
KNOWLEDGE AND SKILLS USED AND THE SATISFACTION DERIVED IN THE CHOICE OF APPAREL AMONG UNIVERSITY STUDENTS

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ABSTRACT

The purpose was to examine the relationship between the knowledge and skills used in the selection of apparel and the satisfaction obtained. Data were collected from 210 undergraduate students of which 94 were females and 116 were males. A self administered questionnaire and focus group discussions were used. Knowledge and skills related to apparel choice were measured by a 12- item Likert scale. Satisfaction was measured using a 15- item test asking how the respondents personally feel about their clothes and what others think about them. Level of satisfaction was higher among those who had adequate knowledge. Female respondents scored higher than the male respondents on most of the attributes tested and depicted cognizance in the use of knowledge and skills. Level of satisfaction was high, with gender and year of study being significant determinants.

Key words: University students, apparel choice, knowledge& skills, satisfaction.

INTRODUCTION

The essence of satisfaction in dressing is in knowing what clothes work in one's favor and going out for them. The appearance of an individual is of considerable importance in self-presentation and one has to be careful to wear the appropriate attire. Clothing may thus be chosen by the wearer to be suitable for the situation as well as expressing an individual's personal traits, attitudes, feelings, and generally trying to portray the best of them (Horn, 1975; Kaiser, 1997). Literature indicates that both appearance management and appearance perception are affected by the way parts of a garment are put together using lines, color and texture. Principles of design (i.e. unity, dominance, contrast, proportion, balance and rhythm) are also salient in achieving the goal of harmony in apparel (Hillestad, 1980; Butler, 1975; Wingate, 1970). A consumer who has knowledge of both elements and principles of design may apply them in assembling an entire costume for good fit to enhance satisfaction.

Therefore, the right clothes for an individual have each part of the outfit appearing to belong with the other parts. They must also be suited to the person wearing them, the occasion to which they are worn and the accepted style of the season. Clothing also determines to a large extent how one should appear on the street and in society,

the friends they make, the jobs they seek, and the company they seek (Kaiser, 1997; Horn, 1975; Storm 1987; Solomon, 1989). Furthermore, according to Kaiser (1997), communication is based not only on language but also on the senses, which include vision, tactile sensations, smell, and taste. This therefore accords salience to the need for an individual's awareness of the said senses and thus the choice of clothes that will give satisfaction to the consumer.

Enhanced consumer knowledge and skills are essential as they are expected to contribute to a consumer's more effective interaction in the market place for the best consumption (Knapp, 1991). Lack of consumer knowledge and effective consumer skills is however, a recognized problem in the society at all levels of age groups. Consequently, there are several programs and publications that are designed to aid consumers in improving their knowledge and skills in the selection of apparel products. For instance, a consumer report ("How to Judge" 1992) highlighted the topic on how to judge a suit, considering skills in evaluating fabric, construction, proportion, fit, style, and wear performance.

Today, with advanced technological development, several audio visual and computer educational programs are also available to consumers, including information on wardrobe

planning, fiber and fabric identification, color in clothing, clothing care and finding the best clothing values (Learning Seed, 1993). Nader (1992), a consumer activist, also stressed the importance of consumer knowledge and skills especially in relation to shopping. Clothing, requiring skills and knowledge about aesthetic aspects of clothing, size and fit, and fiber and fabric, is the major problem facing clothing consumers and is an area that requires consumers' continued learning. The problem facing the Kenyan clothing consumer is not how to be fashionable but how to develop good taste and judgment in selecting suitable apparel products for a high degree of satisfaction, which may result to maximum use of the purchased apparel. Therefore, there is need to carry out a study to determine whether factors that consumers consider in choosing apparel, give them satisfaction. The purpose of this study was to elicit the knowledge and skills used in the choice of apparel and the satisfaction obtained by the respondents.

The study aimed at determining the use of knowledge and skills related to apparel choice as related to the satisfaction perceived by the consumer. These attributes were tested against the independent variables that included gender and year of study. The findings of this study will contribute to consumer education in both schools and colleges. Consumer educators or Home Economics teachers will be able to test the level of consumer knowledge and skills in apparel consumption among their clientele and then develop educational programs for remedial purposes.

Importance of Dress/Appearance among the Youth

Social change subjects different age groups to different amounts of stress. Most affected are youths that are in the process of making a lifelong commitment to the future. They are most torn between the pulls of the past and the future. Whereas adolescents are struggling to define who they are, youths begin to sense who they are and thus recognize the possibility of conflict and disparity between their emerging selfhood and the social order (Kaiser, 1997).

According to Kefgen & Specht (1981) clothing continues to be a significant factor in the satisfaction of emotional and social needs. Virtually aware of how they should look, the

youth are often extremely critical about clothing and personal appearance. The clothes they wear affect how they feel and how they act. Self-confidence is enhanced when they know that they are well dressed by their peer group standards and any comments made by the significant others may encourage or discourage the use of the said clothing.

The socialization process is never totally complete. By young adulthood, values appear to be determined more by self-chosen principles, although sets of generalized others still remain important especially in certain contexts (Kaiser 1997). Once a self-concept is acquired, we continue to assess it for accuracy and relevance in light of culture change and social context (Kefgen & Specht 1981). As individuals acquire new information about themselves and as fashion and cultural changes provide impetus to self-discovery, perceived self-image is also likely to change.

Information about ourselves to enable self-assessment is acquired through feedback from others, personal comparison with others, and self-perception. In the process of constructing images of self, we may ask ourselves questions such as 'who am I?' and 'how do I appear before others?' Kaiser (1997) termed this process of perceiving ourselves through our imaginations of others impressions as the 'looking-glass self.'

A qualitative study among male and female undergraduates was undertaken to find out the differences in their perceptions about a favorite article of clothing that they have worn. The major gender difference emerging from the study related to the manner in which the clothing was viewed in connection with the self and others. Males were more likely than females to ground their association with a favorite article of clothing to a particular context. This includes athletics and parties, whereas females related their favorite articles of clothing to feelings they experience when they wear these clothes, e.g. cheery or friendly (Kaiser & Freeman, 1989). Buckley and Haefner (1984), in their study with a sample of college students found that they could enhance their attractiveness by their use of clothing. Thus, clothing may be a positive force in student strivings for approval to the extent that they feel satisfied that their clothing contributes to their attractiveness.

Positive interaction with others and peer approval is related to positive self-esteem. One element of self-esteem is satisfaction with one's outward appearance (Kaiser, 1997). Francis (1992) examined the relationship between perceived clothing deprivation and social participation at the high school level. The group of individuals with the least money available for clothing and the most concern about the appearance and appropriateness of the clothing they owned scored lowest on attractiveness, popularity, and skill in making friends (social competence). The group that scored lowest on inability to buy reported greater social participation. The group members whose clothing compared least favorably with their peers scored lowest on attractiveness, popularity, and skill in making friends i.e. social competence and reported the least social participation in terms of time spent with friends, attendance at weekly social events, and acceptance of social invitations. Academic achievement, adaptive behavior, age, attractiveness, career aspiration, peer acceptance, popularity, self-concept, and sex are variables that have been shown to be related to clothing satisfaction and clothing importance (Adams & Crane, 1980; Francis, 1992; Etherton & Workman, 1996).

The Importance of Knowledge and Skills in Selecting Consumer Products

Frazier (1985) outlined five components of global awareness/perspective as balanced development, voluntary simplicity, appropriate technology, international reciprocity, and sustainable lifestyles. Therefore, a global perspective consists of information, attitudes, awareness and skills which taken together can help individuals understand the world, how they affect others, and how others affect them.

Engel et al, (1993) suggested that a consumer should make judgment about consumer products on the basis of good reasons rather than force, self-interest, fear, and punishment. Therefore, consumers need to be exposed to opportunities that will enable them to acquire knowledge, skills, and sensitivities that are necessary for rational consideration.

Slattery (1995) suggested that global education should be geared towards self-development, human relations and citizenship that is liberal, with roots that are child-centered and with an

emphasis on personal development and liberation, and social adaptation. Therefore, consumer products are studied to determine what a consumer needs in order to acquire the relevant knowledge and skills for proper choice and satisfaction. The valued end is a consumer who is able to use thinking skills to solve problems and make decisions (Fritz, A.1988).

According to Brown and Paolucci (1979), the mission of Home Economics is to enable families, both as individual units and generally as a social institution to build and maintain systems of action which lead to consumers who are well informed, illuminated, aware, and knowledgeable and thus fulfilled.

Child-rearing practices may be a factor in the development of skills that encourage the consumer to be independent in their future selection of consumer products including apparel (Wichern & Nowicki, 1976). Therefore, individuals with an internal locus of control (i.e. those who depend on knowledge, skills and ability) are likely to: -

Be alert to aspects of others and their own clothing that provides useful information for future behavior. Therefore, they can be taught analytical and observational skills using magazines, newspaper articles, and advertisements, illustrations of people's clothing and how it has affected behavior.

Take steps to improve their environment, e.g. their clothing by making simple repairs. They may also be taught consumer decision-making skills that will help them to be wise consumers of clothing e.g. reading and interpreting care labels.

Place value on skill reinforcements by considering compliments from others, acknowledging their skills in choosing appropriate clothing or in combining items of clothing to create an individual look.

Be resistant to subtle influence of advertising and promotional efforts in their choice of clothing. Consumers can be taught skills in recognizing and interpreting the subtle messages being communicated through advertising and how to become aware and resist their appeals.

All of these skills ought to be regularly included in learning to enable consumers to develop interest and practical information that can potentially contribute to the development of an internal

locus of control orientation (Etherton & Workman, 1996).

METHODS

The study aimed at establishing the relationship between the knowledge and skills used in the selection of apparel and the satisfaction obtained from the apparel chosen. Therefore the knowledge and skills used, and the derived outcomes (satisfaction and dissatisfaction) were established through quantitative (using questionnaires) and qualitative methods (using focus group discussions). The accessible population was the undergraduate students of Moi University enrolled and registered for the 98/99 academic year. The sample consisted of 116 males and 94 females chosen in proportion to the population.

An insight into how knowledge and skills and satisfaction influence the respondent's perception of clothes during selection was sought through two focus group discussions involving six students (3 of each sex) from the sample population. The researcher used an interview guide for this exercise to assist in recording appropriate information from the focus group discussions. A self-administered questionnaire with both closed and open-ended items was also used to collect data from the respondents. The knowledge and skills test consisted of 14 items with a 'yes' and 'no' response category and the satisfaction test had 15 items with a 'satisfied' and 'not satisfied' response.

A pre-test was done among one general undergraduate class of 20 consisting of a relatively diverse group of students in terms of their academic year and sex. A pre-test form was included asking about the working and the format of the instrument. These students did not participate in the final study. To enhance the validity of the instrument, the experts of clothing assessed the instrument and advised on the adequacy in the coverage of all the areas stated in the title. They then indicated necessary changes in the instrument and the title. The questionnaire was reorganized to allow for better sequencing. The researcher gave a brief explanation to the respondents about the study. The questionnaires were then administered to the sampled respondents by the researcher. The researcher collected the questionnaires on completion. The

researcher also organized to have two focus group interviews with a sample from the targeted population so as to get in-depth information through free discussions where the valid respondents gave their own opinions, attitudes, values, beliefs or behaviors that the respondents hold highly during the consumption of apparel. Both qualitative and quantitative data was collected from the study. Quantitative data was analyzed using the statistical package for social sciences (SPSS-X). Descriptive statistics, that is, frequencies, percentages, and means were used to determine the variations in knowledge and skills used and the clothing outcomes. Chi-square, T-test, and simple ANOVA analysis for differences between means were used. Pearson product moment correlation coefficient (r) was used to determine the strength of relationship between continuous data. The results from qualitative data were analyzed and used to explain and describe the findings derived from the quantitative data.

RESULTS AND DISCUSSIONS

A country's input on education is its greatest resource. The young adults (ages 20-24) formed the population of this study, and were particularly well positioned in an institution of higher learning. It was crucial for this study to identify all the characteristics of the respondents that interacted to influence their apparel consumption behavior at this age and context. Based on a sample ($N=210$) of university undergraduate students, 45% ($n=94$) were females and 55% ($n=116$) were males. The higher number of males was proportional to their greater representation in the sampling frame. An approximately equal percentage of first years (24%) second years (26%) and third and fourth years (25% each) participated in the study.

Means of Obtaining Apparel

The majority of the 210 respondents (96%) participated in apparel selection. These had a very important implication on the study in that the respondents could understand the terms used in describing apparel and were able to answer the questions with ease. Most of the respondents (77%) obtained their apparel through buying, and 23% received gifts from parents, siblings, peers and guardians. This is confirmed by what one of the respondents said:

“... most of my clothes are inherited from my sisters and I enjoy receiving from them because they fit me perfectly”.

The sources of finances for buying apparel varied among the respondents with 66% being financed by their parents and guardians. University allowances were a source of finance for 23% of the respondents whereas 11% received from both sources.

The Knowledge and Skills Used in the Selection of Apparel

It was interesting to note the responses on the use and non-use of the various attributes of the knowledge and skills salient for apparel choice. (see Table 1). Out of all the efficient shopping skills, comparison- shopping was the most used with a rating of 55%, whereas less than 50% of the respondents planned for shopping and used budgeting skills. Some of the respondents indicated that they prefer doing comparative shopping to compare prices, styles and quality before making a decision. Others preferred buying apparel on impulse, especially from the second-hand clothes market. One of the respondents said:

“I find myself picking a pair of shoes, a t-shirt or anything on impulse when I am passing through the “mitumbas”, especially when the prices are reasonable.”

This is a common buying practice among consumers of all ages.

Forty eight percent (48%) of the respondents in this study did not use information gathering and evaluation skills. Research has demonstrated repeatedly that even highly experienced clothing experts have difficulty distinguishing natural synthetic fabrics based on the characteristics and the feel of the fabric (Cain, 1983). The high percentage of respondents who participate in buying confirmed their need to be equipped with adequate knowledge and skills required for choosing apparel.

Generally, the knowledge and skills salient for apparel choice were not highly used by these respondents.

Salient knowledge and skills used according to gender of respondents

The gender of respondents affected their ability in the use of the salient knowledge and skills required for satisfactory purchase of apparel. The female respondents (77%) used more of the

consumer information available on matters pertaining to apparel, knowledge of legal and economic issues (87%), budgeting skills (79%), and information interpretation (77%) than the male respondents (see Table 1). Probably this is because women benefit more from mass media, as advertisements and fashion shows are basically more focused on females.

It was disturbing to note that the knowledge and skills required for better consumerism of apparel were not highly used even with progress in education. This indicates that the undergraduates may graduate from the university before they are well equipped with knowledge and skills for the consumption of apparel and yet clothing does impact on everyone's life daily. A good example of the very low scores in the use of the knowledge and skills included the knowledge of legal and economic issues with only 18% first years, 15% second years, 17% third years and 25% fourth years, indicating that they used them highly (see Table 1).

Apparel Satisfaction

Perhaps as an internalized means of gaining some control over social acceptance, the young adults begin to believe and accept themselves and their clothing styles, more than adolescents (Newman & Newman 1976), who are more interested in recognition and peer acceptance from the clothing that they wear. The young adults can also enhance their clothing satisfaction by using other appearance enhancement accessories such as cosmetics, jewellery, shoes and hairstyles.

The influence of factors determining apparel choice on satisfaction

Chi-square was used to determine the existence of any differences between respondents who had adequate and inadequate resources for obtaining apparel. The results showed that the adequacy of apparel allowance affected the satisfaction obtained ($\chi^2 = 4.89$, $p = 0.027$, see Table 2).

A Chi-square analysis of the use of knowledge and skills by year of study of the subject showed a non-significant relationship with all the knowledge and skills attributes. This indicates that the year of study of the respondents did not significantly affect the use of the knowledge and skills required for apparel consumption. However, the analysis showed that the knowledge and skills used during apparel selection significantly influenced the satisfaction of the respondents

with chosen apparel ($\chi^2 = 10.46, p = .001$) (see Table 2).

Table 1: Distribution of respondents using knowledge and skills required in apparel choice

Knowledge & skills Variables	Variable attributes	Percentage of respondents using knowledge and skills							
		Total % N=210	Males n=116	Females n=94	1 st year n=51	2 nd year n=54	3 rd year n=53	4 th year n=52	
Efficient Shopping Skills	Comparison shopping	55	52	48	49	56	55	40	
	Value oriented shopping	52	58	66	37	45	47	25	
	Planned shopping	49	53	66	51	46	34	35	
	Information gathering & Evaluation skills	52	70	67	29	35	32	29	
Product Knowledge	Budgeting skills	45	60	70	35	41	38	29	
	Fabric knowledge	54	60	63	43	41	32	40	
	Fashion knowledge	45	60	73	51	30	28	27	
	Appearance enhancement Management	58	52	55	51	40	57	40	
General Consumer Proficiency	Informed consumer	39	60	77	33	33	28	35	
	Knowledge of legal	35	77	87	18	15	17	25	
	Economic issues								
	Budgeting skills	49	61	79	37	37	42	25	
	Information interpretation	42	66	77	35	28	23	31	

Note: Multiple responses allowed.

Table 2: Relationship of adequacy of allowance and knowledge with satisfaction with chosen apparel

Factor	Unsatisfied		Satisfied		Total	
	N=112		N=98		N=210	
	n	%	n	%	n	%
Allowance*						
• Adequate	16	38	26	62	42	100
• Not Adequate	96	57	72	43	168	100
Knowledge*						
• Adequate	29	51	37	65	57	100
• Not Adequate	92	60	61	40	153	100

P<0.05

The influence of gender on the use of knowledge and skills

Further analysis of the use of knowledge and skills was done to determine the existence of any differences between male and female students (see Table 3). There were significant differences in the respondents' use of fashion knowledge ($t = 1.61, p = .012$) and budgeting skills ($t = 0.76, p = .020$). The female respondents ($M = 2.27$) used more of fashion knowledge than the male

respondents ($M = 2.16$). Female respondents were also found to be better informed about apparel products ($t = 2.36, p = .019$), perhaps because females in this context tend to be more inquisitive about what they see around them and are therefore able to gather information from each other and the surrounding easily.

"We enjoy shopping to the point of recreation, and therefore place great importance on almost all clothing information sources"

The knowledge of legal and economic issues ($t =$

3.03, $p = .003$), and information interpretation ($t = 1.93$, $p = .05$) also exhibited significant

relationships with male respondents exhibiting greater use of these skills.

Table 3: T-test table showing the relationship between gender and the use of knowledge and skills

Variables	Attributes	Mean		t-value	Sig
		Males	Females		
Efficient shopping Skills	Comparison shopping	2.41	2.49	-0.92	.361
	Value oriented shopping	2.27	2.21	0.56	.573
	Planned shopping	2.41	2.44	1.87	.063
	Information gathering & Evaluation skills	2.09	2.12	-0.22	.824
	Budgeting skills	2.31	2.21	1.14	.254
Product Knowledge	Fabric knowledge	2.25	2.23	0.17	.869
	Fashion knowledge	2.16	2.27	1.61	.012*
	Appearance enhancement Management	2.36	2.33	0.34	.732
General Consumer Proficiency	Informed consumer	2.15	2.34	2.36	.019*
	Knowledge of legal	1.96	1.66	3.03	.003**
	Economic issues				
	Budgeting skills	2.24	2.17	0.76	.020*
	Information interpretation	2.23	2.06	1.93	.050*

* $p < .05$, ** $p < .01$

The influence of gender on satisfaction with apparel

The t-test analysis revealed generally non-significant relationships between satisfaction attributes and the sex of the respondents (see Table 4). However, the females ($M = 4.07$) were more satisfied with their apparel's ease of care ($t = -1.23$, $p = 0.025$) than the male respondents (see Table 4). This could be because most ladies-wear within a college context may require hand washing and some of the gent's apparel requires dry-cleaning. Most ladies also enjoy laundry work more than gentlemen. The male students felt that this was a ladies task. The other attributes that had significant relationships include "my garments are well fitting" ($t = -0.10$, $p = .047$) and "is the right texture for self" ($t = -1.26$, $p = .028$). From observations, complaints about the fit of a garment are generally heard from ladies. This is because more females than males come in various shapes and figures that may not have been catered for especially in ready- made apparel. More females ($M = 3.88$) were also satisfied with the texture of apparel. Perhaps the use of fabrics that are fashionable gives females the satisfaction that they require as long as it is the texture on fashion.

Table 4: T-test table showing the relationship between gender and satisfaction

Satisfaction variables	Mean Score		t-value	Sig
	M	F		
My garments are well fitting	4.23	4.24	-0.10	.047*
My dressing is good looking	4.12	4.05	0.58	.564
Elicits good comments	3.79	3.80	-0.04	.968
Is the right color for self	3.91	3.99	-0.68	.496
Is fashionable	3.74	3.79	-0.35	.730
Gives me a high self concept	3.90	3.95	-0.40	.692
Is good for the season	3.84	3.76	0.67	.501
Is correct length for self	4.29	4.30	-0.04	.964
Is comfortable	4.41	4.40	0.01	.993
Is the right style for self	3.86	4.06	-1.55	.123
Is the right texture for self	3.72	3.88	-1.26	.028*
Is easy to care for self	3.93	4.07	-1.23	.025*
Is durable	4.22	4.15	0.59	.559
Is versatile (can be combined)	4.03	4.10	-0.50	.621
Is the latest brand	3.22	3.20	0.09	.929

* $p < .05$, ** $p < .01$

Relationships between satisfaction and the major variables of study

Correlation analysis of satisfaction with the major knowledge and skills variables that influence apparel choice revealed a positive significant relationship with the use of knowledge and skills ($r = 0.2712$ at $P < .01$). Product knowledge ($r = .2096$) and efficient shopping skills ($r = .2067$) were significant at $P < .01$ (see Table 5). Thus satisfaction with chosen apparel increased with an increase in the use of knowledge and skills, in a strong relationship. A possible explanation for this is that product knowledge, which includes the knowledge of fashion, fabric, and appearance enhancement is an area that consumers are greatly concerned about and satisfaction may be enhanced through maximizing the use of product knowledge. Efficient shopping skills, which

include aspects of comparative shopping, planned shopping and information gathering seem to come from outside forces such as economic drawbacks and value orientation from learned experiences.

All the significantly related attributes were positively correlated with satisfaction, indicating that satisfaction with apparel consumption increased with greater use of these attributes.

A correlation analysis revealed that adequacy of shopping allowances was positively correlated with clothing satisfaction ($r = .2052$, $P < .01$), (see Table 5) that is, higher scores on adequacy of apparel allowance were associated with higher scores on the clothing satisfaction measure. It may follow that the respondents bought more quality and quantity goods with an increase in apparel allowance and this therefore improved their satisfaction.

Table 5: Correlation matrix among all major variables

	1	2	3	4	5	6	7	8
1. Sex of study	—							
2. Adequacy of allowance	.0047	—						
3. Satisfaction	-.0527	.1950	—					
4. Product Knowledge	-.0570	-.0335	.2052**	—				
5. General consumer proficiency	.0799	-.829	-.2185**	.2096**	—			
6. Efficient shopping skills	-.2105*	-.0591	-.0718	.1427*	.1870**	—		
7. Knowledge and skills.	.0659	-.0988	-.0211**	.2067**	.9845**	.1731*	—	
	.1672*	-.1214	-.1284	.2712**	.5933**	.1152**	.5786**	—

** $p < .01$, * $p < .05$.

The perceived may give in to comments such as "that doesn't look good on you" from a close friend, therefore accepting it and dressing more often in styles that received positive comments such as "that looks good on you." With time, individuals may therefore not need much more of close friends, or even school education to choose apparel appropriately for better fit and satisfaction. Many students commented on the need to distance themselves from negative identities they once embraced from comments flowing from their friends e.g.

"That skirt makes you look twenty years older, you'll look better in a straight skirt."

Therefore the way that an individual dresses may be a contracted and modified level from the perceptions of those within their context. The perceived may want to be in harmony with those that perceive them by accepting what is perceived to be acceptable within a given context.

Pearson product moment correlation showed non-significant negative relationships for satisfaction ($r = -.0335$) with apparel and all the knowledge and skills attributes ($r = -.1214$) by year of study, (see Table 5). The low negative

correlations indicate that the respondents' advancement in studies did not make a great difference in their knowledge and skills used and satisfaction with chosen of apparel. They are also likely to be less careful about fashion knowledge probably because they care more about making the best choice among affordable alternatives, regardless of the fashion trend.

CONCLUSIONS AND RECOMMENDATIONS:

Findings of this study suggest that knowledge and satisfaction with allowance influence satisfaction with choice of apparel.

There should be educational programs that enhance the knowledge and skills required for all consumers and help them to be more prepared to face the challenges in the market place.

Changes in today's society oblige all educators to expand, redefine, and re-package current programming to meet the priority needs of all consumers. The consumers in this study were highly interested in knowing more about apparel selection. Therefore, the curriculum should be redesigned to cater for aesthetic programs that will reach and benefit all categories of consumers.

Clothing, textiles and design specialists must broaden the audiences they serve as their profession has been concerned with the well being of individuals and families. Thus they should empower individuals to enable their physical, psychosocial, economic, and aesthetic well being in the area of apparel to increase their knowledge and skills. On a broader view, all the areas that can empower individuals strengthen families and enable communities need to be stressed

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