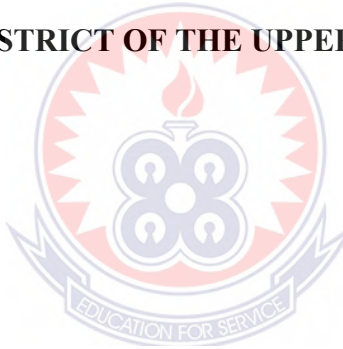


**UNIVERSITY OF EDUCATION, WINNEBA  
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI**

**ASSESSING THE CONSUMPTION PATTERNS OF LOCALLY-PRODUCED  
CLOTHING BY TEACHERS OF TUMU SENIOR HIGH/TECHNICAL SCHOOL  
IN SISSALA EAST DISTRICT OF THE UPPER WEST REGION IN GHANA**



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**AUGUST, 2022**

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**A Dissertation in the Department of Fashion Design and Textiles Education, Faculty of Vocational Education, submitted to the School of Graduate Studies, University of Education, Winneba, in partial fulfilment of the requirements for the award of the Master of Technology Education (Fashion Design and Textiles) degree**

**AUGUST, 2022**

## DECLARATION

### STUDENT'S DECLARATION

I, ADAMU HABIBA, declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part of whole, for other degree elsewhere.

SIGNATURE:.....

DATE:.....

### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

NAME: NINETTE AFI APPIAH (PhD)

SIGNATURE:.....

DATE:.....

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## **DEDICATION**

I dedicate this work to my lovely mother, Hawawu Adamu and my husband Wahab Ayamga, my children, Taufique Ayamga, Kashefa Ayamga, Murtaada Ayamga and all my friends.



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## ABSTRACT

The purpose of this study was to assess the consumption patterns of locally-produced clothing by teachers of Tumu Senior High/Technical School in Sissala East district of the Upper West Region. Using the quantitative research approach, the study employed the census sampling technique to select all the 86 teachers of the Tumu Senior High/Technical School. The study found that Teachers at the Tumu Senior High/Technical School choose their preferred clothing once a year, and no one else does that for them and that the teachers take their clothing information from store displays, magazines, catalogues and other print media as well as social media. It was also discovered that teachers of Tumu Senior High/Technical School choose their clothing primarily based on how durable the clothing is, the price of the clothing, how good it is a fit on them and how comfortable they believe it can be on them. It was also established that socioeconomic factors such as price, income level/economic status, level of physical activity, profession and peer group influence are major factors that influence the teachers of Tumu Senior High/Technical School's decisions concerning the selection or consumption of locally produced clothing. It was recommended that locally-produced clothing manufacturers consider different marketing applications to influence teachers' choices in consuming locally-produced clothing. And that, locally-produced clothing producers must address themselves to psychological, socio-economic and clothing characteristics influencing teachers clothing selection.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Culture is a substantial force in controlling human behaviour, and its effect is so regular and automatic that its behavioural influence is generally presumed natural. Often, consumers become conscious of how culture has shaped their consumption behaviour when they are subjected to different cultural principles (Kim, 2018; Durmaz et al., 2011). The purchase of locally produced products, especially, clothing can be evident by recognizing the cultural root of consumers. Cultural factors like norms, employment status, beliefs, customs, language, symbols, religion, ethical and social values rooted in society help understand how groups of consumers behave regarding the consumption of locally-produced products (Kereth, 2020; Lawan & Zanna, 2013).

This results from the fact that culture influences activities; thus, culture is essential to consumption behaviours. However, the current study seeks to address the consumption patterns of locally produced clothing by teachers of Tumu Senior High/Technical School in the Sissala East District of the Upper West Region in Ghana. It will examine the cultural and religious values, social values, norms, beliefs and ethics towards the consumption of locally produced clothing. Consumers start learning at an early age what acceptable behaviour when searching for products. One recognizes the individual as the smallest unit of consumers' behaviour, and the pyramid increases from there depending on the increasing size of the unit the individual identifies with (Ramya & Ali, 2016).

Clothing is a unique factor that distinguishes humans from animals as it is utilized to protect the wearer's body and conceal the body and reveals the wearer's status and personality

(Alaedini & Hasannejad, 2020; Nezlek et al., 2019; Cham et al., 2018). Since prehistoric times, people in almost all societies have worn some type of clothing. Numerous theories have been advanced as to why individuals wear clothing. One of the earliest suppositions was the Modesty/Same theory, which is premised on the Biblical story of creation. Consequently, most people are not pleased with unadorned or uncovered bodies.

Thus, they used various articles, including the skin of animals, leaves, etc., to cover their bodies (Winge, 2012). These coverings and adornment items have become more sophisticated, with plants, animals and synthetic materials used to create fabrics, leading to the evolution of clothing and fashion. Since then, clothing has been defined as a wide variety of articles, usually made of fabrics, animal hair, animal skin, or a combination thereof to cover the human body (Ma et al., 2020; Niinimäki, 2017; Birtwistle & Moore, 2007). Clothing is a tangible impression of personal values and is recognized as one of the symbols of communication that leads to social acceptance and is vital to developing self-concept and individual personality (Angerosa, 2014; Hoodfar, 2003).

Clothing is a factor in everyday human life and interactions with others. It can transmit many meanings, including identity, value, mood and attitude. Adotey et al. (2016) underscored that clothing was a systematic means of transmitting information about the wearer, meaning that multiple messages might be sent to the perceiver. In most cultures, clothing was introduced to protect the human body from extreme weather conditions like strong winds, intense heat, cold, and precipitation (Shaker, 2018; Holmer, 2011). People also wear clothes for functional as well as social reasons. Besides the practical function of putting on a piece of garment above the skin, wearing clothes also transmits specific cultural and social connotations.

Formerly, clothing was used to distinguish between the elites and non-elites, males and females. Nevertheless, today's clothing differentiates between low and high socioeconomic status. As pointed out by Crowfoot et al. (2006), clothing made from textiles is one of the three necessities of man, alongside food and shelter. Although clothing is usually prioritized second to food, Choudhury et al. (2011) suggest that one can go unnoticed without food or shelter for a moment, but without clothing, they may be perceived in a civilized world as insane or a mad person.

As pointed out earlier, clothing is essential in every individual's life as it is considered the body's second skin. According to Maslow's hierarchy of needs (Maslow 1987), clothes fall into physiological needs and fulfil the fundamental need for protection for all individuals (Hopper, 2020; Valsiner, 2020; Twigg, 2013; McLeod, 2007). However, clothing has taken on an additional function in this contemporary world. Not only does it serve a basic human need, but it also symbolizes individualism. People use clothes to express and differentiate themselves from others (Twigg, 2007).

Clothes have become a communication medium used to convey who a person is. They are visual items representing a person's identity and personality-gender, age, race, occupation, social and financial status, fashion tastes, colour preferences, time orientation, liking, pride, attitudes, degree of maturity, self-confidence, and self-esteem (Gerrard, 2019; Tijana et al. 2014). There are other significant roles played by clothing. Clothes have also been associated with the country's identity, religious beliefs, political events, and historical eras (Sekine et al., 2020). Thus, dressing expectations relate to people's psychological and socioeconomic backgrounds within a given community.

Cultural identity and socialization elements may be altered from time to time due to various influences from the surrounding environment. Such influences include mass media, dress, fashion and style changes, among others. Clothing selection is a form of a system that can only be understood by studying the interrelation of elements among themselves and the effect of the environmental feedback on them. Textile products afford an integral element in modern society and a physical structure known for human comfort. Humans are friends of fashion in nature (Niinimäki, 2017). The craving for improved clothing and apparel occasioned the advancement of garment production. Principally apparel products meet the requirements for human consumption regarding comfort and aesthetic trends (Birtwistle & Moore, 2007).

Recently, a considerable attempt has been made in the current competitive market. This is based on customer orientation, forcing producers to produce goods and services based on customer needs (Thebo et al., 2021; Koszewska, 2016; Gajjar, 2013). For companies to succeed commercially, managers must understand consumer behaviour which is essential in planning and programming the marketing system. An organization will continue to survive if it can supply consumer needs and wants with a comprehensive understanding of them. This shows the importance of studying consumer behaviour.

The study of consumer consumption behaviour provides information about the consumer and their consumption patterns (Kim, 2018; Gajjar, 2013). Different processes involved in consumer behaviour include finding what merchandise the consumers would like to buy. In real-life situations, a person is often judged based on how well dressed they appear, which holds true for teachers in the classroom. Teachers dress professionally and obtain the respect and credibility necessary from learners, parents and the community. Learners

tend to appreciate the behaviour and appearance of their teachers. Therefore, an effective teacher will dress appropriately as a professional educator (Jayasooriya et al., 2020; Joseph, 2017).

The code of conduct for teachers as stipulated in the code of conduct for staff of the Ghana education service stipulates that staff shall serve as a role models to learners by showing a high degree of decency in speech, mannerism, discipline, and dressing to portray the dignity of the profession in the general performance of their roles. Thus, teachers need to wear clothing suitable for their duties at school since they are role models in society (Joseph, 2017; Johnson & Lennon, 2017). Teachers in rural areas are respected members of society, and this respect is connected to their dress and how they carry themselves.

Among many factors influencing teachers' clothing selection are income, fashion, age, sociocultural, and psychological factors (Ivery, 2020; Harris et al., 1993). Since teachers have advanced levels of education and increases in their salaries, their social values are changing accordingly, and many are pretty conscious of their social positions. Therefore, many would select clothing that will indicate their improved status.

As pointed out by several studies, although much research has been conducted on clothing, not much emphasis has been given to the consumption of locally-produced clothing from the Ghanaian perspective. This suggests that clothing consumption is a worthy focus of exploration. Hence, it was essential to conduct a study to determine the consumption patterns of locally produced clothing teachers of Tumu Senior High/Technical School in the Sissala East District of the Upper West Region in Ghana.



Kotler (2018) infers that various factors influence consumer purchase decisions on local products, including the price of the brand, fashion, family and friends, brand name, availability, advertising campaigns, consumers' ethnocentrism, etc. The buying behaviour patterns of Ghanaian consumers, attitudes towards foreign and locally made clothes and the reasons behind the preference are essential to study.

Increased travel and education and improvements in communications such as the global-spanning television networks and the internet have also contributed to a convergence of tastes and preferences in several product categories worldwide (Kotler et al. 2013). According to MOTI (2004), there is a decline in Ghana's manufacturing clothing industry. There is consequently the need to identify the reason behind the decline. However, given that the research will clearly show if Ghanaians prefer local clothing, this is worrying, ironic, and, most disappointingly of all, could have been avoided.

## **1.2 Statement of the Problem**

Ghana is a developing country where many products from other countries are imported each year, and clothing is no exception. This has exposed many Ghanaians to an alternative preference for domestic-made clothing and foreign clothing. The variety of goods and services from other countries has made many consumers patronize imported products. However, many local industries are thriving hard to survive in today's turbulent Ghanaian market. Osei-Bonsu (2001) indicated that for Ghanaian textile production to meet the country's clothing needs, raise the standard of living of Ghanaians, and improve the country's economy, few consumers patronize domestic clothing.

Today, the Ghanaian textile sector is operating below average capacity due to a catalogue of challenges that negate the growth and development of the textile industry and Ghana. The challenges facing the sector, as Osei-Bonsu (2001) observe, include poor-quality domestic production and the Ghanaian consumers' passion for imported products. The materialistic view of society has led people to give meaning to their consumption, thereby desiring to consume products that add value to the product (Asare, 2010); most of these preferred products are imported. The situation is very unhealthy for clothing development, employment, and economic development in Ghana, and as such calls for the concern of all stakeholders, which necessitates the conduct of the current study.

### **1.3 Purpose of the Study**

Researchers have examined consumer preferences for the functionality and sustainability of clothing in specific contexts, including outdoor and indoor activities, but, to date, they have not explored consumer acceptance of locally produced clothing for use in classroom activities. Therefore, this study aims to determine the factors impeding the consumption patterns of locally produced clothing by teachers of Tumu Senior High/Technical School in the Sissala East District of the Upper West Region in Ghana.

### **1.4 Objectives of the Study**

1. To determine the sources of clothing information and attributes that teachers of Tumu Senior High/Technical School consider in selecting clothing.
2. To explore the consumption patterns of locally-produced clothing by Tumu Senior High/Technical School teachers.

3. To assess the psychological factors that influence clothing selection practices among Tumu Senior High/Technical School teachers.
4. To identify the socioeconomic factors that influence clothing selection practices among Tumu Senior High/Technical School teachers.
5. To determine the factors that hinder the consumption of locally-produced clothing by Tumu Senior High/Technical School teachers.

### **1.5. Research Questions**

1. What are the sources of clothing information and attributes that teachers of Tumu Senior High/Technical School consider in selecting clothing?
2. What are the consumption patterns of locally produced clothing by Tumu Senior High/Technical School teachers?
3. What psychological factors influence clothing selection practices among Tumu Senior High/Technical School teachers?
4. What socioeconomic factors influence clothing selection practices among Tumu Senior High/Technical School teachers?
5. What factors hinder the consumption of locally produced clothing by Tumu Senior High/Technical School teachers?

### **1.6 Significance of the Study**

It is assumed that Tumu Senior High/Technical School teachers have physical, psychological, and socioeconomic factors that influence their choice of clothes. It is also assumed that Tumu Senior High/Technical School teachers would be willing to respond to

the survey instrument and, more so, provide valid and reliable data about their clothing selection practices.

An investigation regarding the consumption patterns of locally-produced clothing by teachers of Tumu Senior High/Technical School in the Sissala East District of the Upper West Region in Ghana will be significant because it would provide helpful information to the Ghanaian clothing industry to ensure that designers and manufacturers were able to satisfy the clothing needs of their consumers to stay in business. Again, the provision of clothing needs to consumers would make the country save foreign exchange used to import clothes.

Furthermore, the study's outcome would contribute to the field of knowledge and serve as a reference point for future research in fashion design and its related areas. Besides, the area of clothing selection practices is less researched in Ghana; thus, the researcher believes that the discoveries of this study would contribute significant research literature for scholarly work in this area. Also, clothing consumers will be enlightened about the sources of information on their clothing selection. Finally, it is expected that the discoveries of this study would help policymakers and stakeholders to appreciate factors that determine clothing selection practices.

### **1.7 Scope of the Study**

The scope of the study was limited to conceptual scope, geographical scope, time scope and the number of chapters the study contains. Conceptually, the study focused on the consumption patterns of locally produced clothing by teachers. The geographical scope of the study was restricted to Tumu senior high/technical school in Sissala East District of the

Upper West Region in Ghana. The data was collected from teachers. The study was to be completed within a period of one year, and the study comprises of five main chapters.

### **1.8 Limitations of the study**

A number of limitations were encountered in this study. These included the scope of the study, finance, time on the part of the researcher to broaden the scope of the study. The study covers all teachers in the in Sissala East District of the Upper West Region in Ghana. Moreover, the scope of the study limits the extent to which the results of this study can be generalised. That notwithstanding, finance and time was challenging for the researcher.

### **1.9 Organization of the study**

The study was organized into five chapters. Chapter one deals with the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, and the study's scope and organization. Chapter two covered a review of available literature relevant to the study. In contrast, chapter three focused on the research design, population, sample and sampling techniques, instrument for data collection, the procedure for data collection and the procedure used in data analysis. Chapter four dealt with the analyses of the result of the study, and chapter five dealt with the summary of the research findings, conclusion and recommendation of the study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter provides an overview of academic research on clothing consumption patterns focusing on locally produced clothing products. It also includes reviewing research on consumer preferences for consumption patterns of locally-produced clothing and on consumers' social consciousness and consumption behaviour. Thus, this chapter review related studies regarding the topic.

#### 2.1 Definition of Key Concepts

##### *2.1.1 Clothing*

The need to clothe one's body is an innate response to protecting human bodies from environmental conditions (Danesi, 2018). Clothing has advanced to reveal an individual's personality and emotional state, specified by the colours they wear and how they hold themselves in their attire (McNeill, 2018). As inferred by Saravanan & Nithyaprakash (2016), society evolves, lives and feels within clothing. Clothing can be an aggregation of many things, from business to art to an attitude. According to Stone (2018), clothing conjures excitement and interest in all of us. Stone explains that clothing is the most dynamic of businesses and 'thrives on change, and change is the engine that fuels it' (p. 1).

The clothing industry hence plays a vital role in delivering sustainable development. It does not just create jobs and contribute to the economy. It also enormously influences society and the economy through its marketing, regular customer transactions, and complex, globalized supply chains. The garment industry operates in a far different way today than in the past. It now moves faster and reaches more people. The dynamics that underlie the

garment business must be known to understand the transformations that have occurred and will occur in the future (Stone 2018).

As Kawamura (2005) points out, the terms ‘fashion’ and ‘clothing’ tend to be used synonymously; nonetheless, while fashion conveys many different social meanings, clothing is the generic raw material of what a person wears. The term ‘fashion’ stands out from other words, such as clothes, garment, attire, garb, apparel, and costume often referred to in fashion. The meaning and significance of fashion have changed to suit people’s social customs and clothing habits in various social cultures. Fashion confuses its notion when treated as an item of clothing that has added value in a material sense. Fashion provides added benefits to clothing, but the additional elements exist only in people’s imaginations and beliefs. Hence, from many viewpoints, clothing has been defined differently by many theorists and from the perspective of various disciplines (Arnold, 2009).

Finkelstein (1996) emphasizes that consumers believe they are acquiring added benefits when they purchase ‘fashionable’ items. Likewise, Bell (1976) maintains that clothing is the inherent virtue in a garment without which its intrinsic values can hardly be perceived. As the concept of clothing transformed historically, so did its phenomenon. The idea will not exist if the phenomenon does not exist. Clothing in the fifteenth century is much different from the nineteenth and twentieth centuries garments. For instance, in the fifteenth century, clothing was a symbol of class and status, monopolized mainly by the aristocrats.

However, in the nineteenth century, social life changed considerably (Perrot 1994). Clothing can excite or depress a person. It can influence judgement and reveal desire and

creativity, presenting a much larger area to scrutinize than any other expressible body part. (Davis, 1984; Flugel, 1933). Psychologists have deduced three (3) core reasons why humans wear clothes: decoration, modesty and protection. (Eicher, 2010). In this study, clothing is used as an umbrella term to refer to supporting systems and the term fashion to refer to the belief system underlying it. Fashion is about self-expression, emotion, and identity.

Maslow's hierarchy of needs expounds on this assumption by confirming that one's nonmaterial desires increase when material needs are met. The fashion designer's role is evolving because of the new demand consumers will place on clothing with higher aesthetic value. Many believe the garment industry is evolving from a product-centred practice to a knowledge-based economy in support of the new approach to fashion design. The future of fashion design practices is to produce ideas and design solutions that demand a high level of education, skills, and creativity (Kozar et al., 2015; Skjold, 2008).

### ***2.2.2 Clothing and Identity***

Clothing has the most direct contact with the human body and is thus perceived as an integral part of the self. Clothing influences and shapes the appearance of the human figure, significantly impacting the construction of social identity (Arvanitidou & Gasouka, 2013). That indicates to others Self-information regarding the economic and social status of the wearer, occupation and nationality, as well as individual possessions and values (Flynn & Eastman, 1996; Lurie, 1981). There are coded cultural identities in dressing, and people interact with them through the garments (Davis, 1991). Clothing meets people's lives and therefore infuses them. Some follow it more or less, and some do not. Nevertheless, daily



choice of clothing affects how others perceive them, expresses the expectations of those around them and has the core contribution to forming impressions (Arvanitidou & Gasouka, 2013).

In most instances, clothing makes the man or woman. The clothing someone wears at work affects the perception and judgment of competencies and preferences (Keblusek & Giles, 2017; Giles & Chavasse, 1975). The subjective effect of clothing, except psychological, also has historical roots, as persons choose colour, style and form of clothing consistent with their traditional social status, role and age. All these are further influenced by the interaction with other cultures and the state of their society (see Bahl, 2005). In some cultures, a precise form of clothing may be utilized as a social control mechanism, like political uses of clothing and as a means to modify social norms (Arvanitidou & Gasouka, 2013; Bahl, 2005).

Clothing items are among products with solid symbolism and excessive semantic value through the categories of brands, origin, etc. Generally, it is an external indication producing connotations of an image of the self to others. However, it can also be internal, enhancing the self-image and confidence of somebody to perform a role like teaching (Thurston et al., 1990; Solomon & Douglas, 1987; Solomon, 1986; Dillon, 1980). Reading that image is a social phenomenon because the isolated individual body image is continually affected by the collective body image, and the interpretation of this influences responsive behaviour (Manwa et al., 2020; Lang, 1986; DeLong et al., 1983).

As indicated earlier, clothing is a form of nonverbal communication, adequately clear for the user, although others' interpretations may vary. To a considerable extent, clothing is a social product and includes a duality of providing safety and uniformity and

personalization. Hence, an individual wishes to be recognized as part of a team and personality (Dodd et al., 2000). Where the expression of personality is unwanted, this is expressed through clothing (see Hughes, 2004). When an individual is informally trying to decide on everyday wear, that individual is influenced by historical and social factors and does not intentionally reflect on who they are or how they want to be perceived (Davis, 1989).

### ***2.2.3 Consumption Patterns***

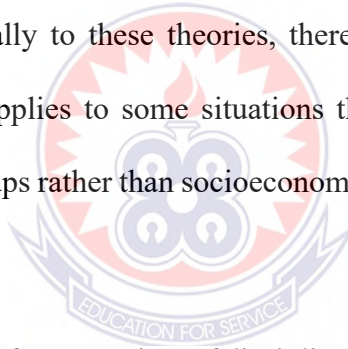
The economic concepts of consumption patterns denote expenditure patterns of income groups across or within classes of products, including food, clothing, and discretionary items (Oliveira et al., 2020; Gwozdz et al., 2017; Cosmas, 1982). Sociocultural and political extensions of the consumption pattern concept probe the class, cultural, and symbolic dimensions of the organization of consumption. Consumption Patterns also connote how individuals acquire and consume products and services to satisfy their needs. (Sharma et al. 2018). The consumption habits at the macro level mirror the growth environment of a generation. At the micro-level, consumption habits still depend on financial freedom most of the time.

The nexus between individual consumption and economic growth is increasingly close. Every time the growth rate of an economy declines or negatively increases, it is a relationship with the growth of individual consumption. Although significant socio-historical studies of how society organizes consumption explicitly of consumption patterns (Hubacek et al. 2007; Braudel 1992), studies of contemporary consumption patterns from sociocultural perspectives are relatively sparse. This is mainly because the long perspective

of history, often vital to understanding the patterning of consumption, is unavailable to social and cultural researchers looking at consumption phenomena as they happen.

### **2.3 Clothing Consumption Patterns**

The exciting thing about clothing theories is that everyone has their take on what it is, what it connotes to study and research, and what words to use to describe it. Even the words used so often in the field, such as fashion, style, dress, and costume, are still debated in terms of what they are referencing (Gwozdz et al., 2017; Jägel et al., 2012; Cosmas, 1982). Perhaps the easiest way to describe fashion theories is by looking at what it is not. No one theory is adequate to discuss fashion theory or explain how fashion moves through society or is consumed. Additionally to these theories, there is an alternate populist model of fashion adoption, which applies to some situations that identify fashion distribution as moving through social groups rather than socioeconomic classes (Workman & Lee, 2017a; Lee & Rhee, 2010).



Researchers apply concepts from a variety of disciplines, including cultural studies, women and gender studies, anthropology, queer theory, feminist theory, sociology, and social psychology (Partington, 2017; Rahman et al., 2014), to take the seemingly monotonous act of dressing oneself every day and apply it to study everything from the micro-levels of identity and self-concept to the macro level of power relations, and the hierarchy of social systems (Rahman et al. 2014; Lee & Rhee, 2010). However, clothing involves change, novelty, and the context of time, place, and wearer. Clothing is described as a process of collective selection whereby the formation of taste derives from a group of people

responding collectively to the zeitgeist or spirit of the times (Workman & Lee, 2017b; Bruzzi & Gibson, 2013).

The simultaneous introduction and display of many new styles, the selections made by the innovative consumer, and the notions of the expression of the spirit of the times provide a stimulus for clothing (Choi, 2013; DeLong, 2005). Central to any definition of fashion is the relationship between the designed product and how it is distributed and consumed. A broad range of existing clothing theories describes various clothing characteristics. These include clothing and social communication, clothing and social phenomena; clothing and its emergence; clothing process; clothing leadership theories etc. The ensuing are summaries of some of these theories.

### ***2.3.1 Clothing and social communication***

Many fashion theorists consider fashion as a communication tool. The assumption that fashion in some ways communicates social values or reflects the status of society was first expounded through the study of anthropology and sociology (Barnard, 2013). Most people involved in fashion theory consider Flügel (1930) to be a significant figure in the evolution of this theoretical approach. Fashion is described as a social, economic and aesthetic force, and, more often than not, all three simultaneously. Fashion can symbolize social change and development that shape modern life.

Fashion is anything adopted by an appreciable proportion of the members of a particular society. Therefore, it is related to social conditions. The term 'society' has been defined, for example, by Polhemus 1988. According to him, society or culture is a system of values, beliefs, prescriptions and prescriptions of behaviour or assumptions about social

categories, a typology of role models and a map of itself. So that these ideas should be communicated between persons and generations if it becomes necessary that they are translated into some element of expression. How a given society can communicate in a particular situation is essential. There are two principal ways that people can use as a means to convey their thoughts. These are verbal and non-verbal expressions. Most non-verbal communication is done through fashion.

### ***2.3.2 Clothing and social phenomena***

Since clothing affects every aspect of society, its activities imply that fashion is an important issue, in as much as society and people of every group within it communicate with each other through it (Griffiths, 2016; Batten, 2010; Corrigan, 2008). Clothing holds connotations and is the media through which it is communicated. Dynamically civilization has many facets; thus, just as society is more than a sole element and encompasses diversity, there is more than a single piece of clothing present at any given time (Tajuddin, 2018; Solomon & Schopler, 1982).

The various facets of society epitomize certain concepts with which members spontaneously choose to be involved. Some of these ideas are created through social interaction, and others may come from a culture in general. Society and culture are inextricably linked since one is a tangible realization of the other (Lenzerini, 2011). Clothing, in this sense, covers society and the identities of persons within the community regarding their beliefs, values, ideas, and experiences.

Understanding clothing as a total social phenomenon in which society manifests its values and conflicts is beneficial. Society comprises a variety of phenomena or subcultural

phenomena. Consequently, a specific society and culture involve various subcultural phenomena or styles. The clothing in that culture suggests connotations, values, and philosophies through social communication. Thus, the social aspects of each society are unique.

### ***2.3.3 The clothing Process***

The clothing process can be analyzed in 4 distinct contexts. These are the process by which individual need feeds fashion, otherwise referred to as fashion adoption. The process by which an economic or cultural system engages fashion change is known as fashion diffusion (Partington, 2017; Rahman et al., 2014). The process of bridging clothing between dissemination and adoption is acknowledged as fashion interaction.

- *Fashion Adoption*: is the process by which the consumer adopts a new style after its commercial introduction. Thus, fashion adoption is the individual decision-making process used to select any given style. Fashion adoption is a negotiation situation with self or at a micro-level in the macro-micro continuum of the fashion process (Nakayama & Nakamura, 2004; Forsythe et al., 1991).
- *Fashion Diffusion*: the fashion process can be approached at the individual level: fashion adoption and the collective level, which is fashion diffusion. Fashion diffusion is the phenomenon of the mass movement of styles through a social system. Hence, fashion diffusion is spreading innovation within and across social systems. It centres on most society's decisions to adopt an innovation (Atik & Firat, 2013; Crane, 1999).
- *Fashion Interaction theory*: many researchers explain the process of fashion diffusion through society. However, the theory attempted to explain the reasons and

mechanism of the social process and how individuals negotiate with ambiguity through appearance styles. The theory was constructed based on three theorists, Blumer (1969) and Davis (1992). Blumer's work has provided the concept of a fashion process from a macro level, viewing fashion as a process of collective selection. Collective action has much in common with crowd behaviour. Symbolically, fashion helps individuals to adjust to social change. However, Blumer's theory is debated by some theorists who maintain that it is incomplete because of the lack of a clear relationship between expressive symbolism and unconscious meanings in visual representation.

- *Fashion Leadership*: Ancient fashion theory and exploratory study established the concepts and general behavioural dimensions of fashion leadership. The concept of fashion leadership has been further subdivided into the study of the fashion innovator and the fashion opinion leader (Lang & Armstrong, 2018; Goldsmith et al., 1991).

### ***.3.4 The Flow of Fashion***

The distribution of fashion has been described as a movement, a flow, or a trickle from one element of society to another. The diffusion of influences from centre to periphery may be regarded as hierarchical or horizontal, such as the trickle-down, trickle-across, or trickle-up theories (Jiang, 2019; Davidovac-Nedeljković, 2016; DeLong, 2005).

#### ***2.3.4.1 Trickle Down Theory (Traditional Adaptation)***

Coined by economist Thorstein Veblen in 1889, the trickle-down theory of fashion adoption assumes that fashion begins in the upper echelon of society. The middle and lower

classes progressively adopt Styles worn by the wealthy change and those changes. When those styles are adopted by the lower classes, the wealthy, in turn, change their style. This theory assumes that the lower classes want to emulate the upper classes and is the oldest theory of fashion adoption. It applies historically, particularly before World War II (Diggins, 1999).

Therefore, the trickle-down theory offers a straightforward way of predicting fashion diffusion. A hierarchical process whereby individuals with high status establish fashion trends, only to be imitated by lower-status individuals wearing cheaper versions of the styles. The oldest theory of distribution is the trickle-down theory described by Veblen. To function, this trickle-down movement depends on a hierarchical society and a striving for upward mobility among the various social strata (McCracken, 1990).

In this model, a style is first offered and adopted by people at the top strata of society and gradually becomes accepted by lower strata. This distribution model assumes a social hierarchy in which people seek to identify with the affluent and those at the top seek distinction and distance from those socially below them. Fashion is considered a vehicle of visible consumption and upward movement for those seeking to copy dress styles. Once the fashion is adopted by those below, the affluent reject that look for another (Taylor, 2002).





*Plate 1: Trickle Down Theory (Traditional Adaptation)*

#### **2.3.4.2 Trickle Across Theory (Mass Dissemination)**

First developed in the late 1950s, the trickle-across theory assumes that fashion moves across socioeconomic levels relatively rapidly. Clothing styles do not trickle down but appear at all price points simultaneously (Davidovac-Nedeljković, 2016; DeLong, 2005). Mass communications and popular media support the existence of this theory, providing pictures and details about novel styles, as does the modern retail world. Consequently, proponents of the trickle-across theory believe that fashion moves horizontally between groups on similar social levels. The trickle-across model shows little lag between adoption from one group to another. Evidence for this theory occurs when designers show a look simultaneously at prices ranging from the high-end to lower-end ready-to-wear (DeLong, 2005).

Most social groups take their cue from contiguous groups in the social stratum. Many designers show similar styles in various lines, ranging from high-end designer clothing to lower-end affordable pieces. Once a design appears on the runway, various companies produce similar garments, allowing widespread access to fashion. From the 1960s shift dress to the shoulder pads of the 1980s, these clothing were available in designer stores simultaneously (Davidovac-Nedeljković, 2016; DeLong, 2005).

- Moves across or through each level
- Horizontal
- Each group has its own leader
- Styles affordable at each level at about the same time



***Plate 2: Trickle Across Theory (Mass Dissemination)***

#### ***2.3.4.3 The Trickle Up Theory (Reverse Adaptation)***

The trickle-up theory of fashion adoption reflects changing styles and practices in fashion. According to the theory, styles may begin with youth or street fashion and move progressively up the fashion ladder until they are favoured and worn by older and wealthier consumers (Davidovac-Nedeljković, 2016; DeLong, 2005). Coco Chanel was the first to adopt this theory when integrating military fabrics and attire into fashion following World War II. The classic T-shirt began as an undergarment in the working classes and is now a fundamental piece of the everyday wardrobe. Once the styles have been adopted by more traditional consumers, the street or youth culture may adopt a new style (DeLong, 2005).



***Plate 3: The Trickle Up Theory (Reverse Adaptation)***

The trickle-up or bubble-up pattern is the newest of the fashion movement theories. As indicated above, in this theory, the innovation is initiated from the street, so to speak, and adopted from lower-income groups. The innovation eventually flows to upper-income groups; thus, the movement is from the bottom up. Therefore, how a fashionable look permeates a given society depends on its origins, what it looks like, the extent of its influence, and the motivations of those adopting the look. The source of the look may originate in the upper levels of a society or the street, but regardless of origin, fashion requires an innovative, new look (DeLong, 2005).

Current fashion theory concludes that there is more of a ‘trickle across’ flow than a ‘trickle down’ flow in the fashion adoption process. Besides, fashion adoption happens simultaneously across time dimensions and socioeconomic societies. Innovators and opinion leaders play pivotal roles in leading fashion adoption and represent large market segments within a social stratum.

## **2.4 Sources of Clothing Information**

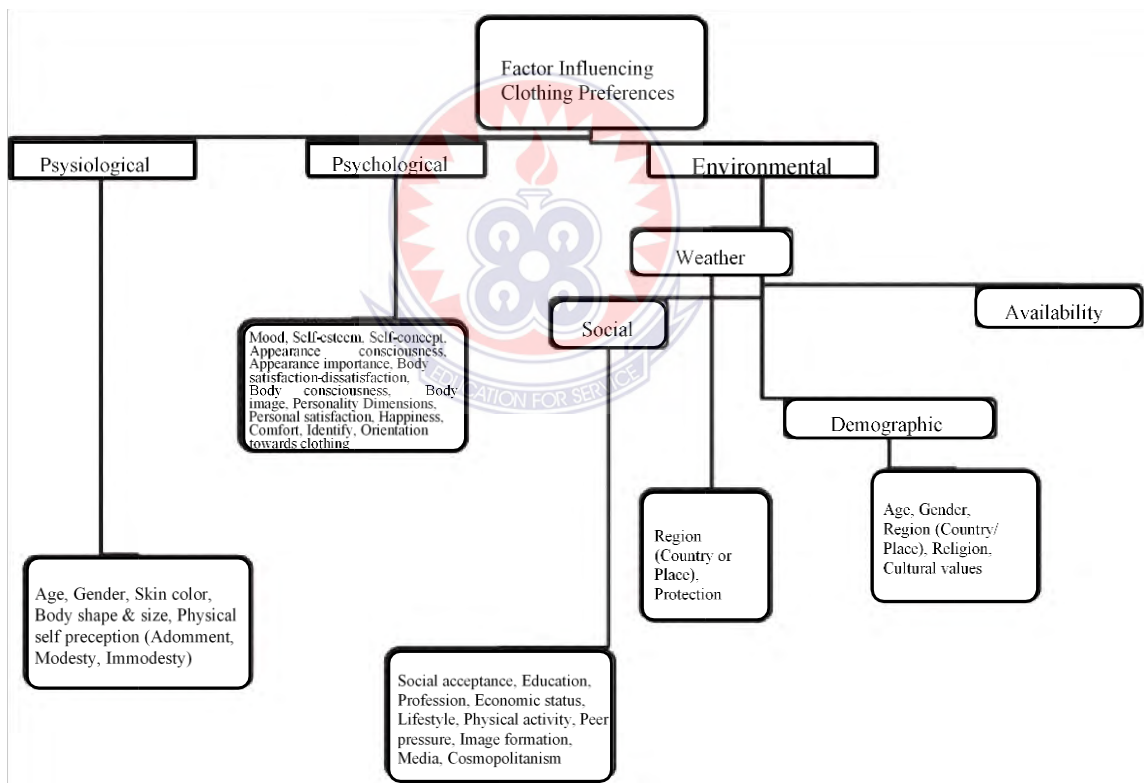
Clothing information sources enlighten individuals regarding new products in the markets, including advertisements through mass media, web site, fashion magazines, fashion shows and salespersons (Lee & Lee, K. 2009). In order to keep teachers well-versed in clothing, fashion producers or promoters have a responsibility to communicate to teachers through various channels to aid clothing decision-making and selection. These channels are personal and marketer-dominated (Khatwani & Srivastava, 2015; Money & Crotts, 2003).

The marketer-dominated includes magazines, books, newspapers, salespersons and clothing displays. These sources of information may positively or negatively influence the teachers' decision-making on how they perceive their credibility or honesty (Mitterfellner, 2019; Lea-Greenwood, 2013). Clothing manufacturers need to be cautious about how they channel information to consumers, as consumers tend to rely on this information for decision-making in clothing selection. The information provided attributes usage and price of alternatives, the distribution channels through which the alternatives are available, comparative products tastes of consumer organizations and store sales, among others (Barnard, 2013; Easey, 2009).

Teachers' use of these sources depends on availability, affordability and reliability, among others. Most adult consumers underutilise marketer-dominated or impersonal channels such as fashion magazines, fashion shows and television (Mitterfellner, 2019; Jackson & Shaw, 2008). The reasons were that impersonal channels are highly-priced, unavailable and of foreign origin. Person-dominated or reference person's channels such as friends, family and sales personnel in stores, among others, are highly utilized as they cost nothing and are readily available.

## 2.5 Factors Influencing Clothing Preferences

Various factors affect clothing preferences (Liu et al., 2018; Rao et al., 2018). Motivating factors influencing clothing preferences can be classified based on three human needs, specifically Environmental, Physiological, and Psychological (Arora & Aggarwal, 2018). These have further factors which affect clothing preferences. All these factors are inter-related and multi-dimensional as no single dimension is exclusively responsible for the clothing preference of any individual at a given time see Figure 2.1.



**Figures 2.1 Factors influencing clothing preferences**

source: Arora & Aggarwal (2018)

Motivating factors affecting clothing preferences can also be clustered into Exogenous and Endogenous factors. Exogenous are the external factors, while endogenous are the internal factors that affect clothing preferences. Kwon (1987), for instance, labelled these motivating factors under two groupings: temporal and constant. Factors at a particular time situational in nature and change with time or vary from one day to another are considered as temporal factors, and those which remain the same (invariant) throughout all days and time are called constant factors. All the endogenous factors were constant, and exogenous factors were temporal except mood, which was endogenous but temporal in nature (McNeill & Venter, 2019).

This classification of motivating factors was limited to only a few factors in Kwon's research as per his research requirements. Kwon (1991) later grouped these motivating factors as exogenous and endogenous factors only, which affect a person's daily choice of clothing. Based on Kwon groupings and other researchers' work on other factors influencing clothing preferences, new cataloguing on factors affecting clothing preferences under exogenous and endogenous factors can be understood, demonstrating that all physiological and psychological factors are endogenous. In contrast, all environmental factors are exogenous, influencing clothing preferences (Arora & Aggarwal, 2018).

Age and gender are the only two aspects that coincide between physiological and environmental factors as both come under demographic information, which is part of environmental factors and related to one's physical information (Arora & Aggarwal, 2018). Many models have also been derived based on studies conducted on these factors and their effect on clothing preferences. Arora & Aggarwal (2018) pointed out that physiological and environmental factors are easier to comprehend. Their presence and effects can be

distinguished consciously or unconsciously because of the visibility and expression of these factors.

In contrast, psychological factors are the ones that are hidden or endogenous in nature and cannot be perceived by the external world but can be reflected only through behaviour (Arora & Aggarwal 2018). One has to unearth inside an individual to comprehend his/her behaviour.

### ***2.5.1 Clothing, appearance and self-consciousness***

Appearance is described as the state, condition, manner, or style in which a person or object appears (Schilder, 2013; Goodman, 2012). People can be appearance-conscious or give more status to their appearance, which is dubbed appearance importance, or both; may or may not occur in an individual together. Markus (1977) described appearance importance as positioning cognitive importance on one's own appearance as well as making evaluations about oneself and others based primarily on the outward appearance, based on appearance self-schema theory. Appearance consciousness is the propensity of being conscious about one's own personal look amongst society. It was found that individuals who place cognitive importance on appearance are more occupied with and concerned about appearance-related characteristics (Yu, 2020; Cash & Labarge, 1996).

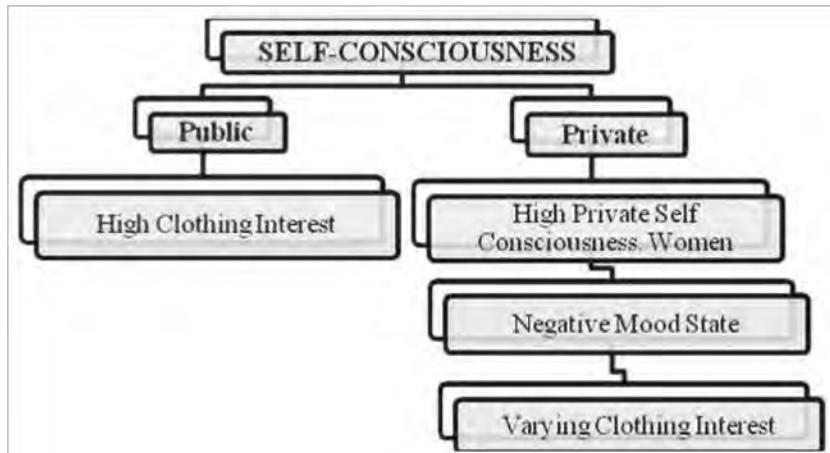
To overcome both dimensions, individuals tend to reflect through their clothes. However, these are not the solitary constructs that affect clothing preferences. Other constructs affect clothing preferences equally and simultaneously. Clothing is just one aspect that gets affected; along with this, the whole dressing behaviour of an individual gets affected due to this trait (Arora & Aggarwal 2018). Dressing behaviour is an act of a person towards the way one dresses, where an individual's clothing is an assemblage of modifications and/or

supplements to the body. Individuals communicate through clothing, thus clothing as it is a part of the dress.

Appearance importance and appearance consciousness are closely linked to self-consciousness, another psychological factor that affects clothing preferences. Self-consciousness is described as significantly being aware of being observed by others or consciousness of oneself or one's own being (Park & Blanke, 2019; Rödl, 2018). Thus, it can imply that self-consciousness is an acute sense of self-awareness. It is a concern with oneself, instead of the philosophical state of self-awareness, which is the awareness that one exists as an individual being. Self-consciousness has two dimensions: public self-consciousness and private self-consciousness (Landis, 1991; Compton, 1962). Public self-consciousness tends to be aware of one's appearance and concerned about making a good impression on others, while private self-consciousness involves focusing attention on the internal or covert aspects of the self.

People who are highly public self-conscious are more sensitive to rejection and more attuned to social reference groups than others (Landis, 1991; Compton, 1962). On the other hand, highly private self-conscious people give more accurate self-reports, have more extreme affective responses, and write longer self-descriptions than do the low scorers (Landis, 1991; Compton, 1962). Hence, studies have revealed that public self-consciousness has a different, and sometimes divergent, impact on behaviour than private self-consciousness (Compton, 1962).





**Fig. 2.3: Classification of self-consciousness** source: Arora & Aggarwal (2018)

Appearance and self-consciousness as self-consciousness occur due to one's consciousness about appearance in public. Various studies have attempted to discover the nexus between clothing variables (interest and attitudes) and the self-consciousness of a person (Arora & Aggarwal 2018). Clothes are a way to describe one's social self. Therefore, clothing is affected by both appearance and self-consciousness. Various researches were done to understand the relationship between appearance and self-consciousness.

Consistent with this, other various clothing factors such as the relationship between fashion interest, opinion leadership and self-consciousness were considered (Arora & Aggarwal 2018). These showed a significant correlation between public self-consciousness and clothing interest in which males were more prominent than females. However, in the case of mood-related items, females who were public self-consciousness showed greater interest in clothing than males (Kwon 1991).

### **2.5.2 Appearance Consciousness**

Appearance consciousness cannot be separated from body consciousness, which is another construct that various researchers also investigated to understand its impact on clothing

behaviour. Earlier studies have proposed that individuals tend to choose specific types of clothing to either emphasize their attractive body parts or modify their unappealing body parts to feel confident with their overall appearance (Kauppinen-Räsänen et al. 2018; Roux et al. 2017; Lunceford, 2010). However, locality and lifestyle perform a vital function in clothing preferences by affecting self-consciousness and appearance consciousness which further reflect clothing choices.

Markus (1977) discoursed the self-schema theory. Consistent with this theory, individuals invest more time in their looks and make judgments about themselves and others based on appearance. To manage their appearance, individuals use various resources, and clothes are one of them (Yu, 2020). Since appearance consciousness and self-consciousness lead to body dissatisfaction, individuals utilize appearance management systems in which clothes are one way to overcome the same. The technique may be used to hide body dissatisfaction or enhance one's body satisfaction concerning cultural ideal (Tikka & Oinas-Kukkonen, 2019; Jung et al., 2001). Thus, body satisfaction and dissatisfaction are related to appearance consciousness or importance.

Concerning clothing, studies have discovered that individuals who are satisfied with their body are more positive towards the fit of ready-to-wear clothing (Ahadzadeh et al. 2017; Jung et al. 2001), while a negative attitude towards clothing; lower level of confidence level during clothing selection; and less consciousness towards fashion trends were found amongst individuals with a higher level of body dissatisfaction (van den Berg & Thompson, 2007). The same was confirmed concerning lower body perception and higher appearance importance, where body satisfaction/dissatisfaction; body image is part of body

perception, and loose clothing was observed to hide their dissatisfied body parts. (Jung et al. 2001; Cash & Lebarge, 1996).

### ***2.5.3 Clothing and Self-esteem***

Self-Esteem is another psychological factor that affects clothing preferences. It is the affective component of the self. The affective component is one of the three attitudes regarding the feelings or emotions associated with a given object or entity (Keogan, 2013; Kinley, 2010). The expression 'esteem' comes from the Latin word 'aestimare', which connotes estimating or appraising (Brahm & Kassin, 1990). Self-esteem is people's feelings about their worth or value of themselves, and it reflects a large part in people's perceptions of the way others feel about them. Feelings about one's personal appearance and other dimensions of self-shape an individual's self-esteem (Keogan, 2013; Kinley, 2010). In other words, evaluation of oneself based upon his/her overall feelings (Kinley, 2010). Clothes are very closely related to self-esteem.

Undoubtedly, clothes perform an essential function in maintaining physical attractiveness, social participation, conformity to social norms, and certain groups and thus helps maintain or increase self-esteem. Together with this, various studies also depicted that deprivation of the same affects social participation, thus, in turn, affecting self-esteem (Keogan, 2013; Kinley, 2010). This demonstrates that physiological, psychological and environmental factors which influence clothing preferences are interconnected. Since physical attractiveness is one of the critical aspects of self-esteem and clothing preference, studies disclosed that with age, interest in managing physical attractiveness increases, especially amongst women, affects their clothing preference.

#### ***2.5.4 Clothing and Mood***

Mood is described as a temporary state of mind or feeling (Kang et al., 2013). It differs from unhappy to pleased, from low to high, which comprises different forms of feelings such as being excited, bored, mournful, sad, angry, annoyed, depressed, delighted, calm, relaxed etc. (Lower, 2018). Studies in relation to clothing preferences commonly consider all feelings that come under happy and high mood as positive mood states and other feelings that come under unhappiness and low mood as negative mood states. Mood and clothing cannot be separated from each other; they are like two sides of a coin. Both have an impact on each other (Kang et al., 2013).

This is clearly visible from other studies on the impact of mood on clothing. Mood affects clothing selection and practices, while selected clothes further impact an individual's mood. Thus, the same with references of various researches done in the past. Kwon (1987) concluded that mood is not an independent motivating factor. Other motivating factors are interrelated and affect clothing selection. Kwon (1987) indicated inter-relationship between exogenous and endogenous factors indicates that mood's function as an endogenous factor was affected by physical self and weather functions.

### **2.6 Theoretical review**

#### ***2.6.1 Consumer Behaviour Theories***

Consumer behaviour research encompasses how individuals or groups select, purchase, use and dispose of products, services, ideas, or experiences to satisfy their needs and desires. The consumer setting impacts how the consumer feels, consider and behaves (Rao et al. 2018; Chater et al. 2010). The context features include commentaries taken from other patrons, advertising, packaging, price, product appearance, etc. (Szmigin & Piacentini,

2018). Consumer behaviour is linked to the physical act of a consumer, which can be measured. Hence, consumer behaviour primarily signifies how consumers resolve to spend their resources, such as time, money etc., on various products to satisfy their needs (Ekström et al., 2017).

Consumer behaviour involves studying what, when, why and where consumers will purchase products or services. It further emphasizes how repeatedly the consumers use the products and services they purchase. Additionally, it indicates how consumers assess products or services after the purchase and the consequence of the assessments on their future buying. Consumer buying behaviour regarding fashion is the summation of a consumer's attitudes, preferences, intentions as well as choices concerning a consumer's behaviour in the marketplace when buying a textiles product (Welch, 2017). Consumer purchasing behaviour, therefore, denotes the purchasing behaviour of the ultimate consumer.

Research on consumer behaviour draws upon social science disciplines of anthropology, psychology, sociology, as well as economics (Ramya & Ali 2016). Thus, consumer decision making has long been of interest to researchers. Beginning about 300 years ago, early economists, including Nicholas Bernoulli, John von Neumann and Oskar Morgenstern, began to examine the basis of consumer decision making. This initial work advanced the subject from an economic perspective and focused mainly on the act of buying (Gajjar, 2013). The most predominant model from this perspective is 'Utility Theory', which proposes that consumers make choices based on the expected outcomes of their decisions.

Consumers are viewed as rational decision-makers who are only concerned with self-interest (Chater, 2010). Where utility theory views the consumer as a ‘rational economic man’, current studies on Consumer Behaviour views a varied array of issues influencing the consumer and recognizes a comprehensive array of consumption activities beyond purchasing. These undertakings typically consist of need recognition, information search, evaluation of alternatives, the building of purchase intention, the act of purchasing, consumption and ultimately disposal (Ekström et al. 2017).

This more comprehensive interpretation of consumer behaviour has advanced through several distinct phases over the last century in light of innovative study methodologies and definitive approaches being adopted. While this development has been incessant, it was in the 1950s that the concept of consumer behaviour has retorted to the conception and growth of contemporary marketing to include the complete array of activities that influence consumer decisions (Welch, 2017).

### ***2.6.2 Theoretical Approaches to the Study of Consumer Behaviour***

Numerous diverse approaches have been espoused in the study of decision making, drawing on differing traditions of psychology. Writers suggest different typological classifications of these works, with five significant approaches emerging. Each of these five approaches posits alternate models of man and emphasizes the need to examine different variables. These include Economic Man, Psychodynamic, Behaviourist, Cognitive and Humanistic (see Davey, 2018; Krajina & Karalić., 2017; Firend, 2017).

### ***2.6.2.1 Economic Man***

Early research viewed man as wholly rational and self-interested, making decisions based on maximizing utility while expending the minimum effort. While work in this area began around 300 years ago (Albanese, 2015), the phrase ‘economic man’ was initially applied in the late 19<sup>th</sup> century at the start of more sustained research in the area. In order to behave rationally in the economic sense, as this approach suggests, a consumer would have to be aware of all the available consumption options, be capable of correctly rating each alternative and be available to select the optimum course of action (White, 2018).

These steps are no longer considered a realistic account of human decision making, as consumers rarely have adequate information, motivation or time to make such a ‘perfect’ decision and are often acted upon by less rational influences such as social relationships and values (Firend, 2017). Additionally, people are frequently labelled as seeking gratification instead of optimum choices, as highlighted by Herbert Simons Satisficing Theory (Roberts & Wernstedt, 2018) or Kahneman and Tversky’s Prospect Theory, which embrace bounded rationality.

### ***2.6.2.2 Psychodynamic Approach***

The psychodynamic practice within psychology is broadly ascribed to the work of Sigmund Freud (1856-1939) (Solomon et al., 2012). This view postulates that behaviour is subject to biological influence through ‘instinctive forces’ or ‘drives’ that act outside of conscious thought (Solomon et al., 2012). While Freud identified three facets of the psyche, namely the Id, the Ego and the Superego (Freud 1923), other theorists working within this tradition, most notably Jung, identified different drives (Bray, 2008). The fundamental tenet of the

psychodynamic approach is that behaviour is determined by biological drives rather than individual cognition or environmental stimuli.

### ***2.6.2.3 Behaviourist Approach***

In 1920 John Watson published a landmark study into behaviour known as ‘Little Albert’ (Bray, 2008; Foxall, 2004). The study involved instructing a small child (Albert) to fear otherwise benign objects through repetitive pairing with loud noises. The research demonstrated that behaviour can be learned by external events and therefore widely discredited the Psychodynamic approach predominant at the time (Popadynets et al. 2017). Fundamentally Behaviourism is a family of philosophies stating that external events explain behaviour and that all things that organisms do, including actions, thoughts, and feelings, can be regarded as behaviours.

The causation of behaviour is attributed to factors external to the individual. The most influential proponents of the behavioural approach were Ivan Pavlov (1849-1936), who investigated classical conditioning; John Watson (1878-1958), who rejected introspective methods and Burrhus Skinner (1904-1990), who developed operant conditioning. Each of these developments relied heavily on logical positivism, purporting that objective and empirical methods used in the physical sciences can be applied to the study of consumer behaviour.

Numerous branches of research imitate the principal doctrines of behaviourism. Nonetheless, they vary subtly in other ways. Originally ‘Classical Behaviourism’, put forward by John Watson, required the objective study of behaviour wholly, with no mental life or internal conditions being accepted. Watson viewed human judgements as ‘covert’ speech (Popadynets et al., 2017), and strict monism was adhered to. Between 1930 and



1950, Skinner founded 'Radical Behaviourism', which recognizes the presence of feelings, conditions of mind and introspection, nevertheless still perceives these factors as epiphenomenal (Dietrich & Feeley, 2016).

The presumed function of internal processes continued to progress in succeeding decades, leading to more cognitive approaches with an innovative branch of study, 'Cognitive Behaviourism', claiming that intrapersonal cognitive events, as well as processes, are causative and the primary irreducible determinants of explicit behaviour. Whereas behavioural studies continue to contribute to the comprehension of human behaviour, it is now generally recognized as being the only fragment of any possible full clarification. Behaviourism does not seem to sufficiently justify the prodigious multiplicity of response created by a populace exposed to comparable or even near equal stimuli.

#### ***2.6.2.4 Cognitive Approach***

In stark contrast to the foundations of Classical Behaviourism, the cognitive approach ascribes observed action (behaviour) to intrapersonal cognition. The individual is viewed as an 'information processor' (Bray, 2008). This intrapersonal causation clearly challenges the explicative power of environmental variables suggested in Behavioural approaches; however, an influential role of the environment and social experience is acknowledged, with consumers actively seeking and receiving environmental and social stimuli as informational inputs aiding internal decision making (Cash & Labarge 1996).

The Cognitive Approach is derived in large part from Cognitive Psychology, which can trace its roots back to early philosophers such as Socrates, who was interested in the origins of knowledge (Plato 360 B.C.), Aristotle who proposed the first theory of memory (Aristotle 350 B.C.) and Descartes who explored how knowledge is represented mentally

in his *Meditations* (Descartes 1640) (Bray, 2008). However, it was not until the middle of the 21st century that Cognitive Psychology truly emerged as a mainstream and valuable field of study with the development of the Stimulus-Organism-Response model by Hebb during the 1950s. Several authors suggested that cognitivism had taken over from Behaviourism as the dominant paradigmatic approach to decision research.

Whereas there are distinct branches of cognitive psychology, they all share a permanent interest in exploring and comprehending the mental structures and processes that mediate between stimulus and response (Bray, 2008). Contemporary Cognitive Psychology has identified and developed a wide range believed to be fundamental to these intrapersonal processes, including perception, learning, memory, thinking, emotion and motivation (Bray, 2008). While this is far from a complete list of the possible constructs at play, it does serve to outline the complexity and multiplicity of issues inherent with this approach.

Early Stimulus-Organism-Response models suggest a linear relationship between the three stages, with environmental and social stimuli acting as external antecedents to the organism. This approach assumes that stimuli act upon an inactive and unprepared organism (Bray, 2008). Most modern theorists now, however, acknowledge that information processing is conducted by an active organism whose experience will influence not only the processing of such information but even what information is sought and received. Information processing will be both stimulus-driven and concept-driven (Bray, 2008). This development has resulted in more recent depictions of consumer decision making being circular in fashion (Bray, 2008) or drawn through a Venn diagram.

Regardless of it emanating from a Radical Behavioural perspective, Foxall (2004) categorizes four (4) critical strengths of cognitivism as a way of explaining consumer behaviour:

- i. Its closeness to the common-sense explanations of everyday discourse makes it an intuitively attractive means of offering explanations of everyday behaviours such as purchasing and consuming;
- ii. The ability of consumers to describe their experiences in terms of their attitudes, wants, needs, and motives ensure that an explanation proceeds in the same terms as the description of what is explained;
- iii. It brings a measure of unity and consensus to a still-young field of inquiry;
- iv. The extensive use made by other social science and humanity disciplines of cognitive explanation has assisted the conceptual development of this line of consumer research by making possible the borrowing of theoretical and methodological inputs.

Moreover, cognitivism can explicate complex behaviours, a recognized deficiency of the competing Behavioural perspective where it is impossible to determine the contingencies that control response (Foxall 2004). Nevertheless, the cognitive approach is correspondingly criticized for several reasons. According to Foxall (2004), the cognitive approach depends extensively on the application of abstract as well as unobservable explanatory variables that seldom prove docile to empirical examination and assessment. Furthermore, cognitivism presumes the consumer is rational, discerning, logical and active in decision making, assumptions that have been questioned by several writers (Solomon et al., 2012).

### 2.6.3 The Theory of Buyer Behaviour

Howard (1963) advanced the initial consumer decision model. The model was advanced further by Howard & Sheth (1969) to become the Theory of Buyer Behaviour or what is commonly termed Howard and Sheth Model. The model affords a sophisticated amalgamation of the several social, psychological and marketing impacts on consumer choice into a logical structure of information processing (Foxall 2004). The model's basic design is outlined in Figure 2.11, with the exogenous variables not appearing in the work's initial publication (Howard & Sheth 1969); however, it appeared in succeeding publications.

Howard & Sheth (1973) interest were in creating an all-inclusive model that can be applied to analyse an extensive array of buying situations, and thus the term 'buyer' was favoured over 'consumer' in an attempt not to eliminate commercial purchases (Loudon & Della Bitta 1994).



**Fig. 2.32 Components of the Theory of Buyer Behaviour Source: Loudon & Della Bitta 1994**

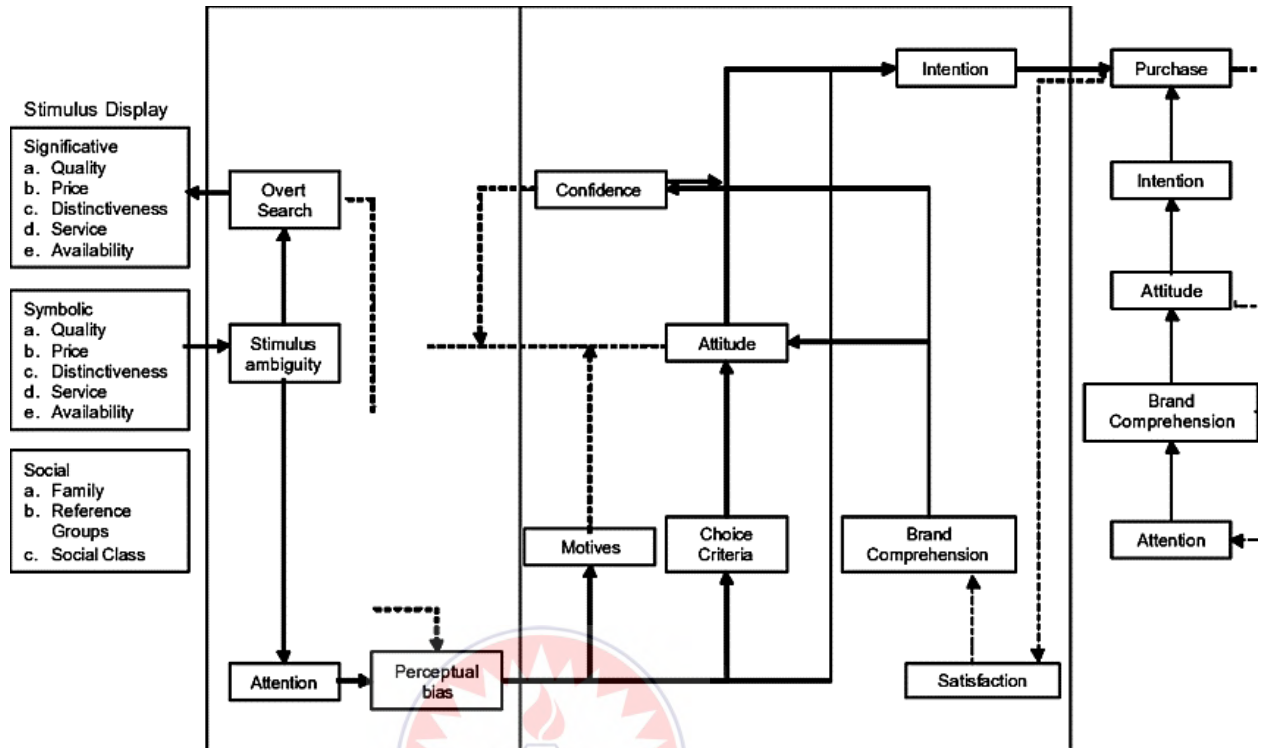
Input variables comprise the environmental motivations that the consumer is exposed to and is communicated from a diversity of sources. *Significative* stimuli are authentic elements of products and brands that the purchaser confronts (see Loudon & Della Bitta

1994), while *symbolic* stimuli denote the exemplifications of products as created by marketers through publicity and acts on the consumer indirectly (Foxall 1990). *Social* stimuli comprise the impact of family and other peer and reference groups. The customer internalizes the influence of these stimuli before they impact the decision process.

Figure 2.2 illustrates that the Hypothetical Constructs (or Intervening Variables) may be categorized in two (2) groups. Those that are labelled as *Perceptual* constructs, and those designated as *learning* constructs. Perceptual constructs comprise the ensuing:

1. Sensitivity to information: the extent to which the purchaser controls the flow of stimulus information.
2. Perceptual bias denotes the misrepresentation or alteration of the information received due to the consumers fitting the novel information into their prevailing mental set.
3. Search for information: this connotes the active search of information on consumption adoptions.

The amalgamation of these perceptual constructs assists in controlling, sifting and processing the received stimuli.



**Fig. 2.4 The Theory of Buyer Behaviour Source: Howard & Sheth 1969**

The above model draws profoundly on learning theory concepts (Loudon & Della Bitta 1994) and including six learning constructs represented:

1. Motive: This is defined as either general or explicit goals urging action.
2. Evoked Set: this is the consumers' valuation of the capacity of the consumption choices that are under active deliberation to fulfil the individuals' goals.
3. Decision mediators: this suggests the purchaser's mental guidelines or heuristics for evaluating buying alternatives.
4. Predispositions: this denotes a preference concerning products in the suggested set articulated as an attitude toward them.
5. Inhibitors: this infers environmental forces like limited resources that confine the consumption choice.

6. Satisfaction: this signifies a feedback mechanism from post-purchase consideration applied to advise subsequent decisions.

This learning process helps to impact the degree to which the consumer perceives future procurements and pursues innovative information. Howard & Sheth (1969) recommended that consumer decision making varies according to the strength of the attitude toward accessible products. This being mainly governed by the consumer's knowledge and familiarity with the product class.

In circumstances where the consumer does not have resilient attitudes, they are said to be involved in Extended Problem Solving (EPS) and vigorously search for information in order to decrease product ambiguity. In these circumstances, the consumer may also assume protracted debate before determining which product to buy or, indeed, whether to make any procurement at all. As the product assemblage becomes more conversant, the processes assumed will be less meticulous as the consumer assumes Limited Problem Solving (LPS) and eventually Routine Problem Solving (RPS) (Foxall 2004).

On the other hand, Exogenous variables define a variety of external variables that may meaningfully impact decisions. These dynamics are probable to be contingent, to some extent, on the individual purchaser; they are not well-defined by Howard & Sheth (Loudon & Della Bitta 1994). According to Howard & Sheth (1969), these exogenous variables contained the history of the purchaser until the commencement of the period of observation. The five (5) output variables on the right side of the model signify the purchasers' reaction and follow the progressive stages of purchasing:

1. Attention: this denotes the enormousness of the buyer's information intake.

2. Comprehension: this signifies the processed and understood the information that is applied.
3. Attitudes: this represents the buyer's assessment of specific products potential to fulfil the acquisition motives.
4. Intention: this implies the buyer's prediction of which product to purchase.
5. Purchase Behaviour: this suggests the authentic purchase behaviour that reflects the purchaser's tendency to purchase as revised by any inhibitors (Loudon & Della Bitta 1993).





## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research methodology applied in this study. The discussions in this chapter include; philosophical assumptions and research paradigm research design, study area, population of the study, sample and sampling techniques, research instruments, and data analyses techniques.

#### **3.2 Philosophical assumptions and research paradigm**

The philosophical question of how we might know about “reality” has led to (among others) two competing views or paradigms in the social sciences, broadly pitched between the positivist or objectivist and constructivist/subjectivist/naturalist/interpretivist traditions (Creswell 2008; Merriam 2009). Researchers belonging to the former camp see reality as fixed, objective and as “out there” which is “observable, stable and measurable” (Merriam 2009:8). Positivism therefore, “both proclaims the suitability of scientific method to all forms of knowledge and gives an account of what that method entails” (Bryman, 2008). Positivists contend that the social sciences can be studied using the methods of natural sciences and only that knowledge which can withstand the test of “objectivity” can be regarded as authentic.

Positivism demands that a researcher detaches himself or herself from the field of investigation and apply the scientific methods of investigating a phenomenon, which may yield objective data (Bryman, 2008). Resultantly, positivists are more likely to use quantitative methods for their research, using surveys, statistical techniques and related research tools; the interpretations of results/findings are based on numbers.

For the researchers in the latter camp, ‘reality’ holds multiple meanings and interpretations, and thus is fluid, dynamic and positioned strongly in individual subjective experiences. For naturalist or interpretivist researchers, ‘reality is socially constructed, which means, ‘there is no single, observable reality’ rather ‘there are multiple realities, or interpretations, of a single event’ (Merriam 2009:8). For the naturalists, therefore, ‘individuals’ behaviour can only be understood by the researcher sharing their frame of reference: understanding of individuals’ interpretations of the world around them has to come from the inside, not the outside’ (Liamputtong & Ezzy, 2005:19). Interpretivist or constructivist researchers use qualitative methods for their research, using observation, interviews, written documents (Burns, 2000); the interpretations of results/findings are based on words and description.

As the present research aimed to explore and understand how parents and teachers interact and communicate in secondary schools, adopting a qualitative research strategy therefore was vital to understand the participants’ views and experiences, and their interpretations of the world around them (Liamputtong & Ezzy, 2005). Furthermore, for guiding and shaping research in qualitative research it is important that researchers are clear about the paradigmatic stance or worldview they bring to and make use of in research (Creswell 2008).

A paradigm is ‘a way of thinking and making sense of the complexities of the real world’ (Burns, 2000). It is a set of beliefs that guide action, whether of the everyday practices or action taken in connection with a disciplined inquiry (Grbich, 2007). Whilst there are a number of paradigms that one can choose for their research, this research uses social constructivism as the research paradigm. My approach towards social constructivism is

better captured in the study, because I believe that individuals seek understanding of the world in which they live and work. They develop subjective meanings of their experiences—meanings directed towards certain objects or things. These meanings are varied and multiple, leading the researcher to look for complexity of views.

The goal of research, then, is to rely as much as possible on the participants' views of the situation. Often these subjective meanings are negotiated socially and historically. In other words, they are not simply imprinted on individuals but are formed through interaction with others (hence social constructivism) and through historical and cultural norms that operate in individuals' lives (Creswell 2007). To look for the 'complexity of views' of the respondents and to understand the 'subjective meanings of their experiences, a qualitative case study methodology was employed for the study.

### **3.3 Research design**

Bryman (2008) describes a research design as the outline plan, or strategy the researcher is going to use to seek an answer to the research question or questions. In other words, when one gets to the stage of designing an experiment, one has to identify the plan or strategy to be used in collecting the data that will adequately answer research questions or test the hypothesis. Planning a research design means that one must specify how the participants are to be assigned to the comparison groups, how the researcher is going to collect and analyse data (Creswell, 2009).

Creswell (2009) defines a research design as a procedural plan that is adopted by the researcher to answer the questions objectively, accurately and economically. Creswell (2009) further emphasizes that through a research design the researchers decide for

themselves and communicate to others their decisions regarding what study design you propose to use, how you are going to collect information from your participants, how the information is going to be collected, analyzed and the findings communicated.

This study was descriptive research design. Yin (2003) specifies that many educational research approaches are descriptive because a descriptive research studies the conditions or relationship that exist; practices that prevail; beliefs, point of views, or attitudes that are held; processes that are going on; efforts that are exerted; or trends that are developing. Also, descriptive research is concerned with how what exists is related to some preceding event that has influenced or affected the present condition or event.

### **3.4 Population**

The target population is the population that the researcher uses to generalize the findings of the study (Johnson & Christensen, 2004). The population for this study will comprise of all teachers of Tumu Senior High/Technical School that comprised of 86.

### **3.5 Sample Size and sampling procedure**

According to Liamputtong & Ezzy (2005), a sample can be defined as a set of respondents selected from a larger population for the purpose of the research study. Creswell (2009) contends that, a sample can be a choice of restricted small numbers, representative of the bigger population in trying to understand the phenomenon to be studied in greater detail.

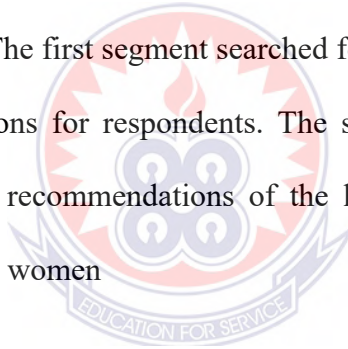
Creswell (2009) defined sampling as the act, process or technique of selecting a suitable sample or a representative part of the population for the purpose of determining parameters or characteristics of the whole population. Due to the number of teachers at the case school,

the census sampling technique was adopted to sample all teachers in the school. Data Collection Census method refers to the complete enumeration of a universe where a universe may be a place, a group of people or a specific locality through which we collect the data (Baio et al., 2011). In the end all teachers teaching in the school were sampled to participate in the study. The sample sizes for this study were 86 teachers.

### **3.6 Data Collection Instrument**

#### ***3.6.1 Questionnaire***

Questionnaires were used as the data collection tools. Closed and open-ended questions were used to construct these questionnaires. This is a kind of research tool which collects data from a large sample. The first segment searched for demographic details such as age, experience and qualifications for respondents. The second part explored details about causes, consequences and recommendations of the low-patronage of locally produced textiles in Ghana by carrier women



### **3.7 Validity and reliability**

Both validity and reliability of research instruments in quantitative studies are treated together in what is referred to as trustworthiness. Lincoln and Guba (1985) cited by Creswell (2007) asserted that, trustworthiness of quantitative research is done through developing standards of quality which involves four criteria. First, is the credibility the (true value) accuracy, established confidence in the truth of the findings from the informants, the context in which the study was undertaken and the authenticity of the information collected.

Transferability or applicability is a criterion of the fittingness, showing that findings could be applied to other contexts and settings depending on the degree of similarity between the original situations to which it was transferred (Creswell, 2007). This was ensured by researcher presentation of reports that provided sufficient details to other readers for assessment.

Dependability (consistency) ensured that the findings were steady if the study would be repeated (Creswell, 2007). This criterion was ensured through auditing the research process, documenting all the data generated and assessing the method of data analysis. Finally, Confirmability ability (neutrality) is the objectivity of data, the degree of neutrality of data, and the extent to which the study findings were shaped by the respondents' motivations and perspective, with another researcher agreeing about the meanings emerging from the data (Hennink, Hutter & Bailey, 2011). The researcher ensured neutrality in the study by scrutinizing the data from the study respondents.

### **3.8 Ethical considerations**

Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. Ethical considerations were pertinent to this study because of the nature of the problem, the methods of data collection and the kind of persons serving as research participants. While carrying out this study, cognizance was taken of the fact that this study would be investigating very sensitive issue and as such followed ethical procedures suggested by (Bryman, 2008).

Bryman (2008) advises that researchers should ensure that participants are protected from any physical or psychological harm that may arise from research procedures. In line with

international best practices in education, the researcher revealed the intentions of the study to the participants and sought informed consent for their participation. Research verbally assured the participants of anonymity of their identities and confidentiality of the data the researcher got from them. The researcher also promised to assign them pseudonyms during the writing of the report. All the participants to be interviewed agreed before the researcher commenced the research.

In addition, with regard to the ethical issue of confidentiality, the researcher stored all information from the study safely. Hard copies were locked in a cabinet and soft copies stored in files protected with a password which was only accessible to me.

### **3.9 Data Analysis**

The collected data shall be processed using IBM's Statistical Package for Social Sciences (SPSS) version 26. Descriptive statistics (mean and standard deviation) was used to answer the research questions. A mean of 3.1 and above indicates agreement with the item statement while a mean of 2.99 and below indicates disagreement.

## CHAPTER FOUR

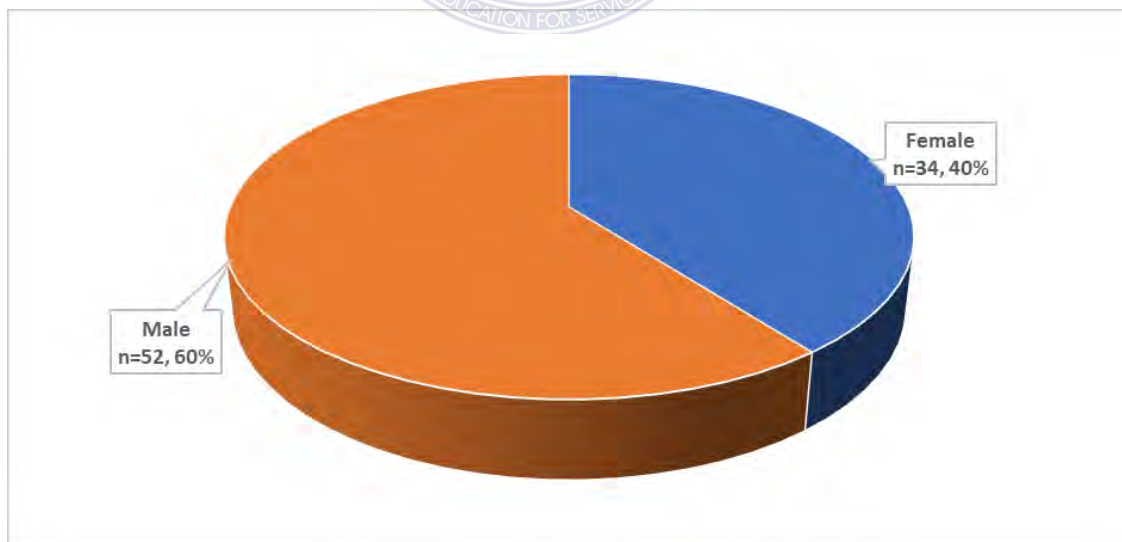
### PRESENTATION AND ANALYSIS OF RESULTS

#### 4.1 Introduction

This chapter seeks to answer the research questions. The answers are inferences from the findings through questionnaires. The main reason consumers were involved in the research was to help the researcher use their responses to make relevant recommendations. Getting the perspective of the end users was very relevant in understanding both the consumer and the producer.

#### 4.2 Demographic Characteristics of the Respondents

The descriptive statistics below concern the demographic characteristics of respondents. It includes gender, age, years of experience, education, religion, and marital status. The results are presented in the tables below.



*Figure 4.1 Gender distribution of respondents*

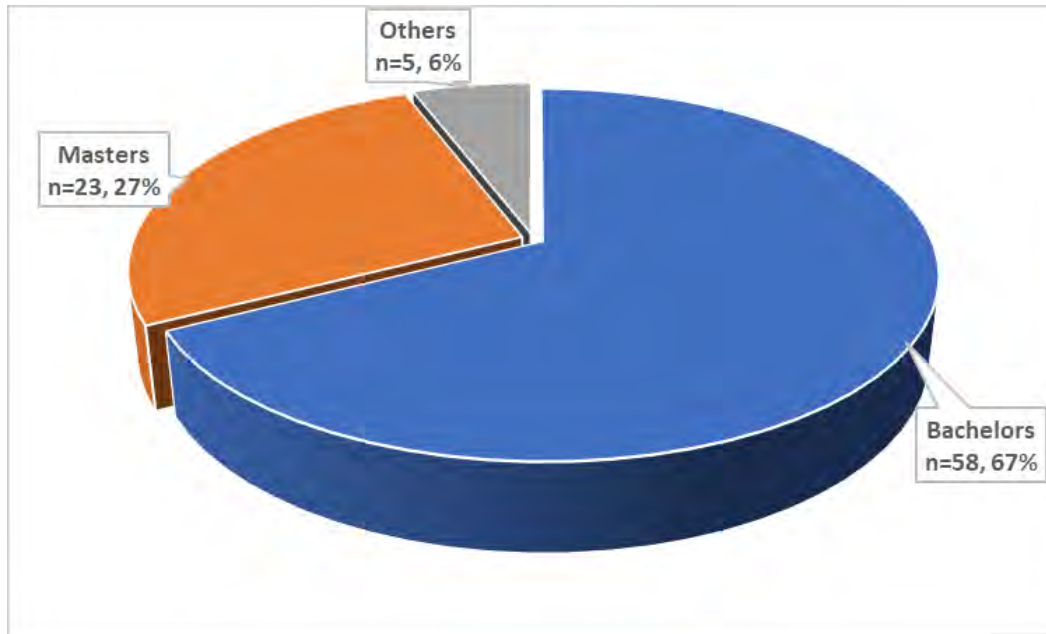


Figure 4.1 presents the results on the gender distribution of the respondents. Results show that most (n=52, 60%) of the respondents were males, whereas 40% were females. It can be concluded that there are more male teachers in the case school than females.

**Table 4.1 Age distribution of respondents**

<b>Age (years)</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
< 25	12	13.5
26 – 35	35	40.7
36 – 45	10	11.5
46 – 55	16	18.2
56 +	14	16.3
<b>Total</b>	<b>86</b>	<b>100.0</b>

Table 4.1 presents the age distribution of the respondents. From the responses, it could be observed that most (n=35, 40.7%) of the respondents were within the age range of 26 – 35, 16 representing 18.2% of the respondents were within the ages of 46 – 55. Furthermore, 14 (16.3%) were more than 56 years. Respondents, less than 25 years of age were 12 representing 13.5%. From the results, it is inferred that most Tumu Senior High/Technical School teachers are aged between 26 to 55 years. The age factor is very important in the decision of people as it largely influences what people consume. Individuals tend to associate themselves with their peers, and the trends with regard to their peers broadly define what manner of things to consume, particularly regarding fashion.



***Figure 4.2 Respondents' highest level of education***

Results in Figure 4.2 concern respondents' highest level of education. From the output, it could be inferred that most of the respondents were Bachelor's degree holders (n=58, 67%), whereas 23, representing 27% of the respondents in the study, were Master's degree holders. That notwithstanding, 5 (6%) of the respondents were holders of other qualifications. From the results, it can be concluded that most of the teachers at the Tumu Senior High/Technical School are bachelor's degree holders, which implies that they have an appreciable level of education to influence people's decisions regarding the things they consume.

**Table 4.2 Religious affiliation of respondents**

<b>Religion</b>	<b>Frequency</b>	<b>Percent</b>
Christian	24	27.9
Islamic	59	68.6
Traditionalist	1	1.2
Others	2	2.3
<b>Total</b>	<b>86</b>	<b>100.0</b>

Table 4.2 presents a summary of responses on the religious affiliation of respondents. The results show that the majority (n=59, 68.6%) of the respondents were affiliated with the Islamic faith, whereas 24 (27.9%) of the respondents, on the other hand, were Christians. It is worth mentioning that three respondents comprised 3.5% of the respondents. The results establish that most Tumu Senior High/Technical School teachers belong to the Islamic faith. The respondents' religious affiliation is a critical variable in assessing people's consumption patterns because religion or faith is a significant influence or determinant of people's lifestyles.

**Table 4.3 Marital Status of respondents**

<b>Marital Status</b>	<b>Frequency (<i>n</i>)</b>	<b>Percent (%)</b>
Married	58	67.4
Single	25	29.1
Divorced	2	2.3
Widowed	1	1.2
Total	86	100.0

**Source: Fieldwork (2022)**

In Table 4.3, respondents' marital statuses are presented. From the table, it could be observed that more than half, 58 (67.4%) of the respondents stated that they were married, while 25 representing 29%) stated they were single at the time of the survey. Three (3) participants representing 3.5% of the respondents, claimed they were either divorced or widowed. The responses have affirmed that most of the teachers are married. Teachers are heavily influenced by their marital status, which is why this information is so important. It varies depending on the relationship, but singles generally have more freedom and independence on what to consume as there is less pressure on their income.

**Table 4.4 Working Experience of respondents**

<b>Years</b>	<b>Frequency (<i>n</i>)</b>	<b>Percent (%)</b>
< 1 yr.	9	10.5
1 – 4 yrs.	18	20.9
5 – 10 yrs.	35	40.7
More than 10 yrs.	24	27.9
<b>Total</b>	<b>86</b>	<b>100.0</b>

**Source: Fieldwork (2022)**

Table 4.4 provides information on the respondents' teaching experience. Most respondents ( $n=35$ , 40.7%) have been working for between 5 and 10 years, 18 (representing 20.9%) have worked for between 1 and 4 years, and 27.9% of respondents have been working as instructors for more than ten years. Notably, 9 (10.5%) of the respondents had been employed for less than one year. From the results, it can be concluded that most teachers have more than four years of teaching experience. This indicates that most respondents have significant teaching experience and are better equipped to contribute effectively to the study.

## **4.2 Analysis of Main Data**

**Research Question 1: What are the sources of clothing information and attributes that teachers of Tumu Senior High/Technical School consider in selecting clothing?**

The respondents views on source of clothing information and attributes that teachers consider in selecting clothing are presented in Table 4.5-4.7..

**Table 4.5 How often respondents buy clothing**

<b>Years</b>	<b>Frequency (<i>n</i>)</b>	<b>Percent (%)</b>
Monthly	5	5.8
Every school term	3	3.5
Biannually	17	19.8
Annually	61	70.9
Total	86	100.0

**Source: Fieldwork (2022)**

Presented in Table 4.5 concerns the frequency at which respondents patronize clothing to wear. The results show that almost two-thirds ( $n=61$ , 70.9%) of the respondents buy their clothing annually, whereas 17, representing 19.8% of the respondents, indicated they buy clothing biannually, whereas 5 (5.8%) indicated they buy monthly with less than 5% of the respondents buying clothing every school term. The results indicate that teachers at the Tumu Senior High/Technical School patronize clothing once a year.

**Table 4.6 Selection of clothing**

<b>Responses</b>	<b>Frequency (<i>n</i>)</b>	<b>Percent (%)</b>
Self	57	66.3
Spouse	21	24.4
Children	8	9.3
Total	86	100.0

**Source: Fieldwork (2022)**

Table 4.6 presents results on the selection of clothing for respondents. From the table, it could be observed that 57 respondents comprising 66.3% of the respondents, choose their clothing, whereas 21 (24.4%) of the respondents have their spouses choose their clothing for them. On the other hand, 8 (9.3%) of the respondents buy clothing that their children choose. This indicates that the teachers at Tumu Senior High/Technical School buy clothing that they have chosen by themselves.

**Table 4.7 Sources of respondents clothing information**

<i>Ranks</i>	<b>Mean Rank</b>	<b>Rank</b>
Store displays	8.86	1 <sup>st</sup>
People I regularly see	8.65	2 <sup>nd</sup>
Fashion magazines, catalogues and other print media	8.34	3 <sup>rd</sup>
Fashion shows	8.24	4 <sup>th</sup>
Celebrities	8.12	5 <sup>th</sup>
Social media	8.06	6 <sup>th</sup>
Television and other visual media	7.20	7 <sup>th</sup>
Group/peer influence	7.02	8 <sup>th</sup>
Family members and friends	6.36	9 <sup>th</sup>

*Kendall's W*<sup>a</sup>=.040,  $\chi^2=91.316$ , *df*=14, *sig*=.001

**Source: Fieldwork (2022)**

In table 4.7, Kendall's coefficient (*W*<sup>a</sup>) of concordance indicates the degree of association of ordinal assessments made by multiple appraisers when assessing the same samples. Kendall's coefficient is commonly used in attribute agreement analysis.

The results reveal that most respondents agreed that their source of clothing information is obtained from Store display (M=8.86) as the first reference point for clothing information. Again, the respondents took their clothing information from 'People they regularly see'

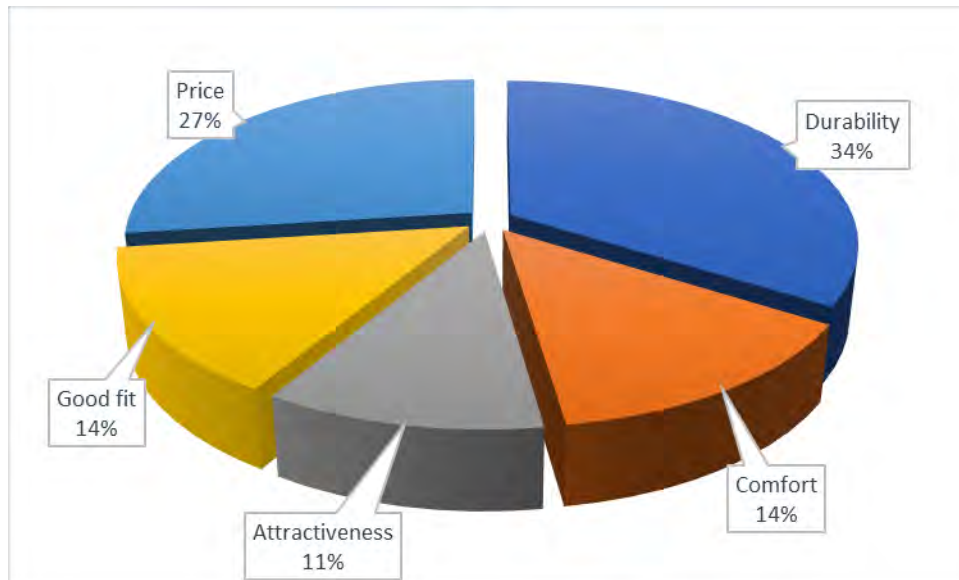
(M=8.65) and ranked second. Additionally, the results indicate that the respondents refer to fashion magazines, catalogues and other print media (M=8.34). Others refer to fashion shows (M=8.24) as respondents' fourth highest source of clothing information. More so, some of the respondents take their clothing information from celebrities (M=8.12) and social media (M=8.06), ranked 5<sup>th</sup> and 6<sup>th</sup> respectively.

On the other hand, reference to Television and other visual media (M=7.20), Group/peer influence (M=7.02) and Family members and friends (M=6.36) were ranked 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> respectively as the sources from which they take clothing information.

Kendall's Coefficient of Concordance statistics (*Kendall's  $W^a = .040$ ,  $\chi^2 = 91.316$ ,  $df = 14$ ,  $sig = .001$* ) shows that statistically, an agreement was found between the respondents on the sources respondents take their clothing information.

From the results, it could be resolved that teachers in the Tumu Senior High/Technical School take their clothing information from store displays, people they see regularly, fashion magazines, catalogues and other print media, fashion shows, celebrities and social media, television and other visual media as well as group/peer influence.





**Figure 4.3 Attributes that influences respondent's selection of clothing**

**Source: Fieldwork (2022)**

Figure 4.3 shows the attributes that influence respondents' selection of clothing. From the results, it can be observed that the majority, 34% of the respondents, said they are influenced by the durability of the clothing, whereas 27% of the respondents are influenced by price. More so, 14% rely on Good Fit and Comfort, respectively. However, 11% of the respondents are influenced by the attractiveness of the clothing.

From the results, it could be concluded that teachers in Tumu Senior High/Technical School's choice of clothing are primarily based on durability, price, good fit and comfort.

**Research Question 2: What are the consumption patterns of locally produced clothing by Tumu Senior High/Technical School teachers?**

The respondents views on the consumption patterns of locally produced clothing by teachers. Details are provided in Table 4.8-4.9.

**Table 4.8 Consumption patterns of locally-Produced Clothing**

Statements	N	Min	Max	M	±SD
Culture dramatically influences my choice of locally produced clothing	86	1	5	3.81	1.055
I purchase cultural, locally produced clothing to express my African identity	86	2	5	4.10	.813
I purchase locally produced clothing which upholds my ethical values	86	1	5	4.00	1.276
I always purchase locally produced clothing without compromising my cultural values	86	2	5	4.00	1.026
I purchase clothing such as ‘fugu’, ‘smock’ or the Batakari Dress to express my identity	86	2	5	3.95	1.136
Traditional activities influence me to make my clothing choice	86	1	5	4.10	1.380
I purchase clothing related to the norms of my religion	86	1	5	3.95	1.366
I usually purchase more locally produced clothing for special functions	86	1	5	4.19	1.142
I purchase locally produced clothing to enhance my social values in the society	86	2	5	4.14	.943
I usually purchase more locally produced clothing that reflects my cultural identity	86	1	5	3.95	1.400

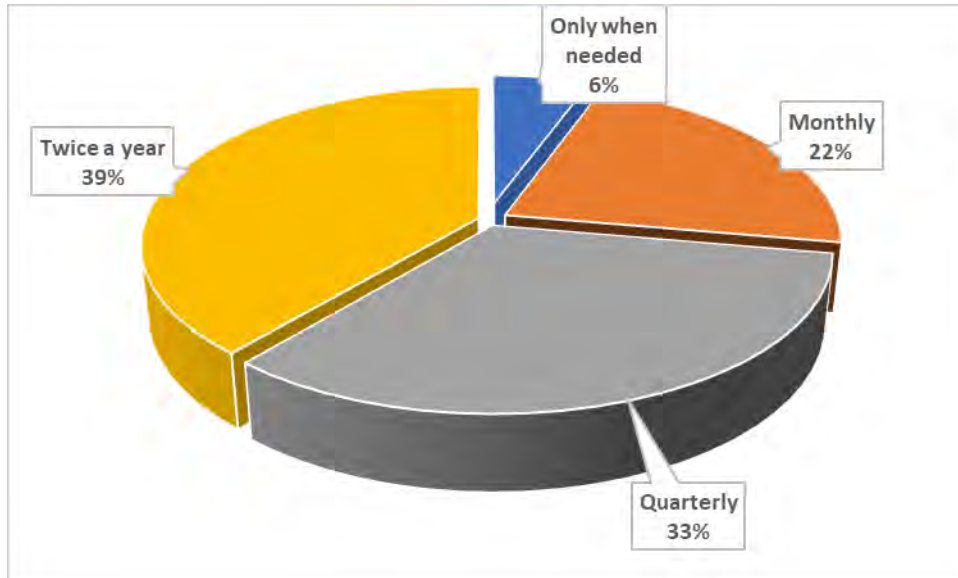
**Source: Fieldwork (2022)**

Table 4.8 shows respondents' views on locally produced clothing consumption patterns. The responses were gathered based on the five-point Likert scale of 1-strongly disagree, 2-disagree, 3-not sure, 4-agree, and 5-strongly agree. The means and standard deviations indicate respondents' level of agreement.

From the table majority of the respondents strongly agreed to the following that respondents usually purchase more locally produced clothing for special functions (M=4.19,  $\pm$ SD=1.142) and purchase locally produced clothing to enhance their social values in society (M=4.14,  $\pm$ SD=.943), purchase cultural, locally produced clothing to express their African identity (M=4.10,  $\pm$ SD=0.813), traditional activities influence them to make their clothing choice (M=4.10,  $\pm$ SD=1.380), always purchase locally produced clothing without compromising their cultural values (M=4.00,  $\pm$ SD=1.026), purchase locally produced clothing which upholds their ethical values (M=4.00,  $\pm$ SD=1.276).

Additionally, the respondents agreed that they usually purchase more locally produced clothing that reflects their cultural identity (M=3.95,  $\pm$ SD=1.400), related to the norms of their religion (M=3.95,  $\pm$ SD=1.366), purchase clothing such as 'fugu', smock or Batakari dress to express their identity (M=3.95,  $\pm$ SD=1.136) and also agreed that culture dramatically influence their choice of locally produced clothing (M=3.81,  $\pm$ SD=1.055)

It can be deduced from the results that teachers at the Tumu Senior High/Technical School purchase more locally produced clothing for particular functions, to enhance social values in the society, to express their African identity, for traditional activities, purchase locally produced clothing without compromising their cultural values, to uphold their ethical values, cultural identity, to uphold their religious values, to express their identity and culture.



**Figure 4.4** How often respondents patronize locally produced clothing

**Source:** Fieldwork (2022)

Figure 4.4 presents how often respondents patronize locally produced clothing. The results show that the majority of the respondents, 39%, indicated they patronize locally produced clothing twice a year, whereas 33% buy locally produced clothing quarterly. That notwithstanding, 22% of the respondents patronize locally produced clothing monthly. It is worth noting that 6% purchase locally produced clothing only when needed.

That said, it can be concluded that the Teachers at Tumu Senior High/Technical School patronize locally produced clothing twice a year, quarterly and monthly.

**Table 4.9 Reasons for the consumption of locally produced clothing**

Statements	N	Min.	Max.	Mean	±SD
I do not consume locally-produced clothing at all	86	1	5	1.01	1.177
My clothing consumption is often a manifestation of my self-expression	86	1	5	4.00	1.198
Most clothing brands have identities and images, and I seek those brands that match my self-image or the image I want to project to others	86	1	5	3.99	1.299
Clothing that is congruent with my self-image facilitates the formation and expression of my identity	86	2	5	3.81	1.008
Clothing is a form of nonverbal communication, so it reflects my identity	86	1	5	3.78	1.299
Self-monitoring reflects the degree to which I observe and control my expressive behaviour and self-presentation per cues or consumption patterns of locally-produced clothing	86	1	5	3.88	1.369

**Source: Fieldwork (2022)**

Table 4.9 indicates respondents' reasons for the consumption of locally produced clothing. This was measured on a five-point Likert scale of 1-strongly disagree, 2-disagree, 3-not sure, 4-agree, and 5-strongly agree. From the table, most respondents disagreed strongly with the assertion that they do not consume locally produced clothing ( $M=1.01$ ,  $\pm SD=1.177$ ). However, the majority of the respondents agreed strongly that their clothing consumption is often a manifestation of their self-expression ( $M=4.00$ ,  $\pm SD=1.198$ ), that most clothing brands have identities and images, and respondents seek those brands that match their self-image or the image they want to project to others ( $M=3.99$ ,  $\pm SD=1.299$ ). Again, the respondents agreed that clothing that is congruent with their self-image facilitates the formation and expression of their identity ( $M=3.81$ ,  $\pm SD=1.008$ ), clothing is a form of nonverbal communication, so it reflects their identity ( $M=3.78$ ,  $\pm SD=1.299$ ) and also agreed that self-monitoring reflects the degree to which they observe and control their

expressive behaviour and self-presentation per cues or consumption patterns of locally-produced clothing ( $M=3.88, \pm SD=1.369$ ).

The results show that teachers of Tumu Senior High/Technical School consume locally produced clothing. However, their clothing consumption is often a manifestation of their self-expression, a projection of their self-image to others, facilitating and expressing their identities, a form of nonverbal communication that reflects their identity as well as observing and controlling their expressive behaviour and self-presentation based on cues or consumption patterns of locally-produced clothing.

**Research Question 3: What psychological factors influence clothing selection practices among Tumu Senior High/Technical School teachers?**

The respondents views on the psychological factors that influence clothing selection practice among teachers of Tumu Senior High/Technical School are presented in Table 4.10.

**Table 4.10 Psychological Factors that influence clothing selection practices**

<b>Ranks</b>	<b>Mean Rank</b>	<b>Rank</b>
Clothing that suits my appearance	7.86	1 <sup>st</sup>
One which is acceptable by the society	7.59	2 <sup>nd</sup>
Prestige and popularity of the brand name	7.22	3 <sup>rd</sup>
Mood	7.06	4 <sup>th</sup>
The uniqueness of the clothing design	6.94	5 <sup>th</sup>
Identity	6.93	6 <sup>th</sup>
Comfort	6.90	7 <sup>th</sup>
Personality Dimensions	6.90	8 <sup>th</sup>
Body image	6.85	9 <sup>th</sup>
Body consciousness	6.84	10 <sup>th</sup>
Self-esteem	6.49	11 <sup>th</sup>
Popularity and prestige of the store from which it is purchased	6.11	12 <sup>th</sup>

*Kendall's  $W_a=.057, \chi^2=295.105, df=12, Sig=.001$*

Again, using Kendall's mean ranking, Table 4.10 presents responses on the psychological factors that influence clothing selection practices among Tumu Senior High/Technical School teachers. From the table, it could be observed that the majority of the respondents are psychologically influenced to select clothing that suits their appearance (M=7.86) hence ranked as the first factor that influenced respondents, one which is acceptable by society (M=7.59) ranked 2<sup>nd</sup>, prestige and popularity of the brand name (M=7.22) ranked 3<sup>rd</sup>, Mood (7.06) ranked 4<sup>th</sup>, the uniqueness of the clothing design (M=6.94) ranked 5<sup>th</sup>, their identity (M=6.93) ranked 6<sup>th</sup>, comfort (M=6.90) ranked 7<sup>th</sup>, personality dimensions (M=6.90) ranked 8<sup>th</sup>, body image (M=6.85) ranked 9<sup>th</sup>, body consciousness (M=6.84) ranked 10<sup>th</sup>, self-esteem (M=6.49) ranked 11<sup>th</sup>. The popularity and prestige of the store from which it is purchased (M=6.11) ranked 12<sup>th</sup>.

Kendall's  $W^a$  statistics, the coefficients of concordance represent agreements, where 0 means no agreements, and 1 represents perfect agreement. A coefficient of  $W^a=0.057$  indicates a relatively low degree of agreement among the teachers, which implies many variations in the responses; hence respondent's circumstances relative to the psychological factors that influence their choice of clothing may vary. However, it can be concluded that there was significant agreement among the rankers ( $W^a=.057, \chi^2= (12) 295.105, p<.001$ ).

From the responses, it can be concluded that teachers in the Tumu Senior High/Technical School are psychologically influenced by how the clothing that suits their appearance, one which is acceptable to society, the prestige and popularity of the brand name, mood, uniqueness of the clothing design, their identity, comfort of the clothing, personality dimension, body image and consciousness and self-esteem.

**Research Question 4: What socioeconomic factors influence clothing selection practices among Tumu Senior High/Technical School teachers?**

The respondents views on the socioeconomic factors that influence clothing selection practice among teachers of Tumu Senior High/Technical School are presented in Table 4.11.

**Table 4.11 Socioeconomic factors that influence clothing selection**

<b>Variables</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>±SD</b>
Price	86	1	5	4.78	.781
Income level/Economic status	86	1	5	4.58	1.056
Physical activity	86	1	5	4.08	.862
Profession	86	1	4	4.07	1.025
Peer group influence	86	1	5	4.73	.939
Social acceptance	86	1	5	3.43	.499
Sense of belonging/Conformity in line with my reference group	86	1	5	2.65	.999
Social expectations	86	1	5	2.39	1.057
Lifestyle	86	1	5	2.15	.655
Image formation	86	1	5	1.93	.970
Education status	86	1	5	1.24	.432

**Source: Fieldwork 2022**

Table 4.11 presents the descriptive statistics on the socioeconomic factors that respondents' choice of clothing. The results show that the majority of the respondents agreed strongly that they are influenced by price ( $M=4.78$ ,  $\pm SD=.781$ ), income level/economic status ( $M=4.58$ ,  $\pm SD=1.056$ ), physical activity ( $M=4.08$ ,  $\pm SD=.862$ ), their profession ( $M=4.07$ ,  $\pm SD=1.025$ ). Also, the results indicate that most of the respondents agreed with the effect of peer group influence ( $M=4.73$ ,  $\pm SD=.862$ ) and social acceptance ( $M=3.43$ ,  $\pm SD=.499$ ).



However, the result suggests that most of the respondents disagreed that their sense of belonging or conformity was in line with their reference group ( $M=2.65, \pm SD=.999$ ), social expectations ( $M=2.39, \pm SD=1.057$ ), lifestyle ( $M=2.15, \pm SD=.655$ ) influences their choice of clothing.

That notwithstanding, the results further showed that the respondents strongly disagreed with the effect that their image formation ( $M=1.93, \pm SD=.970$ ) and educational status ( $M=1.24, \pm SD=.432$ ) are socioeconomic factors that influence their clothing selection practices.

From the results, it can be resolved that price, income level/economic status, level of physical activity, profession and peer group influence are the major socioeconomic factors influencing the teachers of Tumu Senior High/Technical School's decisions concerning the selection or consumption of locally produced clothing.



**Research Question 5: What factors hinder the consumption of locally produced clothing by Tumu Senior High/Technical School teachers?**

The respondents views on the factors that hinders the consumption of locally produced clothing by teachers of Tumu Senior High/Technical School are presented in Table 4.12.

**Table 4.12 Factors that hinder the consumption of locally-produced clothing**

<b>Ranks</b>	<b>Mean rank</b>	<b>Rank</b>
Unattractive designs	7.29	1 <sup>st</sup>
Poor quality	6.82	2 <sup>nd</sup>
Price	6.61	3 <sup>rd</sup>
Social acceptance	6.45	4 <sup>th</sup>
Social expectations	6.31	5 <sup>th</sup>
Pride	5.78	6 <sup>th</sup>
Social and financial status	5.59	7 <sup>th</sup>
Not recommended by family/friends	5.36	8 <sup>th</sup>
Subjective norm and reference group	4.65	9 <sup>th</sup>
Values	4.64	10 <sup>th</sup>

***Kendall's  $W^a=0.149$ ,  $\chi^2=549.872$ ,  $df=9$ ,  $Sig=.001$***

The respondents were asked to point out what they believe are the reasons hindering the consumption of locally produced clothing—using Kendall's mean ranking coefficients of concordance on a 5-point Likert scale where 1=not at all to 5=to a very large extent. It could be observed from the results, as shown in Table 4.12, that the majority of the respondents indicated that the unattractive designs (M=7.29), poor quality (M=6.82), pricing (M=6.61), social acceptance (M=6.45), social expectations (M=6.31) are factors significantly hindering the consumption of locally produced clothing.

Furthermore, the results showed that social and financial status (M=5.59), not recommended by family/friends (M=5.36) to a large extent, negatively influences the consumption of locally produced clothing by the teachers at the Tumu Senior High/Technical School.

That notwithstanding, Kendall's statistics show that there was a significant low agreement among the rankers (teachers) about the factors that hinder the consumption of locally produced clothing ( $W^a=0.149$ ,  $\chi^2=(9) 549.872$ ,  $p<.05$ ).

From the responses, it can be concluded that Unattractive designs of the locally produced clothing, poor quality, price, social acceptance and social expectations are the reasons behind the unwillingness of teachers of Tumu Senior High/Technical School to consume locally produced clothing.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This study examines the consumption patterns of locally produced clothing among teachers at Tumu Senior High Technical School in the Sissala East District. This chapter presents the summary of findings, conclusions, recommendations of the study, and suggestions for further research.

#### 5.2 Summary of findings

The survey indicated that there are more male teachers at Tumu Senior High/Technical School than females, and the majority are between the ages of 26 and 55, according to the findings. In addition, the study found that most teachers at the institution hold a bachelor's degree, with most of them being Muslims by faith. Most teachers are married and have been teaching for at least four years.

Furthermore, the study discovered that teachers at the Tumu Senior High/Technical School patronize clothing once a year and choose their preferred clothing by themselves, and no one else does that for them. Also, the results affirmed that when it comes to clothing information, teachers in the Tumu Senior High/Technical School take their clothing information from store displays, the people they see regularly, fashion magazines, catalogues and other print media, fashion shows, celebrities and social media, television and other visual media as well as group/peer influence.

In addition, the Tumu Senior High/Technical School teachers choose their clothing primarily based on how durable the clothing is, the price of the clothing, how good it fits, and how comfortable they believe it can be on them.

Concerning the reasons for the consumption of locally produced clothing, the result finds that teachers of Tumu Senior High/Technical School purchase more locally produced clothing for special functions, to enhance social values in the society, to express their African identity, for traditional activities, purchase locally because of their cultural, ethical values and religious values.

Also, relative to the frequency at which the teachers consume locally produced clothing, the study discovered that the teachers of Tumu Senior High/Technical School patronize locally produced clothing twice a year, quarterly and monthly and that they consume the locally produced clothing because they regard it as a manifestation of their self-expression, a projection of their self-image to others, facilitating and expression of their identities, a form of nonverbal communication that reflects their identity as well as observing and controlling their expressive behaviour and self-presentation based on cues or consumption patterns of locally-produced clothing.

Notably, the study found that teachers in the Tumu Senior High/Technical School are psychologically influenced by how the locally produced clothing suits their appearance, is acceptable to the society, the prestige and popularity of the brand name, their mood, the uniqueness of the clothing design, their identity, comfort of the clothing, personality dimension, body image and consciousness and self-esteem.

Consequently, socioeconomic factors such as price, income level/economic status, level of physical activity, profession and peer group influence are major factors that influence the teachers of Tumu Senior High/Technical School's decisions concerning the selection or consumption of locally produced clothing.

On reasons hindering the consumption of locally produced clothing, the study found that the unattractiveness of the designs of the locally produced clothing, poor quality, price, social acceptance and social expectations remain the key reasons behind the unwillingness of the teachers of Tumu Senior High/Technical School from consuming locally produced clothing.

## 5.2 Conclusion

From the findings of the study, the following conclusions were made;

- Tumu Senior High/Technical School teachers are between the ages of 26 and 55. Most teachers are married and have been teaching for at least four years. The majority of teachers hold a degree, with most of them being Muslims by faith.
- Tumu Senior High/Technical School teachers choose their preferred clothing yearly, and no one else does that for them. The results affirmed that teachers take their clothing information from store displays, magazines, catalogues and other print media as well as social media.
- Teachers at Tumu Senior High/Technical School choose their clothing primarily based on how durable the clothing is, the price of the clothing, how good it is fit, and how comfortable they believe it can be on them.

- Teachers of Tumu Senior High/Technical School purchase more locally produced clothing for special functions, to enhance social values in the society, to express their African identity, for traditional activities, and purchase locally because of their cultural, ethical values and religious values.
- Teachers of Tumu Senior High/Technical School patronize locally produced clothing twice a year, quarterly and monthly
- teachers at a technical school wear locally-produced clothing because they regard it as a manifestation of their self-expression. Clothing is a form of nonverbal communication that reflects their identity, observing and controlling their expressive behaviour and self-presentation.
- Teachers in the Tumu Senior High/Technical School are psychologically influenced by how the locally produced clothing suits their appearance, is acceptable to the society, the prestige and popularity of the brand name, their mood, the uniqueness of the clothing design, their identity, comfort of the clothing, personality dimension, body image and consciousness and self-esteem.
- Socioeconomic factors such as price, income level/economic status, level of physical activity, profession and peer group influence are major factors that influence the teachers of Tumu Senior High/Technical School's decisions concerning the selection or consumption of locally produced clothing.
- Unattractive designs, poor quality, price, social acceptance and social expectations remain the key reasons behind the unwillingness of teachers of Tumu Senior High/Technical School to consume locally produced clothing.

### 5.3 Recommendations

Based on the conclusions, the following recommendations are made.

1. Establishing a communication channel to communicate with teachers to understand and respond effectively to their demands is vital. This does not require direct contact with them as it can occur through social media, which businesses already use for advertising. Consequently, including an icon that leads to a rating of the provided locally-produced clothing and the opportunity to comment anonymously can be helpful in order to identifying possible issues for improvement. Similarly, developing a system that frequently identifies the demands to be addressed helps in understanding the teachers' changeable tastes and behaviour.
2. Additionally, a successful marketing strategy requires understanding the teachers' value structure and the dynamics of different social and cultural influences on consumption patterns. It is recommended that locally-produced clothing manufacturers are planning to present their products, and those already operating consider the factor of distinction as the vital buyer behaviour driver in the consumption of locally clothing among teachers. This can be achieved by reducing the number of clothing pieces in each design.
3. It is suggested that locally-produced clothing manufacturers consider different marketing applications to influence teachers' choices in consuming locally-produced clothing. The use of influential personalities in marketing locally-produced clothing can contribute and have a positive impact on teachers.
4. Again, locally-produced clothing producers must address psychological, socio-economic and clothing characteristics influencing teachers' clothing selection.



5. Furthermore, the study discovered that teachers are influenced by their peers in purchasing clothing items suggesting their clothing behaviour and choices, connoting that they practice social modelling in their preferences and clothing choices. Peer pressure seems to inspire teachers to use several impression management techniques that compel them to purchase clothing similar to their peers and clothes similar to those purchased by their peers. Thus, locally-produced clothing must be promoted to the entire teachers.
6. Locally-produced clothing producers need to constantly explore the needs of teachers in order to improve the quality of clothes on the local market.
7. Again, locally-produced clothing manufacturers must improve methods to channel clothing information to teachers.
8. Besides, locally-produced fashion in the market should be made suitable in terms of styles and designs in relation to the teaching profession as this can appeal to their senses.
9. Finally, the government must increase teachers' salaries to enable them to afford the ever-competitive prices of locally-produced clothing. The results did indicate that teachers with high incomes are more able to afford fashionable locally-produced clothing than low-income earners.

#### **5.4 Suggestions for further research**

1. Further research is recommended concerning teachers' attitudes towards exotic styles of dressing.
2. Also, further studies can be carried out on this subject using larger samples based on different cultural groups in Ghana.



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## APPENDIX A

### QUESTIONNAIRES FOR TEACHERS

This questionnaire is designed to gather relevant information on your views on locally-produced clothing consumption patterns by teachers. I assure you that the information provided will be held in strict confidence and used only for the purpose of this study. Your cooperation is highly appreciated. You can use a [✓] mark to indicate your responses to questions with alternative responses. Please briefly state your responses to the open-ended items.

#### THANK YOU

#### SECTION A: DEMOGRAPHICS

**Gender :** Male [ ]

Female [ ]

**Age :** Below 25 [ ]

26-30 [ ]

31-40 [ ]

41-50 [ ]

50 & above [ ]

**Marital Status:** Single [ ] Married [ ] Divorced [ ] Separated [ ] Widowed [ ]

**Highest Educational Qualification:** Certificate [ ] Diploma [ ] Degree [ ] Masters [ ] PhD [ ] Others (Please Specify) \_\_\_\_\_

On average how often do you buy your clothing Monthly [ ] Every school term [ ] Biannually [ ] Annually [ ] Others (Specify) \_\_\_\_\_

Who usually selects you clothing: Self [ ] Husband [ ] Wife [ ] Children [ ] Others (Specify) \_\_\_\_\_

**SECTION B: THE SOURCES OF CLOTHING INFORMATION AND ATTRIBUTES  
THAT TEACHERS IN SELECTING CLOTHING**

<i>Please specify which is crucial to you when selecting sources of clothing information and attributes</i>	<i>Always 5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>Never 1</i>
<b>INFORMATION</b>					
Group/peer influence					
Store displays					
People I regularly see					
Family members and friends					
Fashion magazines, catalogues and other print media					
Fashion shows					
Television and other visual media					
Celebrities					
Social media					
<b>ATTRIBUTES</b>					
Utilitarian					
Durability					
Comfort					
Ease of care					
Appropriateness for occasion					
Quality					
Attractiveness					
Colour					
Good fit					
Price					
Or styling					
Fashion Consciousness					

**Key: 1=Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always**

**SECTION B: THE CONSUMPTION PATTERNS OF LOCALLY-PRODUCED  
CLOTHING BY TEACHERS OF TUMU SENIOR HIGH/TECHNICAL  
SCHOOL**

<i>Please specify your general expectations about the quality of tailored clothing and their performance before ordering for them</i>	<i>To a very large extent 5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>Not at all 1</i>
Culture dramatically influences my choice of locally produced clothing					
I purchase cultural, locally produced clothing to express my African identity					
I purchase locally produced clothing which upholds my ethical values					
I always purchase locally produced clothing without compromising my cultural values					
I purchase clothing such as 'fugu', 'smock' or the Batakari Dress to express my identity					
Traditional activities influence me to make my clothing choice					
I purchase clothing related to the norms of my religion					

I usually purchase more locally produced clothing for special functions					
I purchase locally produced clothing to enhance my social values in the society					
I usually purchase more locally produced clothing that reflects my cultural identity					

<i>Please specify how often you patronize locally-produced clothing</i>	<i>Always 5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>Never 1</i>
Only when needed					
Weekly					
Monthly					
Quarterly					
Twice a year					
Once a year					
Others, please specify					

<i>Please specify your consumption patterns of locally-produced clothing</i>	<i>To a very large extent 5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>Not at all 1</i>
I do not consume locally-produced clothing at all					
My clothing consumption is often a manifestation of my self-expression					
Most clothing brands have identities and images, and I seek those brands that match my self-image or the image I want to project to others					
Clothing that is congruent with my self-image facilitates the formation and expression of my identity					
Clothing is a form of nonverbal communication, so it reflects my identity					
Self-monitoring reflects the degree to which I observe and control my expressive behaviour and self-presentation per cues or consumption patterns of locally-produced clothing					

**Key: 1=Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always**

**SECTION C: THE PSYCHOLOGICAL FACTORS THAT INFLUENCE CLOTHING SELECTION PRACTICES AMONG TEACHERS OF TUMU SENIOR HIGH/TECHNICAL SCHOOL**

<i>Psychological factors that influence clothing selection</i>	<i>Always 5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>Never 1</i>
Mood,					
Self-esteem,					
Self-concept					
Body consciousness					

Body satisfaction/dissatisfaction					
Body image					
Personality Dimensions					
Comfort					
Identity					
The uniqueness of the clothing design					
Clothing that suits my appearance					
Popularity and prestige of the store from which it is purchased					
Prestige and popularity of the brand name					
One which is acceptable by the society					
Clothing that enhances my ego					

**Key:** 1=Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always

**SECTION D: THE SOCIOECONOMIC FACTORS THAT INFLUENCE CLOTHING SELECTION PRACTICES AMONG THE TEACHERS OF TUMU SENIOR HIGH/TECHNICAL SCHOOL**

<i>Which of the following best defines the socioeconomic factors that influence your clothing selection</i>	<i>To a very large extent 5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>Not at all 1</i>
Peer group influence					
Sense of belonging/ Conformity in line with my reference group					
Social expectations					
Social acceptance					
Education status					
Profession					
Income level/Economic status					
Price					
Lifestyle					
Physical activity					
Image formation					
Others, please specify					

**Key:** 5=To a very large extent; 4= to some extent; 3= Not sure; 2= to a small extent; 1=Not at

*all*

**SECTION E: FACTORS THAT HINDER THE CONSUMPTION OF LOCALLY-PRODUCED CLOTHING BY TEACHERS OF TUMU SENIOR HIGH/TECHNICAL SCHOOL**

<i>Please specify the factors that hinder the consumption of locally-produced clothing</i>	<i>To a very large extent 5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>Not at all 1</i>
Unattractive designs					
Values					
Subjective norm and reference group					



Poor quality					
Not recommended by family/friends					
Social and financial status					
Pride					
Social expectations					
Social acceptance					
Lifestyle					

*Key: 5=To a very large extent; 4= to some extent; 3= Not sure; 2= to a small extent; 1=Not at all*

**THANK YOU**

