated that sometimes they were influenced by the cost of item. These results depict strong economic values placed on the clothing items by both boys and girls. These results concur with Kaiser (1985) that people with strong economic values attach greater importance to clothing items on which they have spent more money. They tend to spend less money on clothes just because they are fashionable. Given that most Kenyan adolescents do not have money of their own, they depend on what the parents offer and this may not allow expenditure on high fashionable clothing. The few who indicated that they were never influenced by the cost of the item may have been those who neither participate in the selection nor buy their clothing items. They therefore may not know whether the item is bought expensively or not.

One's own interest and values were also rated almost the same. More than 60% of the boys and girls age group 1 indicated that their interests and values always influenced them when selecting clothing items. About 30% indicated "sometimes" and about 10% reported "never". These results show that adolescents at early age are influenced mostly by what interests them. These results concur with those of Anyango (1993) and Rosencranz (1962) that adolescents of younger age have higher levels of interest in clothing than the older ones. At later ages, the girls' intrinsic values and interests influence their selection of their clothing more than the boys. At the age group 3, all girls were influenced "always" by their own interests as compared to half of the boys. This could be because as girls approach adulthood, the parents become more relaxed and give the girls more money than the boys, and so they can buy what they like.

More than 40% of the respondents indicated that they were never influenced by the desire to impress other people, prestige of the brand name and the shop in which the item is available. When interviewed, many of them said they could not associate quality with the brand names. However at the age group 3 the adolescents have indicated their association with brand names and desire to impress others. This is because both sexes are approaching adulthood and the desire to impress the opposite sex takes a central place in them. Since this is a very competitive age, the girls use clothes to camouflage the weak areas of their physical appearance and enhance the most attractive areas. For example, if the face is the most attractive, they will use elaborate hairstyles, make-ups, earrings and necklaces to attract people to these particular areas. If the strength is at the legs, the girl will go for elaborate foot wears so that the legs are more eye arresting.

5.6 Measure of Central Tendency for Sources of Information, Clothing Characteristics, and Socio-cultural and Psychological factors that Influence Adolescents Clothing Selection.

To identify further the most used sources of information and most considered clothing characteristics, socio-cultural and psychological factors by the adolescents, measure of central tendency was used. Tables 10-13 below show the mean for sources of information about clothing items; clothing characteristics, socio-cultural and psychological factors.

The mean is a measure of central tendency. It is the arithmetic average of the scores. It is calculated by adding all of the scores and dividing that total by the number of scores. It takes into account each and every score in the distribution.

Table 10 Measure Of Central Tendency for Sources of Information about Clothing

Sources of Information	Always 3	Sometimes 2	Never 1
	Mean	Mean	Mean
T.V. and			
Movies	20.9	53.3	25.9
Videos	5.8	59.6	34.6
Fashion Shows	31.8	32.3	36.0
Clothing			
displays	57.1	34.9	8.0
Newspapers	18.3	53.6	28.1
Fashion			
Magazines	20.8	49.0	30.1
What other			
people wear	20.8	55.8	23.3
Friends	22.9	7.3	19.7
Sales persons at			
the shops	14.8	55.5	29.8

The result in table 10 shows that the source of information used always by most adolescents is “clothing displays”, with a mean of 57.1. The sources used sometimes by most adolescents are videos, friends, what other people wear, sales person at the shops, newspapers and television; and movies. The least used source of information by the adolescents is fashion shows.

Table 11: Measure of Central Tendency for Clothing Characteristics that Affect Clothing Selection

Physical Factors	Always 3	Sometimes 2	Never 1
	Mean	Mean	Mean
Construction and Finish of an item	74.7	19.9	5.4
Intended use of the Item	69.8	22.6	7.6
Suitability for weather condition	62.0	33.3	4.7
Fitting characteristics	65.9	27.4	6.7
Fabric finishes such as crease resistance	39.5	40.6	19.9
Fibre content of the material used	36.7	49.5	13.8
The label information	42.8	33.5	23.7
Fabric construction e.g. knitted, woven	34.2	36.0	29.8
Colour and design of fabric	72.5	18.1	9.3

Table 11 reveals that the most considered clothing characteristics by the adolescents when selecting clothing items are: items that look well constructed and finished, suitability for weather condition, fitting characteristics, colour and design of fabric, intended use item is bought and fibre content of the material used respectively. The

least considered clothing characteristics when selecting clothing items by the adolescents are: fabric construction for example whether the material is knitted, woven or bonded, fabric finishes such as crease resistance respectively.

Table 12: Measure of Central Tendency for Socio-Cultural Factors as they Affect Selection of Clothing Items.

Socio-Cultural Factors	Always 3	Sometimes 2	Never 1
	Mean	Mean	Mean
Acceptance by parents	62.1	22.7	15.3
Acceptance by the Siblings	27.6	42.8	29.6
Acceptance by age- mates	31.2	43.5	25.4
Acceptance by School authorities	78.2	13.3	8.4
Position held at school	54.0	23.0	23.0
Social activities engaged in	57.6	32.8	9.5
Religious norms or beliefs	44.4	38.7	16.9
Acceptance by the Society	44.0	29.7	26.3

Table 12 above indicates that the most influential socio-cultural factors when selecting clothing items are: acceptance by school authorities, acceptance by parents, societal acceptance, religious norms or beliefs, social activities engaged in, and position held at school. The least influential socio-cultural factor was age-mates and what brothers and sisters accept.

Table 13:Measure of Central Tendency for Psychological Factors as they Affect Selection of Clothing items.

Psychological Factors	Always 3	Sometimes 2	Never 1
	Mean	Mean	Mean
Attractiveness	76.6	18.7	4.5
Your own values	46.0	36.6	17.3
Own interests	65.7	24.7	9.9
Attitude towards clothing style	60.0	28.3	11.7
The shop in which the item is available	12.3	46.1	11.7
Uniqueness of the item	21.4	51.3	27.3
Prestige and popularity of the brand name	27.0	32.7	40.2
To impress others	22.3	8.0	39.7
Cost of the item	63.9	30.2	5.9

Table 13 points out that the most influential psychological factors when selecting clothing items are: the item in which one looks attractive, one's own interest, and ones own attitude towards the style of the clothing item. The least influential psychological factors are the shop in which the item is available, one's own values, to impress others, uniqueness of the item and prestige and popularity of the brand name respectively.

5.7 Chi-square Results for Dependence of Sources of Information, Clothing Characteristics, Socio-Cultural and Psychological Factors on: Area of Residence, Age, Gender and Level of Educational.

To test dependence or independence of sources of information about clothing items, clothing characteristics, socio-cultural and psychological factors influencing clothing choices on: area of residence, age, gender, and education level of adolescents, the chi-square test of association is used. To do this, contingency tables are used, chi-square values calculated and degrees of freedom worked out at 5% level of significance.

Chi-square is a statistical technique, which attempts to establish relationship between two variables, both of which are categorical in nature. The technique compares the proportion observed in each category with what would be expected under the assumption of independence between the variables.

To determine the significance of the test, the obtained Chi-square value is compared with a critical or table value. If the obtained value is greater than the critical value, then the null-hypothesis is rejected at a specified level of significance.

The table below shows the values of χ^2 for 10, 4 and 2 degrees of freedom at 5% significance level from the percentage point of the χ^2 distribution table.

$$\chi^2 = 18.31 \text{ at } 0.05 \text{ level of significance, df} = 10$$

$$\chi^2 = 9.49 \text{ at } 0.05 \text{ level of significance df} = 4$$

$$\chi^2 = 5.99 \text{ at } 0.05 \text{ level of significance df} = 2$$

The following tables, (14, 15, 16 and 17) are the summary of the results: Age, Gender

Table 14:Chi-square Results for Sources of Information about Clothing Items Available in the market.

Sources of Information		Area of residence	Age	Sex	Education
T.V. and Movies	χ^2	202.31	30.74	0.79	64.14
	P	0.0001	0.0001	0.67	0.0001*
	Df	2	4	2	10
Videos	χ^2	6.82	17.17	5.50	21.79
	P	0.03	0.0018	0.06	0.016
	Df	2	4	2	10
Fashion Shows	χ^2	93.25	9.07	0.61	65.94
	P	0.001	0.06	0.74	0.0001*
	Df	2	4	2	10
Clothing displays	χ^2	10.34	3.06	0.94	12.28
	P	0.006	0.55	0.62	0.27
	Df	2	4	2	10
Newspapers	χ^2	17.29	7.12	0.31	16.34
	P	0.0002	0.13	0.86	0.09
	Df	2	4	2	10
Fashion Magazines	χ^2	20.32	7.13	1.55	35.22
	P	0.0001	0.83	0.46	0.0001*
	Df	2	4	2	10
What other people wear	χ^2	4.28	14.62	16.23	27.76
	P	0.18	0.0056	0.0003	0.0000*
	Df	2	4	2	10
Friends	χ^2	18.84	6.36	0.83	8.88
	P	0.0001	0.17	0.66	0.54
	Df	2	4	2	10
Sales persons at the Shops	χ^2	2.05	12.11	7.74	31.68
	P	0.36	0.02	0.02	0.0005*
	Df	2	4	2	10

* P ≤ 0.05

5.7.1 Dependence of Sources of Information on Area of Residence, Age, Gender and Level of Education.

The null hypothesis states that the influence of source of information does not depend on area of residence, age, gender, and education level. The null hypothesis is rejected at 0.05 level of significance.

5.7.1.1 Area of Residence

Null Hypothesis: The influence of source of information does not depend on Area of residence.

The results in table 14 above indicate that the influence of television and movies, videos, fashion shows, clothing displays, newspapers, fashion magazines and friends depend on whether the adolescents reside in rural or urban areas. The null hypothesis is rejected. However, the influence of what other people wear and sales persons at the shops do not depend on area of residence.

Some homes and schools neither have television sets nor videos, therefore, those channels may not influence adolescents. The effectiveness of each method of advertising used depends on the section of the population that it reaches. While fashion shows, fashion magazines and newspapers are common in towns they may be scarce in the rural areas, therefore, these channels may not influence adolescents in the rural areas the same way they would in the urban areas.

5.7.1.2 Gender

Null Hypothesis: The influence of sources of information does not depend on gender of the adolescent.

While what other people wear and sales persons at the shops depend on gender of the adolescent, it is evident from table 14 above that the influence of television and movies, videos, fashion shows, clothing displays, newspapers, fashion magazines, and friends do not depend on gender of the adolescent. This is an indication that both male and female adolescents are influenced the same way by these sources of information. Since females clothing have varied styles and accessories, it is understandable that there is a difference in the way the salespersons influence the adolescents of different sexes. For example, adolescent girl may want to buy a dress and in the process the sales person draws her attention to a belt, an earring, or necklace that matches the dress. The girl may end up buying what she did not plan to buy. Unlike girls, the boys have limited clothing styles and not very conscious of harmonising their outfits in terms of colour.

5.7.1.3 Age

Null Hypothesis: The influence of source of information does not depend on age of the adolescent.

The results show that the influence of television and movies, videos, what other people wear, and sales persons at the shops depend on the age. However, the influence of fashion shows, clothing displays, newspapers, fashion magazines and friends do not depend on age.

Electronic media advertising are normally complementary to press advertising. They are usually accompanied by sweet music to attract attention particularly the young adolescents. Television demonstrates merchandise in use. When the young adolescents watch the demonstrations they get influenced. Fashion shows, informative interviews on how to select a given item of merchandise, and a daily television brings adolescents education into the home, therefore, the influence by these channels.

The type of bargain known to many consumers in this country is that one where a buyer gets into a discussion with the seller in an effort to have the price of the item reduced. If the seller is dealing with a young person he or she will take the advantage of the age and start the price very high knowing the buyer can not engage in a discussion where finally the item can be sold at the right price. In this case, the buyer, particularly the young adolescent, who does not bargain, ends up buying items at very high prices. However, this practice is becoming less common as many shopkeepers insist that the prices be fixed and some even go to the extent of putting up a notice to this effect.

An intelligent sales person is the chief disseminator of merchandise information since many adolescents never read the label. The sales person should take instructions from the adolescents and advise accordingly. He or she can point out strength feature of an item such as reinforced bar tacks at each end of the hip pocket; the stitching of the side pockets for maximum security and many other on a garment. Salespersons can also interpret terminology on labels that are hard to be understood by customers.

5.7.1.4 Level of Education

Null Hypothesis: The influence of sources of information does not depend on the education level of the adolescent.

The results also show that the influence of television and movies, videos, fashion shows, fashion magazines, what other people wear and salespersons at the shops depend on the level of education of the adolescents, but the influence of clothing displays, newspapers, and friends do not depend on the education.

The interpretations by the adolescents depend on the level of education he or she has on the methods used for advertisement. Deceptive advertising is when the information given differs from the reality of the situation and influences buying behaviour to the disadvantage of the consumer. The message is presented in such a manner that it is likely to be misleading, for example, advertisements that certain cosmetics create beauty or youth, can be misleading to the extent that an adolescent spends a lot of money for a product that does not really do as the advertisement says. Any consumer can be deceived or misled by advertising but those taken greatest advantage of are the ignorant, the young and the inexperienced. It is important that adolescents realise that a lot of advertising contains subjective statements. For example, “it is best or greatest”, “you will be loved”, and “you will be the prettiest.” These affect the adolescents psychologically because they feel that if they are not keeping up with the fashion then they are not loved and they are not beautiful.

However, one does not need to be educated to see what is good from the display. Clothing displays is useful when one is doing comparative shopping or ‘window’ shopping. It involves looking around to establish where the desired clothing items are

before they are bought (Gitobu, 1985). The adolescent can freely examine the item displayed and compare differences in quality of articles at different prices. This is very vital for any buyer because some buying mistakes can turn out to be very costly. When it comes to the actual buying one will be able to tell whether or not the item is good value for the money asked. Most of the clothes we buy are not price controlled. In this respect, adolescents should learn to identify fabrics and recognise quality products. The adolescents should, therefore, be interested in obtaining relevant information that will assist them in their final purchase. It is also useful to establish which shop gives better service and fair prices. Press advertisements reach the readers of newspapers and it is quite a popularly used media by manufacturers. Newspaper advertising that is truthful and at the same time informative builds consumer confidence in the store.

Table 15 Chi-Square results for Clothing Characteristics that Influence Clothing Selection of Adolescents.

Clothing Characteristics	χ^2	Area of residence	Age	Sex	Education
Construction and finish	χ^2	2.11	7.84	3.22	5.22
	P	0.35	0.097	0.2	0.88
	df	2	4	2	10
Purpose for selection	χ^2	74.24	19.37	23.07	20.57
	P	0.0001	0.0007	0.0001	0.02*
	Df	2	4	2	10
Suitability for Weather	χ^2	9.68	4.05	2.83	32.73
	P	0.008	0.39	0.24	0.0003*
	df	2	4	2	10
Fitting Characteristics	χ^2	2.39	25.90	3.20	71.28
	P	0.30	0.0001	0.20	0.0001*
	df	2	4	2	10
Fabric finishes much as crease resistant	χ^2	17.19	8.16	4.26	15.65
	P	0.0002	0.09	0.12	0.11
	df	2	4	2	10
Knowledge of the content of the material used	χ^2	0.65	13.53	3.20	20.75
	P	0.72	0.009	0.20	0.02*
	df	2	4	2	10
The label information	χ^2	0.18	14.19	0.81	30.78
	P	0.91	0.007	0.67	0.0006*
	df	2	4	2	10
Fabric construction knitted, woven, bonded	χ^2	9.93	2.76	2.78	16.47
	P	0.000	0.59	024	0.09
	df	2	4	2	10
Colour and design of the fabric	χ^2	40.47	57.17	70.06	130.72
	P	0.0001	0.0001	0.0001	0.0001*
	df	2	4	2	10

*P≤ 0.05

5.7.2. Dependence of Clothing Characteristics on: Area of Residence, Age, Gender, and Education Level.

Table 15 shows the results of Chi-square test of association for clothing characteristics that influence clothing selection of adolescents.

The null hypothesis is that the influences of clothing characteristics do not differ with area of residence, gender, age and education level. The null hypothesis is rejected at 0.05 or 5% level of significance

5.7.2.1 Area of Residence

Null Hypothesis: The influence of clothing characteristics does not depend on the area of residence of the adolescents.

It is notable in Table 15 that the consideration of: purpose for use, weather conditions, fabric finishes, fabric construction and colour and design of the fabric depend on the area of residence of adolescent. Never the less the influence of workmanship, fitting characteristics, knowledge of the content of the material used and label information do not depend on the area of residence of the adolescent.

The results suggest that the purpose for which one purchases clothing is a factor that plays a significant role in one's decision -making in selection of clothes. This is because there are functions, activities or environmental conditions that call for varied type of clothing and it is important that the individual makes wise selection to meet the required physical comfort. There are specific garments, fabrics, and colour and clothing design that are suitable for specific purposes. Adolescents who live around

the lakeshore would definitely dress different from those in towns, because, apart from uniform which is compulsory in schools, the other clothing items especially those that are used for fishing cannot be the same as those used by the adolescents living in town. Depending on the environment, adolescents will choose clothing that suite their life style.

The environment and activities one is engaged in also determine colour of the fabric garment. For example, the adolescents who are engaged in fishing would go for fabrics which do not absorb water and which are dip-dried while those who like sports would go for those that absorb moisture. Adolescents who live in a hot area like Kisumu would avoid dark coloured clothing because the dark colour clothes absorb heat. Occasion also determine the colour of clothing to wear. Different occasions, depending on the culture of the people and the environment, call for different types colour of clothing. For example, in towns, adolescents who want to go for an evening party would go for bight fitting clothes while those in rural would go in any clothing as long as they get a chance.

However, adolescents do not need to be in town or in rural area to judge whether the clothing item is well made and is fitting well.

5.7.2.2 Age

Null hypothesis: the influence of clothing characteristics does not differ with the age of adolescent.

Results also denote that purpose for use, fitting characteristic, knowledge of the fibre content, label information and colour and design of the fabric depend on the age of

adolescent. However, clothing construction suitability for weather, fabric finishes and fabric constructions do not depend on the age of the adolescent.

Adolescents, who have reached the age where they think that other people particularly the opposite sex admire them, would try to wear an appropriate appearance that they feel every body else notices. To do this, adolescents need proper fitting clothes for the right occasion. Apart from choosing the right fitting clothes, the clothes must be attractive in colour and design. Also important is the fibre content. Adolescents, particularly those, who have knowledge of the physical and chemical properties of fibres, would check the care label before selecting clothing item. With Home science taught at different levels, adolescents are advantaged to know the importance of care labels. This is where they would know the fabric construction that is important for different activities and allow flexibility. For example, knitted fabrics are good for sports. The fibre content is also found on the care label, which determines the care and serviceability of the item in wear. Once aware of these facts, they always make good choices of materials for different occasions.

These results suggest that Home Science taught at primary and secondary schools have a lot of influence on both boys and girls where clothing selection is concerned. The results also denote that the introduction of good grooming in Home Science curriculum has a lot of influence on adolescents. There are functions, activities or environmental conditions that may call for varied types of clothing and it is important that individual adolescent makes wise selection to meet the required physical comfort. Much as these factors are important in clothing selection, it is however, important to realise that individuals may be inconvenienced in their selection by intervening socio-

economic factors like income, family size and values and type of social activities one engages in.

5.7.2.3 Gender

Null Hypothesis: the influence of clothing characteristics does not depend on sex of adolescents.

Even though the table reveals that the influence of the purpose and colour and design of the fabric depend on whether one is a boy or girl; it is eminent that the influence of clothing construction suitability for weather, fabric finishes, knowledge of the fibre content, label information and fabric construction do not depend on gender.

5.7.2.4 Education Level

Null Hypothesis: the influence of clothing characteristics does not depend on education level of adolescents.

From the above table, it is evident that the influence of the purpose suitability for weather, fitting characteristics knowledge of the fibre content, label information and colour and design of the fabric depend on the education level of the adolescent. However, clothing construction, fabric finishes, and fabric construction do not depend on the level of education of the adolescent

When the adolescents are knowledgeable about the clothing suitable for different occasions, they would go for the right clothing items. This is only possible when they are taught about fibre content, information provided in care label, and how the design of fabric affect the general appearance. Therefore, depending on the syllabus adolescents would be influenced at different education levels.

Table 16: Chi-Square results on Socio-cultural Factors that Influence Selection of Clothing.

Socio-Cultural Factors		Area of residence	Age	Sex	Education
Acceptance by Parents	χ^2	4.62	11.74	2.15	14.25
	P	0.0991	*0.02	0.34	0.16
	df	2	4	2	10
Acceptance by Siblings	χ^2	55.02	20.63	6.60	28.71
	P	0.0001	0.0004	0.04	0.0014*
	df	2	4	2	10
Acceptance by Age-mates	χ^2	22.71	41.40	16.51	79.89
	P	0.0001	0.0001	0.003	0.0001*
	df	2	4	2	10
Acceptance by School Authorities	χ^2	9.15	5.40	5.70	19.26
	P	0.01	0.25	0.06	0.04*
	df	2	4	2	10
Position held at School	χ^2	1.45	19.44	2.01	45.25
	P	0.48	0.0006	0.37	0.0001*
	df	2	4	2	10
Social activities engaged in	χ^2	1.45	19.44	2.01	45.25
	P	0.48	0.0006	0.37	0.0001*
	df	2	4	2	10
Religious norms or beliefs	χ^2	4.00	20.39	1.51	39.90
	P	0.14	0.0004	0.47	0.0001*
	df	2	4	2	10
Acceptance by the Society	χ^2	5.18	3.93	0.56	25.40
	P	0.08	0.42	0.76	0.005*
	df	2	4	2	10

*P \leq 0.05

5.7.3 Dependence of Socio-cultural Factors on area of Residence, Age, Gender and Education level

5.7.3.1 Area of Residence

Null hypothesis: the influence of socio- cultural factors does not vary
with area of residence of the adolescents

Table 16 indicate that the influence of sisters and brothers, age-mates, and school authorities depend on the area of residence of the adolescent. However, the influence of parents, position held at school, social activities, religion and society do not depend on where the adolescent lives.

The influence of siblings, peers and school authorities may depend on area of residence because in towns there are many activities that may dictate what should be worn by the adolescents unlike rural areas where the activities may not be as many. For example, activities such as sports like swimming, games, going for movies and evening parties, may require different kinds of attire. The pre occupation of rural dwellers may be different from those of their urban counterparts therefore influence their clothing choices. Some of these activities may barely require any kind of special attire. For example, an adolescent in the rural area need not wear any costume to go swimming in the lake, or to go fishing, or even to look after animals. Even if these activities may require any form of special clothing, the economic circumstances may be so strenuous that the adolescent will end up using the usual clothing. The siblings, peers and school authorities in town are exposed to better and more elaborate displays of new merchandise than those in the rural areas. The school authorities in towns deal with a more enlightened community that is likely to influence taste of clothing. The

level and speed of communication vary between the two areas that make the urban peers and school authorities have access to new fashions earlier than their rural counterparts.

5.7.3.2 Age

Null hypothesis: the influence of socio-cultural factors does not vary with age.

It is also evident that the influence of parents, siblings, age-mate, position held at school, social activities and religion depend on the age of the adolescent. Nevertheless, the influence of school authorities does not depend on the age of the adolescent. Adolescents of age group 1 are influenced more by their parents. From the descriptive statistics, most of them reported that their parents “always” influence them. The results imply that parents can manage their adolescents at an early age and make them wear what they feel is good for them.

It is evident from the results that the younger adolescents are more influenced by their brothers and sisters than the older ones. This age group is also influenced by their own age –mates. As reported earlier, Sproles (1979) noted that clothing becomes a symbol group membership when an individual identifies with his or her reference group by wearing styles of clothing socially accepted by the group. Smucker and Creekmore (1972) also established that conformity in dress is an important condition to peer acceptance.

Position held at school by the adolescents was also found to have a lot of influence in the way adolescents dress at early age. Adolescents at ages 14-16 want to show their positions by dressing differently from the rest. They always want to be better dressed than the rest of the students.

The same age group is also influenced by social activities. This shows that adolescents, at this age are active, and as they grow older, they become less active and less concerned with clothing for active participation in co-curricular activities. At early active ages, adolescents always go for knitted clothes to allow for freedom of movement.

5.7.3.3. Gender

Null Hypothesis: the influence of socio-cultural factors does not vary with gender.

Even though the influence of siblings and age-mates depend on the gender of the adolescent, the influence of parents, school authorities, position held at school, social activities, religion and society do not depend on gender. Lack of varieties in male clothing make them victims of peer influence. Girls have varieties to choose from and do not have to imitate in order to conform.

5.7.3.4 Education Level

Null Hypothesis: the influence of socio-cultural factors does not vary with education level of adolescents.

The results also show that the influence of siblings, age-mates, position held at school, social activities, religion and society depend on the education level of the adolescent. But the influence of parents, and school authorities do not depend on the level of education. Whether adolescent is in form four or in standard eight, the parent still sees him or her as a child and the teachers still sees him or her as a student who must take instructions. Therefore, the influence of parents and teachers do not depend on education.

Table 17:Chi-Square test for Dependence on Psychological Factors that Influence Selection of Clothing.

Psychological Factors		Area of residence	Age	Sex	Education
Attractiveness	χ^2	1.83	6.68	7.95	12.85
	P	0.39	0.15	0.02	0.23
	df	2	4	2	10
Own values	χ^2	7.11	10.95	2.14	27.98
	P	0.03	0.03	0.34	0.002*
	df	2	4	2	10
One's Own interests	χ^2	13.98	18.58	6.08	42.18
	P	0.0009	0.001	0.05	0.0001*
	df	2	4	2	10
One's attitude towards clothing style	χ^2	2.17	11.50	0.38	46.37
	P	0.34	0.02	0.82	0.0001*
	df	2	4	2	10
The shop in which the item is available	χ^2	7.24	11.16	0.68	21.13
	P	0.03	0.02	0.71	0.02*
	df	2	4	2	10
Uniqueness of the clothing item	χ^2	16.01	5.65	6.74	34.48
	P	0.0003	0.22	0.03	0.0002*
	df	2	4	2	10
Prestige and popularity of the brand name	χ^2	1.11	2.95	8.42	31.14
	P	0.57	0.57	0.01	0.0006*
	df	2	4	2	10
To impress others people	χ^2	6.09	11.08	15.57	25.40
	P	0.05	0.02	0.0004	0.14
	df	2	4	2	10
Cost of the clothing item	χ^2	2.14	6.68	2.48	13.32
	P	0.34	0.15	0.29	0.2900
	df	2	4	2	10

* $P \leq 0.05$

5.7.4. Dependence of Psychological Factors on Area of Residence, Age, Gender and Education Level

5.7.4.1 Area of Residence

Null Hypothesis: the influence of psychological factors does not vary with area of residence of the adolescent.

Table 17 points out that the influence of one's own values, interests, the shop in which the item is bought, uniqueness of the item, and to impress others depend on the area of residence of the adolescent. However the influence of the attractiveness of the clothing item, attitude toward the style, prestige and popularity of the brand name and cost of the item do not depend on the area of residence of the adolescent.

Since one's values and interests are influenced by one's environment starting from the family to the outside world, it is understandable that urban adolescents' values vary from those in the rural area. Activities and exposure of the adolescents are dictated by the kind of environment one lives in and this influences the values adolescents place on their clothing.

The kind of shops in the two areas completely differs in quality, variety, type of merchandising offered and the amount of affluence displayed. In turn this greatly influences the choice of clothing between the adolescents in the two areas.

As much as rural adolescents may want to be unique, and to impress others, they are denied the variety to choose from; hence uniqueness remains a factor for their urban counterparts.

All the adolescents dress to attract irrespective of the area of residence. Home science taught in schools seems to have a lot of influence on adolescents to the extent that awareness of prestige and popularity of the brand names is similar in both areas.

5.7.4.2. Age

Null Hypothesis: the influence of psychological factors does not differ with age of the Adolescent.

It is prominent that the influence of interests, attitudes, the shop or store and to impress others depends on the age of the adolescent. Never the less the influence of the attractiveness, uniqueness, prestige and popularity of the brand name and cost of the item do not depend on the age of the adolescent.

All the adolescents dress to be attractive and unique irrespective of their age. Cost of the item is a matter for the buyer who is the parent. The adolescents may not have a lot of say since most of them still rely on parents' money.

5.7.4.3. Gender

Null Hypothesis: the influence of psychological factors does not vary with gender of the adolescent.

Even though the influence of attractiveness, uniqueness prestige and popularity of the brand name to impress others and interests depend on the gender of the adolescent, the influence of values, attitudes, shop and cost of the item do not depend on gender of the adolescent.

Usually, females value attractiveness, uniqueness and want to impress others more than their male counterparts. This is so because the female adolescents have variety of styles to choose from, while males have a limited choice. Parents also reinforce the need for female adolescents to be unique and attractive.

5.7.4.4. Education Level

Null Hypothesis: the influence of psychological factors does not vary with education level of adolescent.

It is from the table that the influence of values, interests, attitudes, popularity or store, uniqueness, prestige and popularity of the brand name depend on the education level of the adolescent. However the influence of attractiveness, to impress others, and cost of the item do not depend on the level of education of the adolescent.

Due to increased levels of interaction, values, interests, and attitudes change. Adolescents will, therefore, be influenced differently at various levels of education. Likewise, in the adolescents' search for independence their values, interests and attitudes tend to change.

5.8 Analysis of Variance for Sources of Information, Clothing Characteristics, Socio-Cultural and Psychological Factors Influencing Clothing Selection of Adolescents

Since chi-square test of independence does not show the degree of association or the direction of independence, the analysis of variance was used. The analysis of variance is a technique for studying the relationship between a dependent variable and one or more independent variables. Each of the independent variable is referred to as a level of that variable or factor. Analysis of variance permits a decision-maker to conclude whether or not the variation among a group of sample means has occurred as a result of randomly selecting the sample from a common population. It is a test of the difference of means for two or more groups.

In this case, the main aim was to find out whether sources of information, clothing characteristics, socio-cultural and psychological factors that influence adolescents clothing selection significantly depend on area of residence, age, and gender.

The mean score for rural and urban; age groups: 1, 2 and 3; and male and female were compared at p-value of 0.05 level of significance.

The variables comprising of clothing characteristics, sources of information, socio-cultural and psychological factors which influence clothing selection were measured in a scale of 1 to 3 where 1 was “never”, 2 was “sometimes” and 3 was “always”.

The results are as follows:

5.8.1 Analysis of Variance for Sources of Information about Adolescents

Clothing Items Available in the Market.

The following tables: 18 to 20 are the summary of the results.

Table 18. Anova results on the Influence of Area of Residence on the Sources of Information about Adolescents' Clothing Items.

Sources of Information	Area of Residence			
			Rural	Urban
	1	2	F	P
T.V. & Movies	3.3520	2.7310	0.4200	0.5201
Videos	3.2130	2.6760	0.4200	0.5175
Fashion Shows	1.8804	6.6850	14.3600	0.0000*
Clothing Displays	3.1940	2.6760	0.4600	0.4465
Newspapers	1.8841	6.6940	26.5200	0.0000*
Fashion Magazines	1.9821	6.7130	20.4600	0.0000*
What other people wear	3.2590	2.7130	0.6200	0.4301
Friends	3.2370	2.7220	0.4700	0.4492
Sales Persons at the Shops	3.2130	2.6740	0.5900	0.4800

* Significant at 0.05 level

5.8.1.1 Area of Residence

It is evident from table 18 that there are significant differences between rural and urban adolescents in the way they are influenced by fashion shows, newspapers and fashion magazines. This is an indication that urban adolescents are influenced more than their rural counterparts by these factors. However, the results revealed that there were no significant differences in the way the adolescents in both rural and urban areas are influenced by television and movies, videos, clothing displays, and friends.

Table 19. Anova Results on the Influence of Gender on the Sources of Information about Adolescent Clothing.

Sources of Information	Gender			
	Boys 1	Girls 2	F	P
	Mean	mean		
Television & Movies	3.574	2.509	1.22	0.2701
Videos	3.528	2.361	1.99	0.1604
Fashion Shows	3.509	2.380	1.69	0.1945
Clothing Displays	3.500	2.370	2.20	0.1393
Newspapers	3.537	2.398	2.25	0.1350
Fashion Magazines	3.528	2.398	2.33	0.1284
What other people wear	3.583	2.389	2.99	0.0850
Friends	3.565	2.398	2.53	0.1131
Sales persons at the shops	3.546	2.361	2.59	0.1089

* Significant at 0.05 level

5.8.1.2. Gender

The results in table 19 reveals that there is no significant differences between boys and girls in the way they are influenced by the sources of information about clothing items available in the market. It is understandable since they are both exposed to the same sources of information in the same way irrespective of sex.

Table 20 Anova results on the influence of Age on the source of information about adolescent clothing.

Information	Age			F	P
	14 – 16yrs mean	17- 8yrs mean	19&aboveyrs mean		
	1	2	3		
Television& Movies	6.431	2.087	0.597	13.20	0.000*
Videos	6.361	1.870	0.597	17.08	0.000*
Fashion Shows	6.333	1.875	0.625	15.94	0.000*
Clothing displays	6.292	1.189	0.625	20.37	0.000*
Newspapers	6.350	1.931	0.625	20.82	0.000*
Fashion Magazines	6.390	1.889	0.611	22.43	0.000*
What other people wear	6.460	1.875	0.625	26.34	0.000*
Friends	6.420	1.889	0.625	2.64	0.000*
Sales person at the shops	6.347	1.903	0.611	22.28	0.000*

* Significant at 0.05 level

5.8.1.3 Age

Table 20 shows that there are significant differences between the age groups in the way they are influenced by all the sources of information about their clothing items listed above. Turkey (HSD) pairwise comparison of means shows that age group 1 significantly differs from age group 3, with age group 1 having a higher mean than age group 3.

Clothing producers and dealers need to be cautious about how they channel information to the adolescents at this age. From the descriptive statistics, most adolescents in age group 1 were influenced more by television and movies as compared to age group 2 and 3 (Table 6). These results concur with those of Anyango (1993). In her research in Nairobi she found that adolescents who could not afford to go to fashion shows got a chance to know what clothing item are in the market by watching T.V. which is usually accompanied by music. This music could be the reason T.V. attracts the attention of the young adolescents.

There are also significant differences between the age groups in the way they are influenced by Videos. Most adolescents of age group 1 indicated that they are “never” influenced by these videos and fashion shows (Table 6). The results suggest that videos are not popular among most young adolescents.

These results differ from those of Anyango (1993) that most adolescents in Nairobi were influenced more by fashion shows. This could be because in Kisumu and Mfangano Island there are less fashion shows shown unlike Nairobi where most fashion shows are organised.

Clothing displays was found to be the most influential source of information with age group 1. These results are in agreement with those of Otieno (1990) and Anyango (1993) that Kenyan Clothing consumers including adolescents rely mostly on what is in display. This is because it does not cost much to see what is in display. In other words it is cheaper in terms of money. In both rural and urban areas this is the most used way of reaching the consumers.

The results also reveal that adolescents in age group 1significantly influenced by newspapers than age group 3. This differs from what Anyango (1993) found. The adolescents in Nairobi at that time were less influence by newspaper adverts. The difference could be because; recently K.C.P.E. trial examination papers and questions the on G.H.C paper appeared on daily basis. This may be the reason why the adolescents read newspapers and therefore get influenced. As they look for this information, they also come across clothing styles advertised in the papers. The newspapers may not influence adolescents who are not exposed to them. Age group 1 were least influenced by fashion magazines compared to other groups. This could be because the fashion magazines are more expensive and not readily available for the young adolescents.

What other people wear had more impact on the young adolescents of age group 1. These results are in support of Sproles (1979) and Anyango (1993) that the adolescents want to be identified with other people and that acceptance by group style becomes a mechanism of social control that identifies a conforming member and readily differentiates deviants. They are also most influenced by their friends and clothing becomes a symbol of group membership. Mussen, et al (1990) noted that the

importance of peer group during adolescence, the motivation to conform to the values, customs and fads of the peer culture increases during this period.

As a whole, the most influenced by most sources of information about clothing items are those adolescents between age fourteen and sixteen. This is a suggestion that if there is some information that needs to be passed to these age groups, the best way to do it is through television and movies, displays, newspapers, other people, friends and sales persons.

5.8.2 Analysis of Variance for Clothing Characteristics that Influence the Selection of Adolescents Clothing Items

Tables: 21 23, and 24 summarises the results:

Table 21 Anova Results on the Influence of Area of Residence on Clothing Characteristics

Clothing Characteristics	Area of Residence		F	P
	Rural 1	Urban 2		
Garment construction	3.241	3.731	0.21	0.651
Intended use of the Item	3.241	2.731	0.32	0.572
Suitability for weather	3.241	2.722	0.32	0.572
Fitting characteristics	3.222	2.685	0.26	0.612
Fabric finishes	3.157	2.704	0.37	0.545
Fabric content	3.259	3.481	0.08	0.791
The label information	3.231	2.694	0.55	0.468
Fabric construction	3.241	2.667	0.62	0.433
Colour & design of the fabric	3.25	2.731	0.24	0.626

* Significant at 0.05 level

5.8.2.1 Area of Residence

Table 21 implies that there are no significant differences between adolescents in the rural and urban areas in the way they are influenced by clothing characteristics $\alpha = 0.05$. However, the chi-square analysis revealed that there is dependence of

intended use of the item, suitability for weather, fabric finishes, fabric construction and colour and design of the fabric on the area of residence.

Table 22 Anova Results on the Influence of Gender on Clothing Characteristics of Adolescents

Clothing Characteristics	Gender		F	P
	Male	Female 2		
	Mean	Mean		
Garment construction	3.500	3.472	0.00	.0976
Purpose of purchase	3.574	2.398	1.71	.1929
Suitability for weather	3.565	2.398	1.62	.2041
Fitting characteristics	3.556	2.352	1.30	.2564
Fabric finishes	3.491	2.370	2.25	.1353
Fibre content	3.550	3.185	0.20	.0684
Label information	3.537	2.389	2.42	.1217
Fabric Construction	3.537	2.37	2.55	.1120
Colour & design of the fabric	3.574	2.407	1.21	.2734

* Significant at 0.05 level

5.8.2.2 Gender

It is notable from Table 22 above that there are no significant differences between adolescent boys and girls in the way they are influenced by clothing characteristics $\alpha = 0.05$. However, chi-square test revealed that the intended use of the item and colour and design of the fabric is dependent on whether one is a girl or a boy.

Table 23 Anova Results on the Influence of Age on the Clothing Characteristics of Adolescents

Clothing characteristics	Educational Level			Significance	
				F	P
	1 Mean	2 Mean	3 Mean		
Garment construction	6.38	1.833	2.250	7.16	0.000*
Intended use of the Item	6.42	1.903	0.639	15.18	0.000*
Suitability for weather	6.40	1.903	0.639	14.07	0.000*
Fitting characteristics	6.32	1.903	0.639	10.60	0.000*
Fabric finishes	6.36	1.917	0.514	22.25	0.000*
Fabric content	6.35	1.931	1.833	12.67	0.000*
The label information	6.37	1.903	0.611	22.00	0.000*
Fabric construction	6.39	1.837	0.625	23.02	0.000*
Colour & design of the fabric	6.40	1.931	0.639	10.81	0.000*

* Significant at 0.05 level

5.8.2.3 Age

Table 23 shows that there are significant differences between the age groups in the way they are influenced by all clothing characteristics.

Tukey (HSD) pairwise comparison of means shows that age group 1 significantly differs from age group 3, with age group 1 having a higher mean than age group 3. Most of the adolescents that is over 70% in this age group indicated that they are

always influenced by these factors (Table 7). Fabric finishes and fibre content closely followed these where about half that is 45% and 42% of the adolescents indicated "always" and half "sometimes". Most of them indicated that they are sometimes influenced by fabric construction (Table 7).

These results also denote that most adolescents choose clothing items according to the occasion it is going to be used. There are functions, activities or environmental conditions that may call for varied types of clothing and it is important that individual adolescents make wise selections to meet the required physical comfort. Much as this factor is important in clothing selection it is however, important to realise that individuals may be inconvenienced in their selection by intervening socio-economic factors like income, family size and values and type of social activities one engages in.

Rainy or wet-cold weather may call for protective clothing that will keep the wearer feeling warm and protected against wet and cold environment. Hot weather also calls for light absorbent clothing for one to feel comfortable.

At this age group 1, adolescents are concerned with the way their body shapes are. According to Kefgen and Specht (1981), the body conformation is a determinant factor for both the selection of garments and the presentation of the individual. As fashion changes, adolescents, at this age try to maintain body shape that would allow them to look attractive or fit well in clothing styles in fashion. Since the body shape of both male and female is closely related to the eating habits, food intake and nutritional status, adolescents try either to starve or be on diet in order to fit well with

fashionable clothing items. The body shape is fundamental to the way one dresses and the way others perceive one. The adolescents who are perceived as beautiful or handsome feel good.

These figures also hint out that adolescents appreciate fabric finishes. Once aware of the fabric finishes, they are able to choose clothing items that would be easy to take care of and those that would serve the purpose for which it is bought. The adolescents also are becoming more and more aware of what to look for when buying clothing items. The fabric content of the material used would determine the serviceability of the fabric. When aware of this fact, they always make good choices of materials for different occasions.

With Home Science taught at different levels of Education, adolescents are advantaged to know the importance of care labels. This is where they would know the fabric construction that is important for different activities and allow flexibility. For example, knitted fabrics are good for sports. Colour and design of the fabric was also found to be very important for this group irrespective of gender and area of residence.

5.8.3 Analysis of Variance for the Socio-Cultural Factors that are thought to Influence Clothing Selection of Adolescents

Table 24 Anova Results on the Influence of Area of Residence on Socio-cultural Factors that Influence Clothing Selection of Adolescents

Socio-cultural factors	Area of Residence		F	P
	Rural	Urban		
Parents	3.259	2.676	0.45	0.503
Siblings	3.242	2.639	0.59	0.0029*
Age mates	3.259	2.667	0.68	0.0019*
School authorities	3.259	2.713	0.31	0.5796
Position at school	3.250	2.648	0.69	0.5796
Social activities	3.222	2.630	0.55	0.4583
Religious norms	3.241	2.713	0.58	0.0066*
Society	6.231	2.704	0.59	0.0027*

* Significant at 0.05 level

5.8.3.1 Area of Residence

It is evident from the table above that there are significant differences in the way they are influenced by siblings, age mates, religious norms and society as a whole. The results suggest that siblings and age mates in rural areas are not as exposed as those in towns, therefore, the difference in the way they influence each other. Most churches in towns do not have strict rules in dressing the way the rural churches are, so the way

these churches influence the adolescents in these two areas are different. The values of a society also differs so is the way they influence the members. However, there are no significant differences between the rural and urban adolescents in the way they are influenced by parents, school authorities, position held at school and social activities engaged in.

Table 25 Anova Results on the Influence of Gender on Socio-cultural Factors which Influence Clothing Selection of Adolescents

Socio-cultural factors	Gender		F	P
	Male	Female		
	1	2		
Parents	3.557	2.398	1.72	0.917
Siblings	3.491	2.639	1.98	0.1680
Age mates	3.556	2.370	2.70	0.1016
School authorities	3.574	2.378	1.43	0.2338
Position at school	3.546	5.352	2.73	0.0077
Social activities	3.556	2.296	2.49	0.1159
Religious norms	3.574	5.380	2.98	0.0086
Society	3.574	5.361	3.12	0.0086

* Significant at 0.05 level

5.8.3.2 Gender

There are significant differences in the way position held at school, religious norms and society influence boys and girls. These results suggest that girls are influenced more by the position they hold at school than boys. Even with adults, women in

power dress better than men and are more conscious about what they put on than men are. This is so because women have more styles of clothing to choose from than men do. Religion and society also place a lot of demand on the way a female is supposed to dress while rules on males are not rigid. These results do not agree with what Anyango (1993) found in Nairobi that adolescent girls are more influenced by their siblings than adolescent boys. This shows that as things change, boys are becoming more interested in fashion and are keen in what to wear just as the girls are. However, there are no significant differences between boys and girls in the way they are influenced by parents, siblings, age mates, school authorities and social activities when selecting clothing items (Table 25).

Table 26 Anova Results on the Influence of Age on Socio-cultural Factors that Influence Clothing Selection of Adolescents

Socio-cultural factors	Age				
	14-16 yrs 1	18-19 yrs 2	>19 yrs 3	F	P
Parents	6.33	1.931	0.639	15.72	0.000*
Siblings	6.26	1.917	0.659	18.52	0.000*
Age mates	6.32	1.931	0.659	22.76	0.000*
School authorities	6.39	1.931	0.639	12.52	0.000*
Position at school	6.32	1.903	0.625	22.82	0.000*
Social activities	6.22	1.931	0.625	17.18	0.000*
Religious norms	6.37	1.917	0.639	25.25	0.000*
Society	6.197	1.917	0.639	25.42	0.000*

* Significant at 0.05 level

5.8.3.2 Age

Table 26 suggests that there are significant differences in age groups in the way they are influenced by socio-cultural factors. Tekey (HHD) pairwise comparison of means shows that age group 1 significantly differs from age group 3, with age group 1 having a higher mean than age group 3.

Parents influence adolescents of age group 1 more. From the descriptive statistics, most of them reported that they are “always” influenced by their parents (over 60%). The results imply that parents can manage their adolescents at an early age and make than wear what they feel is good for them.

It is evident from the results that the younger adolescents are more influenced by their brothers and sisters than the older ones. This age group is also influenced by their own age-mates. As reported earlier, Sproles (1979) noted that clothing becomes a symbol of group membership when an individual adolescent identifies with his or her reference group by wearing styles of clothing socially acceptable by the group. Smucker and Creekmore (1972) also found out that conformity in dress is an important condition to peer acceptance for adolescents.

The results signify that the adolescents at early age are more influenced by their teachers. This implies that the younger adolescents could be more obedient to their teachers than the older ones. Once exposed to teachers of diverse backgrounds, adolescents can be encouraged to perceive different points of view on styling in clothing. Virtually, every one’s life is affected in one way or the other by his or her teacher. (Sroufe & Cooper 1988).

At this tender age, teachers should encourage adolescents to participate in decision-making policies related to school uniforms in order to avoid misunderstanding. Anyango (1993) reported that while Kenyan students are required to wear school uniforms, students have been known to alter the style of the uniform in their attempts to express their autonomy and individuality. With understanding of adolescents' development, Horn (1975) suggests that school authorities could relate their codes to allow the students to conform to the current fashion, thus eliminating much of the conflict.

Position held at school also has a lot of influence in the way adolescents dress at early age. Adolescents at ages group 1 want to show their positions by dressing differently from the rest. They always want to be better dressed than the rest of the students.

The same age group is also influenced by social activities. This shows that adolescents at this age are active, and as they grow older, they become less active and less concerned with clothing for active participation in co-curricular activities. At early active ages, adolescents always go for clothes with knitted fabrics to allow for freedom of movement.

While the results do not indicate significant differences between boys and girls in their religious norms and clothing selection, Anyango (1993) found out that girls, are more influenced by religion than boys. The results in Table 28 above show that at early ages, adolescent girls and boys are more religious than at later ages. This is the

age where they are most influenced by parents and school authorities. Most adults tend to encourage the young ones to be religious.

5.8.4 Analysis of Variance for Psychological factors that Influence Adolescents Selection of Clothing Items.

Table 27 Anova results on the influence of area of residence on the psychological factors that influence clothing selection of adolescents.

Psychological factors	Area of residence			
	Rural	Urban	F	P
	1	2		
Attractiveness	3.231	2.676	0.28	0.5954
Values	6.222	2.648	0.44	0.0075*
Interests	3.222	2.694	0.39	0.5350
Attitudes	3.241	2.676	0.59	0.4415
Shop	3.213	5.667	0.57	0.0029*
Uniqueness	3.204	2.583	0.79	0.3740
Brand name	3.222	3.685	0.58	0.4470
Others	3.231	2.685	0.49	0.4860
Cost of the Item	3.204	2.667	0.27	0.6062

* Significant at 0.05 level

5.8.4.1 Area of Residence

It is outstanding from the above table that there are no significant differences between adolescents in the rural and those in the urban in the way they are influenced by most of the psychological factors except values and shop in which the item is available. These results suggest that the area where one lives, influences the value placed on clothing. Since shops that offer different clothing items are more in the urban area it is understandable that the influence of shop differ according to the area of residence.

Table 28 Anova results on the influence of gender on psychological factors that influence the selection of adolescents' clothing items.

Psychological Factors	Gender			
	Boys 1	Girls 2	F	P
Attractiveness	3.556	2.352	1.33	0.2505
Values	3.556	2.315	2.06	0.1529
Interests	3.574	2.343	2.10	0.1485
Attitudes	3.565	2.352	2.10	0.0992
Shop	3.556	2.324	2.87	0.0916
Uniqueness	3.509	2.278	3.13	0.0785
Brand Name	3.556	2.352	2.92	0.0892
To impress	3.365	2.352	2.40	0.1228
Cost of the item	3.540	2.324	1.38	0.2413

* Significant at 0.05 level

5.8.4.2. Gender

Table 28 above, shows that psychological factors do not influence boys and girls differently. However, chi-square analysis of independence implies that attractiveness of the item, interests, uniqueness, brand name and to impress others, depend on gender of adolescent.

Table 29 Anova results on the influence of age on the psychological factors that affect the selection of clothing of adolescents.

Psychological Factors	Age			F	P
	14 – 16yrs 1	17 – 18yrs 2	19yrs above 3		
Attractiveness	6.32	1.903	0.639	10.37	0.000*
Values	6.25	1.889	0.639	15.64	0.000*
Interest	6.30	1.903	0.625	16.68	0.000*
Attitudes	6.33	1.903	0.639	22.23	0.000*
Shop	6.31	1.875	0.639	22.43	0.000*
Uniqueness	6.21	1.847	0.625	23.69	0.000*
Brand Name	6.35	1.875	0.639	24.21	0.000*
To impress	6.35	1.889	0.639	19.60	0.000*
Cost of the item	6.319	1.861	0.625	11.06	0.000*

* Significant at 0.05 level

5.8.4.3. Age

It is crystal clear from the table above that there are significant differences between the age groups in the way they are influenced by psychological factors. The null hypothesis is rejected at 0.05 level of significance.

Different age groups differ significantly in selection of clothing when the factor under consideration is “attractiveness”, $P \leq 0.05$. Tukey (HSD) pairwise comparison of means shows that age group 1 significantly differs from age group 3, with age group 1 having a higher mean than age group 3.

The results indicate that those adolescents at the age group 1 are influenced by attractiveness of clothing item more than age group 3. The response “always” was highly rated by this group (Table 9). This is an indication that adolescents at this age irrespective of their gender and where they live, value attractiveness. These results are in agreement with those of Anyango (1993) that both boys and girls value attractive clothing. Sproles (1979) and Vanderhoff (1992), noted that attractive clothing can help create a pleasing appearance. Lemon (1990) found out that clothing could be manipulated with other appearance variables such as figure type in order to vary physical attractiveness. At this particular age, adolescents realise they are beautiful and anything that enhances beauty easily attracts their attention. In his research of clothing and personal attractiveness of adolescents, Creekmore (1980) noted that attractive students generally were aware of and conformed to the accepted mode of dress. Attractive students are also likely to be accepted by their peers to be selected for important roles in their high schools, and more active in school activities than those who were less attractive.

The results also suggest that adolescents attach a lot of importance to clothing at early ages. They often experiment with values that are different from those of their parents. According to Storm (1987), this is one of the reasons why adolescents disagree with their parents on their way of dressing.

The results also point out that adolescent at this age are influenced by their interests in clothing. The shop in which the clothing item is available does not have a lot of influence on adolescents, particularly those in age group 1. Most of them indicated that they are “never” influenced by shops (Table9). This could be because most of them indicated that they buy their clothing items in the open-air markets. Since most good quality garments and assesories are available in open-air markets, many adolescents are not concerned about the shop outlets.

It is also notable that adolescents in this age group1 value individuality and self-expression. Most of them indicated that they are “always” influenced by uniqueness of the clothing item (Table9). They want to be notified by others as outstanding and different. These results are in agreement with those of Anyango (1993) that adolescents at this age would want to be unique and at the same time conform to what others are wearing. This they do by choosing clothes that are same in style, but with different combinations.

Youth of ages group 1 are differently influenced by prestige and popularity of the brand name. The results reveal that they are less influenced by brand name because many of them indicated that they are “never” influenced (Table9) by the brand name as long as the item is well made.

It is also evident from the table above that adolescents at age group 1 are significantly different from other age group where dressing to impress others is concerned. From the descriptive statistics, most of them indicated that they do not dress to influence others (Table 9). This may be the reason why they had a very high mean where the influence of parents and school authorities are concerned. They dress according to what is approved by parents and teachers and not to impress others.

Adolescents at age group 1 are also concerned with the price of the clothing items (Table 9). These results are in agreement with those of Anyango (1993), that adolescents attach strong economic value to clothing items that are costly. Given that most adolescents do not have money of their own, they have to depend on what the parents offer, and have to be cautious on how much to spend.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

The main objective of the study was to find out factors influencing clothing selection of Kenyan adolescents in both rural and urban areas of residence.

The population was adolescents in Kenya. The target population was adolescents aged 14-18 years in both Winam Division of Kisumu District and Mfangano Island of Suba District. The study used a sample of 640 adolescents. A stratified random sample of 320 adolescents was drawn from Winam Division of Kisumu District and 320 from Mfangano Island of Suba District. Ten schools and two polytechnics were used from each area. A questionnaire, interview schedule and observation list were used to collect data required to meet the objectives. Data were collected at a time that was convenient to the participants. To answer the objectives and to test the hypotheses, the data were analysed using descriptive statistics, chi-square test of independence and analysis of variance.

The urban adolescents select their own clothing items more often than their rural counterparts. More fathers in the rural area do the selection of their sons' clothing as compared to the urban where more mothers do the buying of their sons' clothing. It was found out that more adolescents in the rural area do their selection and buying of their clothing items in the open-air markets that sell both new and second hand clothes. In urban areas, the buying is done in open-air markets that sell second hand clothes and shops that sell new clothes.

The most influential sources of information about clothing items are clothing displays, videos, friends, newspapers what other people wear and television and movies. The least influential source of information is fashion magazines. The most considered clothing characteristics were workmanship and finishing of the item, suitability for weather condition, fitting characteristics, colour and design of the fabric, purpose for which the item is bought and the fibre content of the material used respectively. The least considered clothing characteristics were fabric construction, information label and fabric finishes.

The most influential socio-cultural factors are school authorities, parents, society, religious norms, social activities engaged in and position held at school. The least influential socio-cultural factors were age mates and siblings.

The most considered psychological factors were attractiveness of the item, interests, cost of the item and attitudes towards the styles. The least considered psychological factors were shop, values, to impress others, uniqueness of the item and popularity of the brand name respectively.

On sources of information, the chi-square test of independence revealed that:

- a) the influence of television and movies, videos fashion shows, clothing displays, newspapers, fashion magazines and friend vary with area of residence.
- b) the influence of what other people wear and sales persons at the shops depend whether one is a girl or a boy.
- c) The influence of television and movies, videos, what other people wear and sales persons at the shops depend on the age of adolescent.

- d) The influence of television and movies videos, fashion shows, fashion magazines what other people wear and sales person at the shops depend on education level of the adolescents.

On clothing characteristics, the results indicated that for the adolescents to consider the:

- a) purpose, weather conditions, fabric finishes, fabric construction, colour and design of the fabric depend on the area of residence of adolescent
- b) Purpose, fitting characteristics, fibre content, information label and colour and design of the fabric depend on the age of adolescent.
- c) Purpose, and colour and design of the fabric depend on the gender of the adolescent.
- d) Purpose suitability for weather condition, fitting characteristics, fibre content, label information and colour and design of the fabric depend on education level of adolescents.

On socio-cultural factors the results revealed that the influence of

- a) Siblings, age mates and school authorities depend on the area of residence.
- b) Parents, siblings, age mates, position held at school social activities, and religious norms depend on the age of adolescent.
- c) Siblings and age mates depend on gender of adolescent.
- d) Siblings, age mates, position at school, social activities, religious and society depend on education level of adolescent.

For psychological factors, it is prominent from the chi-square test that the influence of:

- a) Values, interests, shop where the item is available, uniqueness, and to impress others depend on the area of residence of adolescent.
- b) Attitudes, interests, shop where the item is bought and to impress others depend on the age of the adolescents.
- c) Attractiveness, uniqueness, to impress others and interest depend on the gender of the adolescent
- d) Values, interests, attitude, shop where the item is bought, uniqueness, prestige, depend on education level.

Analysis of variance revealed that the influence of fashion shows, newspapers and fashion magazines vary with the area of residence with the urban adolescents being influenced more than their rural counterparts. However, there are no significant difference between rural and urban adolescents in the way they are influenced by television sets, videos, clothing displays, what other people wear, friends and sales persons at the shops. The influence of sources of information does not vary with the gender of adolescents.

It is eminent from the analysis of variance that there are significant differences between age 1 and age group 3 in the way they are influenced by all sources of information, clothing characteristics, socio-cultural and psychological factors.

For gender, the analysis of variance showed that there are no significant differences in the way the adolescent girls and boys, in both rural and urban areas, are influenced by all the sources of information, clothing characteristics, socio-cultural factors and psychological factors.

The analysis of variance also revealed that there are significant difference between rural and urban adolescents in the way they are influenced by siblings, age mates, religion and society where they live. Religion and society influence the rural adolescents more, while siblings and age mates influence the urban adolescents more.

There are also significant differences between adolescent boys and girls in the way they are influenced by position they hold at school, religion and society, with the girls being influenced most by these factors.

With the psychological factors, there are significant differences between adolescents in the rural and those in the urban areas in the way they are influenced by their values and shops where the clothing items are available. The rural adolescents are influenced more by their values while the shops in which the clothing items are available influence urban adolescents more.

6.2 Conclusions

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

- (1) Adolescents in urban areas have more say when it comes to clothing selection than their rural counterparts. This is because mothers in town do the buying of their sons' clothes, and mothers are flexible when it comes to selection of clothing. Since most fathers do the buying in rural areas, they take the upper hand in controlling what their children wear. Generally, in the urban areas people are richer and can afford to buy what their children want and some times give them money to buy their own clothes. Although the adolescents indicated that they

participated in selection of clothing items, the final decision on what to buy is made by the adults who provide the money. Sometimes what the children want may look so outrageous that the parent may not be willing to buy.

- (2) Clothing displays, friends, newspapers, what other people wear and television and movies are information channels used most by the adolescents in both rural and urban areas because of their availability. Fashion magazines and fashion shows are hard to come by both in Kisumu town and Mfangano Island. They are therefore less influential. Fashion magazines are expensive. Fashion shows are difficult and expensive to organise. The level of poverty in both areas makes both items out of reach for adolescents.
- (3) Adults in school, at home and in the society have a lot of influence on what the adolescents wear. Adults are role models and therefore, imitated by the adolescents. Apart from being role models, adults do insist on societal norms in dressing and they do not accept any drastic departure from the standards easily. Most adults are very conservative and remain role models for the children.
- (4) Most adolescents value attractive clothing because they want to capture attention from their peers particularly the opposite sex. This is also the critical time when body changes occur and adolescents appreciate communication from other people. They associate themselves with popular brands worn by people they admire. For example, sports men and women like Chicago bulls' sportswear and Nike.
- (5) Although there were some differences in the way adolescents in the rural and urban areas are influenced by some factors, most of them are influenced the same way. This is because the clothing channels used in both areas are the same.
- (6) There is a stable difference between the age groups in the way they are influenced by most factors, with age group 1 outstanding. While the older adolescents are

maturing and getting stable on what they should wear, the younger ones are just beginning to experience the independence of choice, the increased level of peer influence and thirst to know more or discover themselves.

- (7) Adolescents in age group 1 were apparently in a particular education level. For example, age group 1 either in standard eight or form one. Therefore there was notable difference in education level and the way they are influenced by most factors.

6.3 Recommendations

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

1. Adolescents do not enjoy autonomy in their clothing selection. They should be given a chance to participate in clothing decisions particularly in schools where the uniforms given are not made according to the current fashion. This would eliminate the disagreements between school authorities and the students on matters concerning the uniforms.
2. In order to improve access to adolescents, clothing marketing and merchandising should be done in the open –air markets where most adolescents buy their clothing items. Most items are relatively cheap in these places.
3. The clothing sales promoters should improve on the way they display their clothing items since this is the most common channel of information on what is available. Attractive stands in the open-air markets are a sure way of attracting the buyers. This is also an indicator for educators that in case there is one important information that need to reach adolescents, they can use these channels.
4. The local tailors should improve their construction techniques and finishing of the clothing items in order to make an impact on the adolescents' choice of clothing

items. Adolescents value attractiveness and are discouraged by the poor workmanship that has resulted in them preferring to buy better constructed used clothes.

5. There is need for parents, teachers, and other adults to excise considerable flexibility in granting the adolescents permission to participate substantially selection of their clothing items. In deciding on the uniform, pupils should be given a chance to air their views on what kind of uniform they prefer to wear. This may minimise the conflict between the two parties.
6. Home science as a subject has a lot of bearing in one's life. It's aspects dealing with clothing and good grooming should be taught at all levels of education not only as an examinable subject, but also to provide knowledge on textiles. Such knowledge is used throughout one's life. This would help consumers to choose the correct fabrics for various purposes and weather conditions. It would also improve knowledge on performance and care of clothes.
7. Educators and other adults in the society should help the teenagers develop positive attitudes and interests on clothing items that are acceptable to both. This can be done through appropriate education channels such as seminars, workshops, fashion shows, video shows and regular visit to institution of learning. This would reduce the disagreements between the adolescents and the adults.

6.4 Suggestions for further research

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

- (1) Parents' and teachers' opinions on the clothing behaviour of adolescents because they are not in agreement with the adolescents when it comes to choice of clothes.
- (2) Local clothing producers on how they can improve in quality workmanship and finishing of clothing items in order to increase their sales and discourage the adolescents from aping unacceptable foreign clothing styles.
- (3) The role of Home science teachers in moulding positive clothing behaviour of adolescents because it has been established that teachers are role models, command a lot of influence on adolescents and share a lot of their time with them.

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