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**The development of a prototype uniform for high school girls in
Swaziland**

Sibongile Buyisile Ndlangamandla

Master's in Consumer Science (Clothing Management)

Supervisor: Prof H M de Klerk

October 2010



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Swaziland**

by

Sibongile Buyisile Ndlangamandla

Dissertation submitted in partial fulfilment of the requirements for the degree

Master's in Consumer Science (Clothing Management)

**In the Faculty of Natural and Agricultural Sciences
Department of Consumer Science
University of Pretoria**

Supervisor: Prof HM de Klerk

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DECLARATION

I declare that the dissertation, which I hereby submit for a Master's degree in Consumer Science (Clothing Management) at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

.....

Sibongile Buyisile Ndlangamandla

.....

DATE

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I wish to express my sincere gratitude to the following persons, who contributed immensely to the success of my study:

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- God for being my strength and pillar always.

ABSTRACT

The development of a prototype uniform for high school girls in Swaziland

by

Sibongile Buyisile Ndlangamandla

Supervisor: Prof H M de Klerk

Department: Consumer Science

Degree: Master's Consumer Science (Clothing Management).

A study was carried out to:

- i) Determine and describe all the stakeholders' preferences and problems with regard to high school girls' uniform; and
- ii) To make recommendations for the prototype uniform that could be tested amongst stakeholders.

A survey was conducted through three questionnaires for the three different groups, namely the Form-3 girls, parents (represented by the mothers), and the teachers at the school, to determine the functional and aesthetic preferences and problems experienced with the current school uniform. Form-3 girls were selected because it was assumed they had passed the spurt of growth between the ages of 15 and 17 years. Their mothers had the experience of purchasing the family's clothes, while the teachers spend most of the time with the girls observing the quality features of the uniform. Purposive sampling was used to select the girls, their mothers and five teachers from each school, resulting in a total sample of 150 girls, 150 mothers and 84 teachers. Fifteen (15) schools were selected from two highly populated urban areas, namely: the Hhohho region (Mbabane) and the Manzini region (Manzini).

The analysis starts with the descriptive characteristics of the demographic information of the stakeholders in the uniforms used in the school. Data was expressed in frequencies and percentages. Means and standard deviations were ranked in descending order, the most preferred functional and aesthetic features placed at the top. The functional and aesthetic performance problems were also ranked, with the feature giving most problems placed at the top.

The study revealed that Swazi high school girls rated both their functional and aesthetic preferences high. Amongst the performance preferences, sensory-aesthetic dimensions were rated as very important, followed by durability (that the tunic should not fade in colour), comfort and ease of care. Performance preferences that were considered less important by the girls were the wearing of the tunic in summer and winter and using the tunic for class and sports.

Mothers were not asked about comfort preferences because they do not wear the tunic; however, amongst the functional performance qualities tested on them, durability, care and cost were considered important. As was the case with the girls, mothers also considered symbolic preferences less important, for example that the tunic should show family and cultural values. The comparison of the combined functional dimensions to the combined aesthetic dimensions indicated that the girls and their mothers rated the functional performance preferences of the tunic higher than the aesthetic performance preferences.

Teachers were only asked to respond on end-use and symbolic qualities of the tunic. Teachers considered the wearing of the tunic in winter and summer more important than the symbolic preferences. Symbolic preferences were also seen to be less important with the girls and their mothers.

From the problems it can be concluded that the mothers and the girls did not experience major problems, except that the tunic fades. Mothers saw the cost of the tunic to be too expensive, as the same tunic could not be worn for sports.

All the preferences relate to choice of style and fabric. Consumers preferred a panelled style of tunic with a waistline; however, in order to accommodate for growth, a semi-fitted princess style was recommended.



TABLE OF CONTENTS

LIST OF TABLES	ix
LIST OF FIGURES.....	xi
LIST OF ADDENDA	xii
CHAPTER ONE: THE STUDY IN PERSPECTIVE	1
1.1 INTRODUCTION, PROBLEM STATEMENT AND JUSTIFICATION	1
1.1.1 Introduction	1
1.1.2 Problem statement.....	3
1.1.3 Justification of the study	4
1.2 THEORETICAL BACKGROUND ON QUALITY.....	4
1.3 CONCEPTUAL FRAMEWORK AND RESEARCH OBJECTIVES	5
1.3.1 Conceptual framework.....	5
1.3.2 Research objectives	7
1.4 SAMPLING PROCEDURE AND DATA COLLECTION METHOD.....	12
1.5 PRESENTATION AND STRUCTURE OF THE DISSERTATION.....	12
CHAPTER TWO: LITERATURE REVIEW	14
2.1 INTRODUCTION	14
2.2 CHANGES IN THE STAKEHOLDERS' ENVIRONMENT	14
2.2.1 Physical, emotional and psycho-social development of the adolescent high school girl	14
2.2.1.1 Physical development.....	15
2.2.1.2 Emotional development	16
2.2.1.3 Psycho-social development.....	18
2.2.2 Economic, lifestyle and cultural changes of parents	19
2.2.3 Changes in the school environment	24
2.3 THE CONCEPT OF QUALITY FROM A CONSUMER'S POINT OF VIEW.....	26
2.3.1 Functional quality features related to preferences regarding a school tunic.....	26
2.3.1.1 Comfort	27
Material	27

Fit	28
Style	30
2.3.1.2 Durability	31
2.3.1.3 Care	32
2.3.1.4 End-use.....	34
2.3.1.5 Cost	35
2.3.2 Aesthetic quality features related to preferences regarding a school uniform	37
2.3.2.1 Sensory dimension	38
2.3.2.2 Emotional dimension	39
2.3.2.3 Symbolic dimension.....	39
2.4 IMPLICATIONS FOR THE STUDY	41
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	43
3.1 CONCEPTUAL FRAMEWORK AND OBJECTIVES	43
3.1.1 Conceptual framework.....	43
3.1.2 Research objectives	45
3.2 RESEARCH DESIGN	49
3.3 SAMPLING PLAN	49
3.3.1 Units of analysis.....	49
3.3.2 Sample selection and sample size	50
3.4 DATA COLLECTION	50
3.4.1 Data collecting instrument	50
3.4.2 Data collecting methods and procedures	51
3.5 DATA ANALYSIS AND OPERATIONALISATION.....	52
3.5.1 Coding and capturing of the data	52
3.5.2 Operationalisation	53
3.5.3 Explanation of statistical methods	64
3.5.3.1 Mann-Whitney and Kruskal-Wallis tests	64
3.5.3.2 Spearman's rank-order correlation coefficient.....	65
3.6 QUALITY OF THE DATA.....	65
3.6.1 Reliability.....	65
3.6.2 Validity	65
3.7 ETHICS.....	67

3.7.1	Informed consent	67
3.7.2	Access and acceptance	67
3.7.3	Confidentiality and anonymity	67
3.7.4	Privacy	68
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION.....		69
4.1	INTRODUCTION.....	69
4.2	DEMOGRAPHIC AND OTHER DESCRIPTIVE CHARACTERISTICS OF THE SAMPLE	69
4.2.1	Demographic distribution of the schools and homes.....	69
4.2.2	Working status of the mothers	70
4.2.3	Age distribution of the girls in form 3	70
4.2.4	Mothers' willingness to pay for school uniforms	72
4.2.5	Caring for uniforms	73
4.3	PREFERENCES REGARDING UNIFORMS.....	74
4.3.1	Preferences regarding the style.....	74
4.3.2	Preferences regarding fit from the girls and the mothers	75
4.3.3	Current colours for tunics and their preferences	77
4.3.4	Colours of current skirt and preferences	79
4.3.5	Colours of current jersey and preferences	81
4.4	PREFERENCES REGARDING A SCHOOL TUNIC FROM GIRLS, MOTHERS AND TEACHERS.....	82
4.4.1	Functional and aesthetic preferences of girls with regard to their school tunic.....	82
4.4.2	Functional and aesthetic preferences of mothers with regard to their girls' school tunic	85
4.4.3	Functional and aesthetic preferences of teachers with regard to the girls' school tunic	87
4.5	PROBLEMS WITH THE SCHOOL TUNIC EXPERIENCED BY GIRLS, MOTHERS AND TEACHERS.....	88
4.5.1	Functional and aesthetic problems of girls with regard to their school tunic.....	88
4.5.2	Functional and aesthetic problems of mothers with regard to their girls' school tunic	91

4.5.3	Functional and aesthetic problems of teachers with regard to the girls' school tunic	93
4.6	COMBINED MEANS OF GIRLS', MOTHERS' AND TEACHERS' PREFERENCES ON EACH DIMENSION	94
4.7	COMBINED MEANS OF THE GIRLS', MOTHERS' AND TEACHERS' PROBLEMS ON EACH DIMENSION	97
4.8	ASSOCIATION BETWEEN COMBINED VARIABLES ON PREFERENCES	99
4.9	ASSOCIATION BETWEEN COMBINED VARIABLES ON PROBLEMS ..	100
4.10	DISCUSSION AND INTERPRETATION OF THE RESULTS	101

CHAPTER FIVE: CONCLUSIONS, RECOMMENDATIONS AND EVALUATION

	OF THE STUDY	108
5.1	INTRODUCTION	108
5.2	CONCLUSIONS.....	108
5.2.1	Conclusion with regard to girls', mothers' and teachers' functional and aesthetic performance preferences for a school tunic.....	108
5.2.2	Conclusion with regard to girls', mothers' and teachers' functional and aesthetic performance problems with the school tunic.....	110
5.3	RECOMMENDATIONS FOR A NEW PROTOTYPE TUNIC	112
5.4	EVALUATION OF THE RESEARCH.....	115
5.5	SUGGESTIONS FOR FUTURE RESEARCH AND LIMITATIONS OF THE STUDY.....	117
	LIST OF REFERENCES.....	120

LIST OF TABLES

TABLE 3.1:	DEMOGRAPHIC INFORMATION OF GIRLS	53
TABLE 3.2:	DEMOGRAPHIC INFORMATION OF MOTHERS.....	53
TABLE 3.3:	DEMOGRAPHIC INFORMATION OF TEACHERS	54
TABLE 3.4:	SPECIFIC OBJECTIVE 1	55
TABLE 3.5:	SPECIFIC OBJECTIVE 2	56
TABLE 3.6:	SPECIFIC OBJECTIVE 3.....	57
TABLE 3.7:	SPECIFIC OBJECTIVE 4.....	58
TABLE 3.8:	SPECIFIC OBJECTIVE 5.....	59
TABLE 3.9:	SPECIFIC OBJECTIVE 6.....	60
TABLE 3.10:	SPECIFIC OBJECTIVE 7.....	61
TABLE 3.11:	SPECIFIC OBJECTIVE 8.....	62
TABLE 3.12:	SPECIFIC OBJECTIVE 9.....	62
TABLE 3.13:	SPECIFIC OBJECTIVE 10.....	63
TABLE 3.14:	SPECIFIC OBJECTIVE 11.....	63
TABLE 3.15:	SPECIFIC OBJECTIVE 12.....	64
TABLE 4.1:	DEMOGRAPHIC DISTRIBUTION OF THE SCHOOLS AND HOMES	69
TABLE 4.2:	WORKING STATUS OF MOTHERS	70
TABLE 4.3:	AGE DISTRIBUTION OF GIRLS	70
TABLE 4.4:	MOTHERS' WILLINGNESS TO PAY FOR SCHOOL UNIFORMS	72
TABLE 4.5:	PREFERENCES FOR STYLE OF UNIFORMS.....	74
TABLE 4.6:	PREFERENCES OF MOTHERS AND GIRLS REGARDING FIT	75
TABLE 4.7:	COLOURS OF THE CURRENT TUNICS AND PREFERENCES	77
TABLE 4.8:	COLOURS OF CURRENT SKIRTS AND PREFERENCES FOR SKIRT.....	79
TABLE 4.9:	COLOURS OF CURRENT JERSEYS AND PREFERENCES	81
TABLE 4.10:	FUNCTIONAL AND AESTHETIC PREFERENCES OF GIRLS WITH REGARD TO THEIR SCHOOL TUNIC	84

TABLE 4.11:	FUNCTIONAL AND AESTHETIC PREFERENCES OF MOTHERS WITH REGARD TO THEIR GIRLS' SCHOOL TUNIC.....	86
TABLE 4.12:	FUNCTIONAL AND AESTHETIC PREFERENCES OF TEACHERS WITH REGARD TO THEIR GIRLS' SCHOOL TUNIC.....	87
TABLE 4.13:	FUNCTIONAL AND AESTHETIC PROBLEMS OF GIRLS WITH REGARD TO THEIR SCHOOL TUNIC.....	90
TABLE 4.14:	FUNCTIONAL AND AESTHETIC PROBLEMS OF MOTHERS WITH REGARD TO THEIR GIRLS' SCHOOL TUNIC.....	92
TABLE 4.15:	FUNCTIONAL AND AESTHETIC PROBLEMS OF TEACHERS WITH REGARD TO THE GIRLS' SCHOOL TUNIC	94
TABLE 4.16:	MEANS OF THE GIRLS' COMBINED PREFERENCES FOR THE VARIOUS DIMENSIONS	95
TABLE 4.17:	MEANS OF THE MOTHERS' COMBINED PREFERENCES FOR THE VARIOUS DIMENSIONS	95
TABLE 4.18:	MEANS OF THE TEACHERS' COMBINED PREFERENCES FOR THE VARIOUS DIMENSIONS	95
TABLE 4.19:	COMBINED MEANS OF THE GIRLS' COMBINED PROBLEMS FOR THE VARIOUS DIMENSIONS	96
TABLE 4.20:	MEANS OF THE GIRLS' COMBINED PROBLEMS FOR THE VARIOUS DIMENSIONS	97
TABLE 4.21:	MEANS OF THE MOTHERS' COMBINED PROBLEMS FOR THE VARIOUS DIMENSIONS	97
TABLE 4.22:	MEANS OF THE TEACHERS' COMBINED PROBLEMS FOR THE VARIOUS DIMENSIONS	98
TABLE 4.23:	COMBINED PROBLEMS FOR THE VARIOUS DIMENSIONS.....	98

LIST OF FIGURES

FIGURE 1.1:	SCHEMATIC CONCEPTUAL FRAMEWORK FOR THE STUDY	6
FIGURE 3.1:	SCHEMATIC CONCEPTUAL FRAMEWORK FOR THE STUDY	44
FIGURE 4.1:	AGE DISTRIBUTION OF GIRLS	71
FIGURE 4.2:	MOTHERS' WILLINGNESS TO PAY FOR UNIFORMS.....	72
FIGURE 4.3:	CARING FOR SCHOOL UNIFORMS	73
FIGURE 4.4:	PREFERENCES OF MOTHERS AND GIRLS REGARDING FIT	75



LIST OF ADDENDA

ADDENDUM A:	QUESTIONNAIRE FOR GIRLS	127
ADDENDUM B:	QUESTIONNAIRE FOR MOTHERS	133
ADDENDUM C:	QUESTIONNAIRE FOR TEACHERS	139

THE STUDY IN PERSPECTIVE

1.1 INTRODUCTION, PROBLEM STATEMENT AND JUSTIFICATION

1.1.1 Introduction

A uniform is defined as a special set of similar clothing worn by a group of people, showing attachment to a certain organisation (Delhaunty & MacDonald, 1996:127). For example, adolescent schoolgirls in Swaziland daily wear uniforms during school hours. This practice is normally referred to as corporate wear (Uhland, 2000). Clothes and appearance say a great deal about the wearer. A student is normally judged by the clothes she wears. An adolescent is in a developmental stage, moving away from childhood. Development affects the shape of her figure, which in turn influences the choice of a uniform.

The development of adolescents is a continuing growth from childhood. In reality, during the developmental process, physical features are easily observed, whereas development also includes emotional and socio-psychological changes. That is why Morrison (1990:3) describes development as a whole sum of the physical, emotional and social changes that take place from conception through adolescence. Apart from natural physical development, environmental factors such as nutrition, media and culture also influence the development of an adolescent as a whole.

The cultural and social environment is made up of organisations and other factors that affect a society's basic values and preferences (Kotler & Armstrong, 1999:81). The factors include morals, religion, beliefs and knowledge of members in society. Adolescents are part of society. Parents and other opinion leaders are capable of instilling basic values and beliefs. Swazis value their cultural norms. When an organisation like a school brings in an ideology, for instance a new uniform, the tendency is that a multitude of questions arise from the consumers about the product. Swazis have their traditional dress, but at school students wear a special uniform. It is a norm that females are not supposed to wear trousers or miniskirts.

In the social and cultural environment, people react to one another, resulting in a felt need for clothing beyond the protection it might offer. Lamb and Kallal (1992) also mention that designers should compile a profile about the target consumers so as to identify their needs and wants. The adolescents are the ultimate users of the uniform. Consumers' needs may be functional. The functional performance includes the cost and service of the garment, rather than the beauty of the garment (Brown & Rice, 1998:38). However, adolescents are concerned about their appearance. The aesthetics of the uniform should therefore be impressive to them. What may be considered expensive to parents may be the opposite for adolescents, which indicates that consumers' needs may differ.

The main reason for wearing uniforms is to maintain uniformity of appearance in dress code. Uniforms perform various functions apart from being used for uniformity, such as protection, comfort, status, role identification, aesthetics and others (Huck, Maganga & Kim, 1997). Hence knitted uniforms provide protection from the cold and serve as a cover for the body, while woven fabrics may be light or of medium weight to suit hot weather. The good appearance of students may result from neat and attractive clothing.

A uniform in Swaziland is compulsory for all students in schools. This shows that Swazis regard a uniform as an important dress code for students. The poverty rate of 69% – as shown in the Swaziland Household Income and Expenditure Survey (2001-2001:40) – indicates that many families are poor. In the Swazi community, a uniform is regarded as a relief to most families. To show that the wearing of a uniform is important in Swaziland, students are usually punished for not being in proper school uniform. Campbell (2001) and Hui-Mei (2004) state that there are more advantages than disadvantages to school uniforms. The presence of a school uniform eases the financial burden for parents, as all the students will use the same quality uniform instead of brand names. Uniforms do away with fashion, which encourages competition amongst peers. Cheng (1998) and Tshivhidzo (2006) observed that social and economic status is eliminated in a classroom situation. This may enable students to perform well academically because there is no attached status (Campbell, 2001).

Seeing the many advantages of uniforms, stakeholders in Swaziland might have a certain expectation about the uniform, which may be functional, aesthetic or economic. Despite its many advantages, it seems that adolescents and parents are currently not satisfied

with the school uniforms of adolescents. Swazi girls seem to be experiencing many problems with the current uniform. From the adolescents' point of view it may be that the many physical, emotional and social changes that take place have not been kept in mind when the current uniform was developed, resulting in the functional problems, such as comfort or wearability, or in aesthetic problems such as that the uniform does not fit the typical Swazi girl's figure.

From the parents' point of view it may be that economic, social and lifestyle changes have not been kept in mind when the current uniform was developed, resulting in economic problems (such as too expensive uniforms), social problems (such as that the uniform does not communicate cultural or personal values), or lifestyle problems (such as that the uniform requires special care that is not available for parents).

1.1.2 Problem statement

Parents and guardians are directly affected by the spiralling costs of uniforms (Campbell, 2001). In the case of Swaziland, parents and guardians are currently complaining about too many different sets of school uniforms. According to *The Times of Swaziland* dated 16.02.2007, in the Hhohho region Mr Zachariah Nhlabatsi, a school committee member, forwarded parents' complaints to the Minister of Education on behalf of the school committees, stating that schools were introducing too many different sets of school uniforms. They felt some of the sets were unnecessary and were too expensive for them. In an interview dated 22.02.2007, the Shiselweni regional education officer, Daniel Mayisela, confirmed that parents had forwarded their grievances about the sets of uniform. Furthermore, the Ministry of Education has no instrument or policy that controls school uniforms, beside the basic minimum requirement. It is unfortunate that research to find out consumers' needs in relation to the uniform in schools has not been conducted in Swaziland, resulting in a knowledge gap with regard to the needs and preferences of all stakeholders.

The purpose of this study is therefore to:

- determine and describe all stakeholders' preferences and problems with regard to a school uniform for high school girls in Swaziland; and
- to make recommendations for the prototype uniform that could be tested amongst stakeholders.



1.1.3 Justification of the study

The government of Swaziland encourages all parents to send their children to school. Amongst other factors which might make children perform well, is a school uniform. This study addresses the needs of uniform consumers in Swaziland as well as the problems that they experience with the current uniforms. The Ministry of Education will get to know the preferences and the problems of the parents, high school girls and teachers, which will make it possible for the Ministry of Education to formulate a policy for uniforms based on the needs of the consumers. The publication of the study will bring awareness to the producers about the quality standards to be met when producing uniforms for the girls. The parents, teachers and girls will come up with a prototype uniform of their choice.

1.2 THEORETICAL BACKGROUND ON QUALITY

Quality is defined as the degree of excellence of a garment to satisfy consumers' needs (Brown & Rice, 1998:37). Stakeholders of uniforms should assess the quality of uniforms at the point of purchase and during use. Marshal, Jackson, Stanely, Kefgen and Touchie-Specht (2004:334) state that consumers' evaluation of a garment depend on whether they value durability or aesthetics. Consumers of uniforms in Swaziland do not assess all the quality features of uniforms as they are usually compelled to purchase the uniform for the school. The quality of a garment at the purchase point may be determined by the qualities of each part from design to completion details (Marshal *et al.*, 2004: 334). The quality of the uniforms may be rated high if the material is very good and poor if it is not good. When assessing quality at the purchase point, Brown and Rice (1998:38) state that consumers evaluate the garment's physical features and its attractiveness (aesthetics.)

Apart from the physical features of a garment, consumers also assess the performance features of a garment (Kadolph, 1998:241). Past experience of the consumer serves to influence the decisions at the purchase point of the uniform. When the product does not meet the parents' expectation, however, they will search for another retailer. Performances firstly takes into consideration the expectation about the aesthetics of the garment, that is how the figure looks (Wheat & Dickson, 1999); secondly performance takes into consideration its functionality, the usefulness and longevity of the garment. It can be speculated that consumers of uniforms have certain expectations since quality

means that conformance standards have to be met in relation to the physical, emotional and social development of the adolescent girl.

In order to address the problem, it is therefore firstly necessary to understand apparel quality from a consumer's point of view, secondly to understand how changes in the adolescent Swazi girl affect the problems that she experiences with the current uniform as well as the functional and aesthetic preferences that she has for the uniform, and thirdly to understand how changes in the parent and school environment affect the problems that these stakeholders experience with the current uniform, as well as the functional, aesthetic and economic preferences that they have for a school uniform.

1.3 CONCEPTUAL FRAMEWORK AND RESEARCH OBJECTIVES

1.3.1 Conceptual framework

The conceptual framework presents systematic descriptive categories of the study in Figure 1.1.

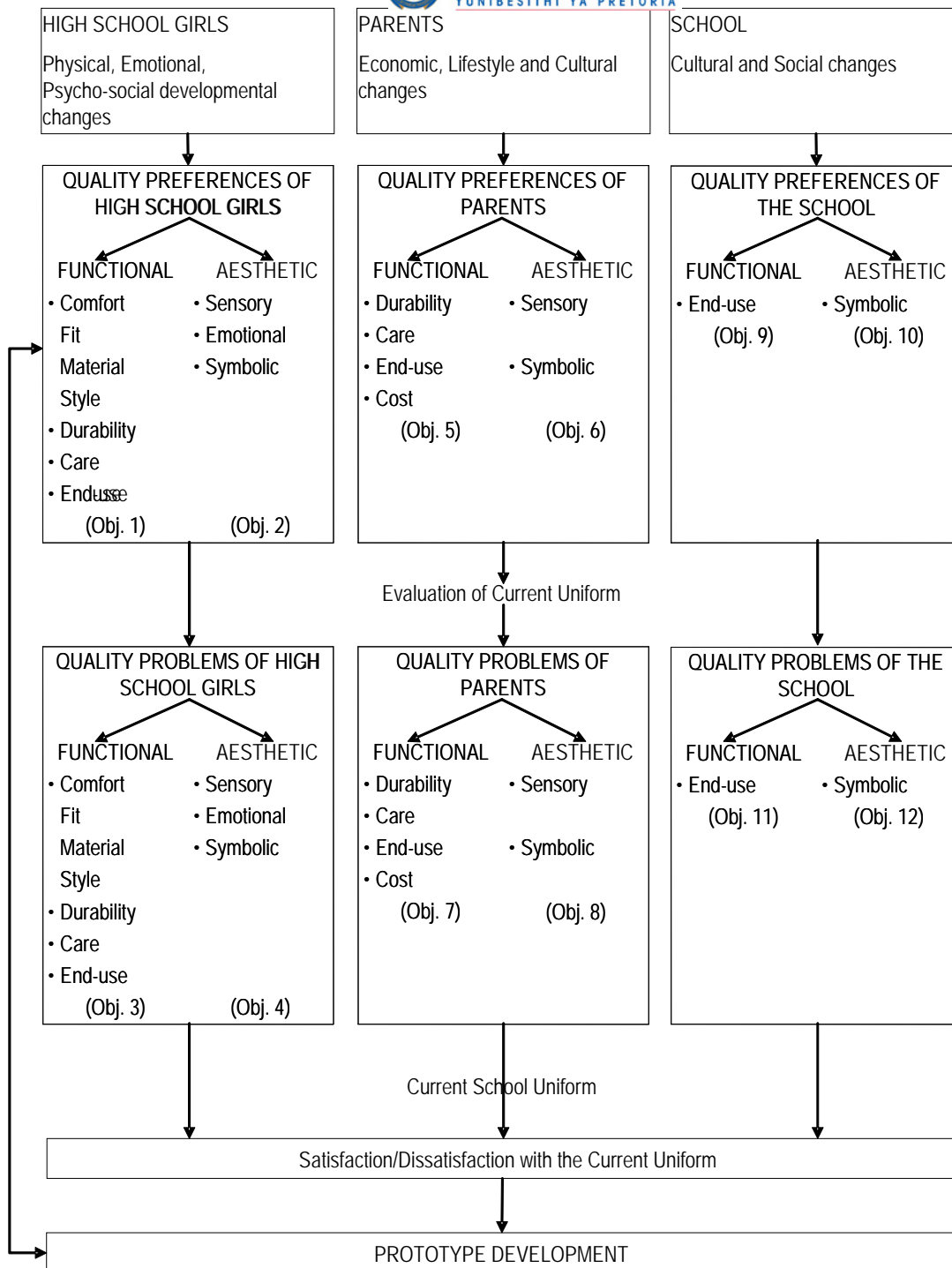


FIGURE 1.1: SCHEMATIC CONCEPTUAL FRAMEWORK FOR THE STUDY

For this study I have used the clothing consumer quality evaluation theory for the theoretical perspective. See Figure 1.1. The schematic conceptual framework shows that high school girls, parents as well as the schools are collectively the stakeholders, who

are essential in the development of the prototype school uniform. It can be observed that as girls change or undergo developmental changes, physically, socio-psychologically and emotionally, their preferences with regard to their school uniform also change. Parents, on the other hand have to adjust to the changes and demands of their children, which may then affect the economic status of the parents. The schools also pose challenges as social and cultural changes take place. As girls grow, their preferences of quality develop as well. They begin to be conscious about the fit of the design and the material for the uniforms. They begin to prefer certain material as they see their peers put on certain quality or different sets of uniforms.

Parents on the other hand concern themselves more with the durability, care and cost of uniforms as it has financial implications for them. To them, it is the durability that matters. They prefer buying material that is not costly, but durable. Parents are also concerned about the aesthetics that is the appearance of their girls.

Schools, for their part, place emphasis on aesthetics, since to them the uniform is a form of identity. To the school, whatever the uniform costs is not taken into consideration, but what matters is a good appearance of the pupils representing the school.

If these quality preferences of all the stakeholders are not kept in mind when a school uniform is decided on, some stakeholders might probably experience problems and be dissatisfied, as with the current school uniform.

The research problem and purpose of the study were presented at the beginning to show the problem under study.

1.3.2 Research objectives

(Phase 1)

Specific objective 1

To determine and describe functional performance preferences of high school girls with regard to their school tunic.

Sub-objectives

- 1.1 To determine and describe comfort preferences of high school girls with regard to a school tunic. (V19 & 20)
- 1.2 To determine and describe durability preferences of high school girls with regard to a school tunic. (V25 & V26)
- 1.3 To determine and describe care preferences of high school girls with regard to a school tunic. (V21 & V22)
- 1.4 To determine and describe end-use preferences of high school girls with regard to a school tunic. (V23 & V24)
- 1.5 To determine and describe fit preferences of high school girls with regard to a school tunic. (V17 & V18)

Specific objective 2

To determine and describe aesthetic performance preferences of high school girls with regard to their school tunic.

Sub-objectives

- 2.1 To determine and describe sensory-aesthetic preferences of high school girls with regard to a school tunic. (V15 & V16)
- 2.2 To determine and describe emotional-aesthetic preferences of high school girls with regard to a school tunic. (V27 & V28)
- 2.3 To determine and describe symbolic-aesthetic preferences of high school girls with regard to a school tunic. (V29 & V30)

Specific objective 3

To determine and describe functional performance problems of high school girls with regard to their school tunic.

Sub-objectives

3. 1 To determine and describe comfort problems of high school girls with regard to the current school tunic. (V35 & V36)
3. 2 To determine and describe durability problems of high school girls with regard to the current school tunic. (V41 & V42)
3. 3 To determine and describe care problems of high school girls with regard to the current school tunic. (V37 & V38)



- 3.4 To determine and describe the end-use problems of high school girls with regard to the current school tunic. (V39 & V40)
- 3.5 To determine and describe fit problems of high school girls with regard to the current school tunic. (V33 & V34)

Specific objective 4

To determine and describe aesthetic performance problems of high school girls with regard to their school tunic.

Sub-objectives

- 4.1 To determine and describe sensory-aesthetic problems of high school girls with regard to the current school tunic. (V31 & V32)
- 4.2 To determine and describe emotional-aesthetic problems of high school girls with regard to the current school tunic. (V43 & V44)
- 4.3 To determine and describe the symbolic-aesthetic problems of high school girls with regard to the current school tunic. (V45 & V46)

Specific objective 5

To determine and describe functional performance preferences of mothers with regard to the high school girls' tunic.

Sub-objectives

- 5.1 To determine and describe durability preferences of mothers with regard to the high school girls' tunic. (V25 & V26)
- 5.2 To determine and describe care preferences of mothers with regard to the high school girls' tunic. (V21 & V22)
- 5.3 To determine and describe cost preferences of mothers with regard to the high school girls' tunic. (V29 & V30)
- 5.4 To determine and describe end-use preferences of mothers with regard to the high school girls' tunic. (V23 & V24)

Specific objective 6

To determine and describe aesthetic performance preferences of mothers with regard to the high school girls' tunic.

Sub-objectives

- 6.1 To determine and describe sensory-aesthetic preferences of mothers with regard to the high school girls' tunic. (V19 & V20)
- 6.2 To determine and describe symbolic-aesthetic preferences of mothers with regard to the high school girls' tunic. (V27 & V28)

Specific objective 7

To determine and describe functional performance problems of mothers of high school girls with regard to their school tunic.

Sub-objectives

- 7.1 To determine and describe durability problems of mothers with regard to the current high school girls' tunic. (V37 & V38)
- 7.2 To determine and describe care problems of mothers with regard to the current high school girls' tunic. (V33 & V34)
- 7.3 To determine and describe cost problems of mothers with regard to the current high school girls' tunic. (V41 & V42)
- 7.4 To determine and describe end-use problems of mothers with regard to the current high school girls' tunic. (V35 & V36)

Specific objective 8

To determine and describe aesthetic performance problems of mothers with regard to the high school girls' tunic.

Sub-objectives

- 8.1 To determine and describe sensory-aesthetic problems of mothers with regard to the current high school girls' tunic. (V31 & V32)
- 8.2 To determine and describe symbolic-aesthetic problems of mothers with regard to the current high school girls' tunic in relation to their cultural and family values. (V39 & V40)

Specific objective 9

To determine and describe functional performance preferences of the school with regard to the high school girls' tunic.

Sub-objective

- 9.1 To determine and describe end-use preferences of the school with regard to the high school girls' tunic. (V15, V16 & V17)

Specific objective 10

To determine and describe aesthetic performance preferences of the school with regard to the high school girls' tunic.

Sub-objective

- 10.1 To determine and describe symbolic-aesthetic preferences of the school with regard to the high school girls' tunic. (V13 & V14)

Specific objective 11

To determine and describe functional performance problems of the school with regard to the current high school girls' tunic.

Sub-objective

- 11.1 To determine and describe end-use problems of the school with regard to the current high school girls' tunic. (V20, V21 & V22)

Specific objective 12

To determine and describe aesthetic performance problems of the school with regard to the current high school girls' tunic.

Sub-objective

- 12.1 To determine and describe symbolic-aesthetic problems of the school with regard to the current high school girls' tunic. (V18 & V19)

(Phase 2)

Specific objective 13

To make recommendations with regard to the prototype tunic for high school girls based on the preferences and problems of the stakeholders.

1.4 SAMPLING PROCEDURE AND DATA COLLECTION METHOD

The sample frame had three sampling units: the girls, their mothers and the teachers. Form-3 girls were selected because it was assumed they had experienced some problems and had passed the spurt of growth, while mothers were selected because of their involvement in purchasing and nurturing the girls, and teachers were selected because they spend most of their time with the girls at school, observing some of the functional and aesthetic qualities of the uniform.

Schools from two highly populated urban towns were selected from two regions, Hhohho (Mbabane town) and Manzini (Manzini town). Schools with girls took part in the study. As per the statistician's suggestion, simple random sampling was used for selecting the participants: 150 girls, 150 mothers, and 75 teachers were selected, plus 9 more teachers who wanted to take part. In the study questionnaires were delivered and collected by hand.

Data was obtained from questionnaires administered to the three sampling units. Each questionnaire had three parts: section A consisted of the demographic information, section B contained the preferences with regard to uniforms, and section C contained the problems with the current tunic. In section A and part of section B, participants had to fill in information of their preference pertaining to the uniform, while for the rest of section B (preferences) and problems in section C, participants had to select one option that closely represented their views. In the closed questions in sections B and C participants indicated their functional and aesthetic preferences and problems (fit, comfort of material, care, durability cost and end-use). The numbers of questions were based on the role played by the participant.

1.5 PRESENTATION AND STRUCTURE OF THE DISSERTATION

Chapter 2 presents a general description of preferences and problems of the stakeholders (girls, mothers and teachers) with regard to the girls' uniforms in Swaziland. The literature first presents the physical, emotional and psycho-social development that may affect high school girls' preferences with regard to a school uniform, the economic lifestyle and cultural changes of parents, and the changes in the school environment. Secondly the quality of the uniform is discussed with reference to the functional and

aesthetic quality preferences of consumers. Finally, the functional and aesthetic problems are also discussed that might affect their preferences in future.

Chapter 3 presents the research methodology. To facilitate a better understanding of the problem under study a conceptual framework is presented, followed by the research design, the sample frame and methods of sampling and data collection. The instrument was developed based on the objectives of the study. Three questionnaires were administered to the three groups of stakeholders. Operationalisation according to the objectives is done in order to be able to describe the aspects measured. Descriptive statistical analyses are employed for each aspect measured, according to the objectives. Finally, the quality of the data is analysed to verify the reliability and validity of the instrument.

Chapter 4 begins with a description of the demographic characteristics of the stakeholders, whereby frequencies and percentages are used. Tables, bar charts and histograms are used to display frequencies and percentages. Descriptive findings are made on the preferences after the analysis of the demographic data, such as the amounts mothers were willing to pay, their preferences regarding the style, fit and colour of the tunic. More data is analysed from the functional and aesthetic preferences and problems, in accordance with the objectives and sub-objectives of the study. This chapter is ended with a discussion of the results.

Chapters 5 consist of the conclusion, evaluation on quality, recommendations, suggestions for future research and the limitations of the study.

The dissertation is presented in UK English and an adapted Harvard style is used for referencing.

LITERATURE REVIEW

2.1 INTRODUCTION

As was stated in the introduction of chapter one, there is evidence that especially the Swazi parents encounter problems and have some concerns with regard to the current school uniforms of Swazi girls, specifically that the uniforms are too costly and that there are too many different sets of uniforms required. In order to address any problems it is, however, necessary to involve all stakeholders. Physical, emotional and psycho-social development during adolescence may influence the high school girl's preference for a specific school uniform, or may play a role in the problems that she experiences with a current school uniform. Economic, lifestyle and cultural changes in the family may influence parents' preferences for a specific uniform or may be a reason for their problems regarding the current school uniforms, while changes in the school environment may also change the school's preference for a specific school uniform. Furthermore, a school uniform has a specific purpose and therefore needs specific quality properties. Although it firstly has to be functional, its aesthetic qualities cannot be ignored, while the cost implications have to be kept in mind whenever recommendations are made.

In this chapter attention is firstly given to changes in all stakeholders' lives and environments that might influence any changes in preference for a school uniform. Secondly the concept of the quality of a school uniform is addressed. Implications of the above for the study are then discussed.

2.2 CHANGES IN THE STAKEHOLDERS' ENVIRONMENT

2.2.1 Physical, emotional and psycho-social development of the adolescent high school girl

A high school girl is between the ages of 12 and 18 in Swaziland and considered an adolescent, and there is a drastic change in development that is observed when children reach this stage. The Swaziland Home Economics Association (1998:171) defines adolescence as a state of passing on from childhood to adulthood. The development is a

natural process that no one has control over. The adolescent stage is marked by the physical, emotional and psycho-social changes that occur during the transformation stage (Herbert, 2003:165). Gouws and Kruger (1994:21) state that some adolescents develop faster than others, while Morrison (1990:485) notes that the onset of adolescence is not the same for everybody, as some begin as early as age seven years and others begin at twelve years. Physical, emotional and social changes that take place during adolescence may affect the adolescent girls' preferences for a uniform. If the physical, emotional and psycho-social preferences are not met, the girl will experience problems, which may be with the functional or aesthetical quality of the uniform. This then cancels out all the advantages that the uniform could provide for the girl.

2.2.1.1 Physical development

Physical changes of development are observed from the appearance of the body. The physical growth is regulated by hormones, which mark the beginning of adolescence (Morrison, 1990:456). Some children grow rapidly in height and weight as a sign of the onset of adolescence (Tselepis & De Klerk, 2004). Breasts begin to develop and hips become broader and more rounded (Dlamini, Ndlangamandla, Sibisi, Zwane, Matsebula & Zwane, 2006:158). The development of the different areas of the body takes place at different times. As a result of these physical changes, the body shape is disturbed until the adolescence period is completed (Herbert, 2003:167). This might cause a poor balance of the different parts of the body. Physical appearance is very important to the adolescent as it brings attention to the fact that they exist, and hence is affected by the way they dress (Kaizer, 1990:354).

Adolescents are gradually developing into a certain type of figure. A figure type defines the silhouette of the body. Usually most adolescents have a thin tubular body figure which is rectangular in shape. The straight body needs to be filled with slight curved lines from gathers or slightly loose-fitting panels. Rasband and Liechity (2006:51) state that disposal of fullness such as gathers, pleats and flares; camouflage the figure faults, creating an illusion of soft curves on the figure. This implies that stakeholders must know that, as yet the body of an adolescent has not fully developed.

The body continues to develop in height and weight while the uniform maintains its size, which affects the fit. Proper fit of the uniform is achieved when the student feels

comfortable and proud. The fit of the garment is observed from the physical appearance of the adolescents. Young females, like adolescents, have their own preferences regarding fit (Alexander, Connell & Presley, 2005). Their satisfaction with fit depends on how they want to present themselves and how they feel. Considering the rapid development of adolescents, parents might be faced with the problem of getting uniforms that fit well. Tselepis and De Klerk (2004) observed that adolescents are bound to have problems of fit as their figure changes within a short space of time. Sometimes parents might find themselves purchasing new sets of uniforms because of the child's continuing growth in height and weight.

This physical development is not even for all the body parts; some parts develop earlier than others – causing the adolescent to look awkward (Gouws & Kruger, 1994:18). If the adolescent develops big breasts earlier than her peers, the uniform might be tight over the bust. This change might embarrass the adolescent, causing her to feel insecure and self-conscious. Sometimes the fit over the breast might be improved by wearing a bra and a loose jersey to cover up the figure 'faults'. Rasband and Liechty (2006:3) state that when a person wears clothes that do not fit well, she continues to think about it. The adolescents may lose concentration at school because of the lack of confidence.

2.2.1.2 Emotional development

Emotions are strong feelings after the arousal of senses (Gouws & Kruger, 1994:110). Emotions express one's feeling about the self and the environment. The environment for the adolescent is home, school, playground and other places. Any occurrence may trigger her emotions positively or negatively. As the physical body develops, the emotions of the adolescent mature too. The rational self of an adolescent will for instance persuade her to go to school, even when the uniform looks awkward, while the emotional self refuses because her peers will laugh at her. The adolescent becomes emotionally mature when she is able to control her emotions, and distinguish minor from important things.

The adolescent is also developing emotionally, and as yet has not dropped her childish ways of being irrational. Adolescents emotionally seek their freedom to be self-reliant and responsible for themselves (Gouws & Kruger, 1994:116). At the same time, adolescents rely on parental support for their survival. This situation might create an emotional instability. As adolescents grow older they prefer close contact with their peers for

approval and acceptance. Conformity is observed when an adolescent is dressed according to the standards of peers (Tselepis & De Klerk, 2004). Wilson and MacGillivray (1998), like Tselepis and De Klerk (2004), observe that adolescents are more interested in their appearance and clothing. Since clothing and appearance are real, dressing like their peers might bring about the desired compliments and recognition. As a result, they have a strong desire to identify with certain groups (Kaizer, 1990:388). Emotionally, they become too demanding and forceful; that is why they are said to be stereotyped conformists (Wilson & MacGillivray, 1998).

Sometimes the emotional differences may cause conflict between parents, adolescents and administrators about preferences of uniforms. Parents and the school should be aware of the fact that their girls sometimes experience emotional stress for not being in a proper school uniform that satisfies her functional needs and preferences such as fit, but also her emotional needs and preferences, such as that the uniform should fit her in a way that she feels confident about herself. A newly admitted girl might feel shocked at the thought of how she will be able to afford the different sets of uniforms. Sometimes she might go through denial and ask herself why she was born into a poor family. Through pain, students might go through isolation and may try to hide because of not being dressed like their peers.

As alluded to above, emotional aspects are pleasure arousal from what the consumer sees. There is pleasure and satisfaction expressed by the consumer, which may be joy, laughter and pleasure. The way adolescents view their clothing and the body involves not only the members of the society but also how they think and feel about the physical qualities of the uniform. For instance, formal qualities like colour, shape and balance have the ability to arouse emotions (Fiore & Kimle, 1997:6). Indeed, adolescents appreciate dressing like their peers; they always want to conform. When the formal qualities of the garment, for instance the design, materials and construction, do not fulfil her expectations, emotional distress is noticed. Kaizer (1990:228) mentions that appearance is a silent mode of communication for understanding other people.

The mere fact that the physical body has not reached the mature adult shape may disturb the mind of the adolescent. As the adolescent thinks about her uniform there are positive and negative emotional feelings about her body (Fiore & Kimle, 1997:17). Bad thoughts

may lead to suicidal thoughts caused by depression. When one's senses find pleasure in the formal qualities of garments, satisfaction is achieved.

2.2.1.3 Psycho-social development

In the past, families, schools and churches socialised the adolescents in Swaziland. Recently, socialisation in clothing has shifted due to the strong influence exerted by peer pressure, television, movies, music and sports on their dress code. Moreover, the media and sporting activities between schools have also drawn the attention of adolescents towards uniforms currently worn by other schools. Wilson and MacGillivray (1998) note that adolescents within the same community dress in the same fashion. Likewise, students in the same school wear uniforms, which bring all the stakeholders together as they serve social and educational goals for the community (Pandor, 2006). Campbell (2001) states that a uniform creates a bond between the school and the community, giving them all something to be proud of.

During adolescence, adolescents often feel insecure, as they seek for a reference group for approval (Morrison, 1990:53). Rasband (2002:7) notes that, because of the growth spurt, clothing plays an important role in socio-psychological development which influences maturation in building confidence and self-esteem. Adolescents spend most of their lives together at school and during their leisure time, which makes it easy for them to socialise as they share their thoughts and feelings (Gouws & Kruger, 1994:120). Studies have also shown that adolescents are mostly concerned about their appearance, which implies that students might have a certain choice of uniform they would love to wear. The South African draft bill, as stated by the Minister of Education (Pandor, 2006), also emphasised that the selection of uniforms should suit the age of the students.

The lifestyle of an adolescent girl at school is influenced by the roles and activities she is expected to perform. Not forgetting that, although she is a student, adolescents are part of the communities they reside in. Her different roles and activities determine the type of clothes for her wardrobe. Apart, from attending school, adolescents take part in sports, they work at home, socialise and have leisure time. Adolescent girls also take part in cultural ceremonies.

Schools in Swaziland offer academic and practical subjects. Girls in the academic stream spend most of their time seated, while those taking part in practical subjects spend part of their school hours in the laboratory or in the field if they are doing agriculture. During theory lessons, students dress in their tunic, skirt, or knitted tracksuit on cold days. For protection during practical lessons, students wear overalls, white aprons and white jackets. The uniforms should be functional for all the activities taking place in the school. For good performance and protection, a proper dress code is also a requirement for sports (Ndlangamandla, 1997:8). During the sports day, students wear sports tracksuits and other sportswear for that particular sport. Not all students are talented in sports, so a large number of the students take part in music. Expensive sportswear might disadvantage students who cannot afford it.

2.2.2 Economic, lifestyle and cultural changes of parents

The economy of Swaziland is largely dependent on the exports of sugar, wood, wood pulp as well as textile and apparel (Swazi Review of Commerce and Industry, 2005). Many parents are struggling for the survival of their families. To make a living there are also small entrepreneurs who are engaged in agriculture, clothing, handcraft and some other means of survival. Farmers sell their maize to local milling companies and their handcrafts are sold locally and to tourists. The economic status of households in the country depends largely on the economy of the country. Presently, the country is facing the problem of unemployment, while on the other hand there is a problem of price instability.

The economic status of the parents determines their lifestyle and the lifestyle of the family as a whole. A study conducted by the Central Statistical Office in Swaziland in 2007, revealed that 40.6% of the labour force population was unemployed, out of the unemployed 19.8% was from the urban areas while 46.6% was from the rural areas. High school girls' parents are part of these statistics. The economic status of households in Swaziland includes high, middle and low classes, with a big gap between the different classes. The minority are the very rich who are mostly business people, doctors and a few others. To confirm the differences in economics status, *The Times of Swaziland* (15.11.2007) stated that a businessman by the name of Moses Motsa, bought a building for over eleven million Emalangenani. The middle class consists of people who are permanently employed, either by government or by the private sector. The low class is

the unemployed as well as those receiving low wages from local factories. What remains a concern is that the economic status of the different families tend to determine their lifestyles.

Lifestyle refers to the pattern of life by which people live, in relation to their environment (Kotler & Armstrong, 1999:81). There are many factors that influence the lifestyle of stakeholders in schools. These include: the type of family, geographical location, occupation, education level, activities performed and religion. In addition to these factors, the lifestyle of the Swazi parents might be affected by neighbouring countries like Mozambique and South Africa. In short, this diversity makes it difficult to characterise and say the stakeholders in schools follow a specific type of lifestyle. However, a discussion of these factors may reveal the differing lifestyles of the stakeholders.

There are many different types of families in Swaziland: the nuclear, extended, single-parent, child-headed and blended families (Swaziland Home Economics Association, 1998:162-163). The nuclear family has the father, mother and children only, while the single-parent family has one parent and children. The blended family mixes children from different fathers and mothers; sometimes divorced couples bring their children together. The most common type these days is the extended family caused by the common practice of polygamy and the increase in the number of orphans due to the death of parents – mostly from HIV and AIDS. The lifestyle in the above-mentioned families influences the purchasing power of the parents, and by extension influence the design and number of sets of uniforms they can afford.

Swaziland is a small land-locked country of 17 363 square kilometres. According to *the World Almanac education group* (2001:844), South Africa borders on the west, north and south of Swaziland, while Mozambique lies to the east of Swaziland. The interaction of the Swazis living near the borders with the neighbouring countries is observed, as they dress alike, speak the same language, and these people share the same schools, hospitals and shops. There is thus some influencing of their lifestyle. The location and living conditions may influence the lifestyle of the stakeholders.

There are four distinctive regions in Swaziland, namely the Lowveld, Highveld, Middleveld and the Lubombo Mountain range. Temperatures vary according to the altitude of the different regions. For instance, the average temperatures in summer range

between 15 and 25 degrees Celsius; winter temperatures range from 5 to 19 degrees Celsius, depending on the terrain of the region (Broadus, 2006). The temperatures therefore determine the nature of clothes worn in a particular region. The summer seasons are usually hot, from November to April, while winter seasons may be very cold, from May to August, and rain falls during summer – indicating a need for a functional uniform.

Most Swazis reside in rural areas. In rural areas some of the homesteads have houses constructed from wood, stones, mud and grass (Central Statistical Office in Swaziland, 2000-2001:53). Stakeholders with plenty of money build houses from cement blocks, corrugated iron roofs or roof tiles, glass windows and glazed solid wood doors. These modern buildings usually have electricity. Such buildings are commonly found in urban areas. Most urban areas in the four regions have temporary houses called squatter camps, built by low-income earners from wood, mud, cardboard boxes and corrugated iron. Some families have resided in these structures for many years and have become their permanent residents. Although these families may be near town, some collect water from central taps and nearby rivers and streams. Usually these areas are not electrified. The situation just defines the lifestyle of some families and tells us something about their financial capacity -- which might in turn be reflected in the type, design, quality and sets of uniforms those children can put on.

To meet the basic needs of their families nowadays there is a high demand for a steady family income (Central Statistical Office in Swaziland, 2000-2001). Parents in Swaziland derive their family income from various sources. Some migrate to towns and mines to find a better paying job. Both men and women engage in various agricultural and commercial activities. Rural areas have a lot of indigenous resources, which they use to produce baskets, grass mats, brooms and other commodities, which are sold locally and to neighbouring countries like South Africa. Apart from locally produced goods, Swazis board buses to neighbouring countries to purchase goods for their businesses. Education and occupation correlate, as highly educated people get better jobs and in turn receive higher income, which then determines the choice of uniform the children can wear (Du Plessis, Rousseau & Blem 1990:148; Schiffman & Kanuk, 1990:55). The highly educated minority, like doctors, teachers and others, are sometimes self-employed or employed by government. This enables them to get a steady income. Occupation has a direct influence on lifestyle and the way one dresses (Johnson & Moore, 2001:58).

Swaziland is a religious country, which allows all religions. Some of the religions are Bahai, Muslims, Shembe, Hinduism and Christianity – the latter being the most popular. Some of the followers of the different religions identify themselves with different uniforms. Thus Swazis are used to wearing uniforms, encouraged by their religions. Even with the Christian religion one still finds different uniforms. Take for instance the Zionists, who wear red, white, blue and green colours. The Roman Catholic and Methodist church come in different uniforms, symbolising purity (Kaizer, 1990:381). This implies that in Swaziland a uniform is very important as it gives a sense of identity and a sense of belonging.

Lifestyle and the care of clothes are inseparable as it involves grooming (Kaiser, 1990:213). People's lifestyles vary. A housewife uses fewer clothes than a teacher; even the way they spend money on the care of their clothes may differ considerably. Caring for clothes takes into consideration the storage space, the type of fabric, ways of washing, laundering equipment and materials.

The structures of houses constructed in Swaziland offer different types of storage place for clothes. Most thatched houses do not have wardrobes nor cupboards for storing clothes, but clothes are hung on a piece of wood called *umgibe*, or packed in boxes.

It is obvious that the lifestyles of all the parents are not the same. Some families have many members due to the extended type of family. This might result in a decline in the amount and proportion of the income spent in the family. The impact of the spread of HIV / AIDS in Swaziland over the last decade will increase the dependency ratio. The loss of a parent might also result in variable income and a shock to the adolescents, especially in the case of death as a result of HIV / AIDS.

As already alluded to, there is an indication that one's geographic location influences one's clothing needs. For instance, the climatic conditions of a place define the types of clothes to be worn. People residing in cold areas will definitely need a lot of warm clothes for winter and other clothes for summer. Parents who reside in rural areas need more casual wear than those in urban areas, who might need dressier clothes. The working class, depending on the type of job, needs more formal and dressier clothing. Since Swaziland is land-locked by South Africa and Mozambique, there is an influence on the

fashions that Swazis wear. Apart from these two countries, there are other countries that have made a change in the clothes worn in Swaziland, e.g. Zambia, Ghana and others. This implies that the stakeholders in this study might copy styles and designs of uniforms from neighbouring countries.

Granger (2004:156) states that culture and lifestyle are dependent on each other. Swazi culture likewise, emphasises that what is found in the lifestyle of the Swazi people is also part of their culture. For instance, the Swazi culture includes beliefs, traditions, religions and other things. The cultural aspect of the Swazi people plays a major role in their lifestyles, for example, the loyal traditionalist who wears traditional clothes seldom dresses in modern clothing. Many Swazis value their traditions and customs. These are observed during ritual ceremonies and celebrations. This implies that girls' uniforms should be designed to also accommodate the traditional beliefs, if it is to be recognised and accepted by the majority of parents in Swaziland.

There are many ritual ceremonies, such as *incwala*, which is normally referred to as the Swazi prayer, the reed dance, and others. The *incwala* ceremony is a social gathering where regiments sing and dance. Swazis come dressed in traditional wear and a few in their modern dresses. Considering this valuable and important ceremony, it is clear that there is a need for a better design of girls' school uniform if they are to fit well in this Swazi culture, and feel comfortable as part of the Swazi customs. There are no spectators in this ceremony. Given the degree at which most Swazi parents value the Swazi tradition, it is clear that they are not ready to compromise their beliefs. This therefore necessitates a change in the design of the school uniform. Married women wear black skirts made from animal hide, or made from fabric, and an apron made from animal hide over the skirt. On the head, women wear a "beehive" hairstyle. Both men and women wear a necklace called *ligcebesha*. The regiments wear a purple necklace to symbolise that they are regiments. This implies that the uniform should suit the Swazi patterns of life and the designs of clothes should satisfy cultural norms and values.

Swazis value traditional dress as their cultural heritage. Despite changing times and the advance of technology, Swaziland has maintained its cultural dress. The colourful traditional costume has had designs that have been passed on from one generation to the other, for instance, some of the pieces of cloth have had a lion, symbolising the King, and the shield for protection.

Ever since the reign of King Sobhuza II, the King's birthday has always been celebrated. This shows how the Swazi people place value on their culture, as many different activities take place on this day and people come dressed in traditional attire, while there are those who wear modern attire. Different entertainers come dressed in their costumes, and students come in their uniforms. Since Swazi parents value traditional wear the implication is that their lives are attached to their tradition, therefore traditional wear might be introduced in all schools. Secondly, this could reduce the costs to parents, since there would be no need to purchase traditional wear as it is used many times in a year.

2.2.3 Changes in the school environment

Uniforms serve various functions in schools. An organised group uses certain clothing like a uniform to identify itself. Belonging is a basic human need. Kaizer (1990:362) states that the wearing of uniforms is a prerequisite to distinguish an organisation from other institutions. Uniforms help students to fit into their group. According to Hui-Mei (2004:1), students who wear uniforms have an identity in the community. Onlookers easily notice their behaviours and role performed. The uniform acts as a symbol of identity to the school and the students (Cheng, 1998; La Point, Hollman & Alleyne, 1992). It becomes very easy to distinguish between a student and a non-student (Campbell, 2001). Identification of the school can be portrayed in different ways, for instance, the use of a school badge, design and colour. The uniformity shows that they are members of a student body of their school. Identity is a visual expression of communication (Van Tonder & Lessing, 2003). Being part of a group has real value that everyone has to guard and care for.

The school values a conducive and safe learning environment for all students in Swaziland. Uniforms encourage a good spirit and togetherness of the school and the community (Campbell, 2001). For example, the user guide to adopting a school uniform in America, states that business companies donate uniforms to needy children. Such assistance was also observed in South Africa, in Northern Cape, when the Minister of Education, Enver Surty and Premier Dipuo Peterson, donated uniforms to needy students as announced by the Africa News Service on the 18th of January 2006. The wearing of uniforms stresses the value of neatness. Isaacs (2006) states that being neat and well-dressed in proper school uniform is one of the school rules a student is expected to

adhere to. Certain standards such as cleanliness and a neat appearance carry a good impression about the wearer. Hui-Mei (2004) points out that dressing is not a problem to students who wear uniforms, as they already have their dress code, and parents are relieved of having to worry what their children could wear. The choice of clothing can make a person look untidy, for instance, some school rules ban the wearing of jewellery or having long hair, as it may not be part of the school uniform. Conformity to the dress code ensures submissiveness to the rules set by the organisation (Daniel, 1996). There is also character building in the wearing of uniforms as the student will always be reminded about what behaviour is expected of her.

The Swazi people appreciate the use of corporate wear in their schools and communities. Firstly, Swazis value beauty, which is observed from the colourful traditional attire used during national occasions. The use of traditional wear has made it easy for Swazis to adopt the use of corporate wear. Secondly, the appearance of a smartly dressed student or teacher in uniform portrays an image of being competent and reliable. Being smartly dressed expresses comfort and happiness. Lastly, as the school is mostly concerned about aesthetics, especially its symbolic expression, purchasing times should be comfortable times for the parents to bring about the desired look. Parents are looking for reasonable prices that will enable the adolescent to dress for comfort and beauty.

It is believed that the wearing of school uniforms may also reduce problems of violence. Violence sometimes occurs during sporting activities between schools. If fights take place, it becomes easier for the school to spot the perpetrators because of the uniform. Schools attach a symbol to their uniforms for status. Students, who have special roles, wear status symbols to set them apart from their peers, like prefects and head prefects. The use of a status symbol gives the student a sense of feeling important in the school. Apart from the role of prefects, schools also have drum majorettes, whereby the leader of the marching band wears a tall fur hat to help her stand out from the rest of the band. Kaizer (1990:409) points out that a neatly dressed student gains respect. When students maintain a good appearance their self-esteem is uplifted. Schools have to play a role to ensure that all the students have uniforms, so as to portray the identity, values and status of the school.

2.3 THE CONCEPT OF QUALITY FROM A CONSUMER'S POINT OF VIEW

From the consumer's point of view, quality is defined as the characteristic dimensions and services of a product that meets the consumer's expectations and needs at a certain cost price (Kadolph, 1998:15). This implies that consumers of uniforms need to assess the quality characteristics of uniforms from the different shops to avoid impulsive, haphazard purchases. Consumers set certain standards according to their functional and aesthetic preferences with regard to an item. Fiore and Kimle (1997:1-5) note that a consumer may decide to purchase an item such as a jacket for its warmth, if it does not enlarge the body, implying that consumers base their preferences on functional and aesthetic dimensions of an article. Consumers' tastes with regard to apparel may differ because of their different incomes, lifestyle, status, religion and other factors, which might determine the type of clothes they buy. Bearing in mind that consumers of uniforms in Swaziland have a limited number of shops, comparison of functional and aesthetic quality features may be slim because of the scarcity of the product.

2.3.1 Functional quality features related to preferences regarding a school tunic

Functional performance refers to a garment that meets the consumer's desired expectations (Glock & Kunz, 2000:99). Uniforms are worn daily, mainly to unify the children from different socio-economic status. Tselepis and De Klerk (2004:86) point out that functional quality preferences of adolescents are comfort of fit as they are developing. This implies that Swazi girls too are not an exception as they might have their functional quality preferences. Consumers like parents may not be willing to pay a higher price for a material which fades in colour. Cornelissen and Elving (2003) found in their study that end-use for corporate identification in an institution is achieved through a consistent dress code that does not change. According to Brown and Rice (1998:48), fabric performance, style and workmanship determines the quality standards it meets to satisfy consumers' emotional, physical and socio-economic needs. The producers must therefore evaluate the functional preferences of all the stakeholders (girls, mothers, and the school) in order to be able to develop a prototype tunic for girls that will consist of the functional performance qualities.

Producers discover consumers' preferences and problems through surveys (Brown & Rice, 1998:71). Quality preferences and problems of stakeholders of uniforms may differ

depending on the role played by the stakeholder and their lifestyle. Consumers search and seek for certain features that will benefit them as they wear the garments such as comfort, ease to care for, and suitability for classroom wear. Being users of uniforms, girls also experience the comfort of fit and style, while parents nurture and monitor the girl while she uses the uniform. The physical appearance and performance features are deciding factors that bother parents when purchasing uniforms. Price is an extrinsic attribute attached to a garment and has a major influence in purchasing decisions (Brown & Rice, 1998:39). There are many points to consider when choosing a uniform for its functional characteristics (Wheat & Dickson, 1999:1). These may be functional (comfort, durability, fit, end-use and care) and aesthetic factors (sensory, emotional and symbolic). Interests can be the same or may also differ amongst stakeholders. Through the research, the participants got an opportunity to present their feelings (whether they were satisfied or dissatisfied with the aesthetic and functional performance of uniforms).

2.3.1.1 Comfort

Comfort describes how the product (the school uniform) interacts with the body (Kadolph, 1998:30). Many factors influence the comfort of the garment, with material, fit (ease) and style being the most important contributors.

- **Material**

Comfort of material in clothing refers to a state of contentment whereby the wearer feels relaxed (Hatch, 1999:2). As the adolescents use the uniform they either experience comfort or discomfort (Kadolph, 1998:2). Adolescents develop functional performance expectations of the comfort of uniforms, based on their previous experiences. Material is one of the functional physical features that determine the comfort of a uniform on the physical body of the adolescent. Kadolph (1998:303) states that the functional characteristic of the comfort of the material is a result of comfort properties such as texture and temperature.

The texture of materials is a functional feature, as some materials will be worn against the skin. The feel of fabrics should not be rough on the skin as it creates discomfort. Apart from roughness, discomfort may be experienced with fabrics that cause itchiness and inflammation (Hatch, 1999:22). Some rough labels attached in the seams may irritate the body, as a result of threads being burnt during the ironing process. Irritation is

sometimes caused by the build-up of static electricity on the garment – hence the use of fabric softener in the final rinsing water to control the formation of the static electricity. Regular research undertaken into uniforms might show the feelings of adolescents about the texture and comfort of the materials used.

The development of a prototype uniform, as stated before, should take into account the students' choice of material to minimise their dissatisfaction. For instance, materials for uniforms should be comfortable as they are worn many times in a week and for many hours per day, so as to increase the concentration of the adolescents at school. Materials can be made from natural or man-made fibres (e.g. cotton, nylon and others). A comfortable fabric is absorbent and allows moisture to evaporate easily and unnoticed by the wearer. Adolescents participate in a lot of physical activities, thus they need clothing that allows the transference of heat and moisture, leaving the body at the correct temperature. For instance, cotton absorbs moisture easily, while polyester allows it to evaporate easily. Kadolph and Langford (2002:9) and Gardiner (2003:16) agree that a fabric should maintain its comfort in regulating body temperatures ensuring a safe wear. Friction occurs when the wearer is scratched by a rough surface, causing fuzz balls and irritating the skin (Brown & Rice, 2001:167). This is mostly realised only after purchasing the garment. If the quality of the material is tested before construction, it could reduce such problems. Fabric quality is determined through wearing and laboratory testing (Brown & Rice, 2001:190). Knowledge of the properties of fibres would enable adolescents to select correct materials for uniforms with a good fit.

- **Fit**

The fit of a garment is influenced by the amount of tightness or looseness of the garment. Ease is allowed in a garment to provide comfort in the movement of the body. For a good fit in uniforms, enough ease should be allowed for free movement, as adolescents are usually quite active. Lai (2002), having observed students climbing upstairs in tight skirts, concluded that they were uncomfortable. Girls are active, thus they need room for movement; most of the garments do not completely serve many utilitarian functions, such as stretching for elasticity. Tight clothing inhibits movement, resulting in physical and emotional discomfort (Huck *et al.*, 1997:45). Rasband and Liechty (2006:20) support the viewpoint of Huck *et al.* (1997), namely that comfort in all garments is achieved by allowing enough ease. As adolescents grow rapidly, they may quickly outgrow their

uniform, and have to struggle with the discomfort of uniforms that are too tight, either over the bust or over other parts of the body. Donning should be easy and comfortable for the student rushing off to school. Openings and fastenings should be positioned at the right place to facilitate easy dressing and undressing. To enable students to relieve themselves of constricting tunics, for instance, the zip fastener should rather be placed at the side than at the back.

Knowing the fit preferences of consumers could help retailers to produce well-fitting clothes (Marshall *et al.*, 2004:312). On the other hand, sizing enables consumers to select well-fitting clothes (Alexander *et al.*, 2005). Producers of uniforms in Swaziland do not attach sizes; hence the uniforms produced do not have size labels. Brown and Rice (1998:145) state that producers spend money and time with the aim of getting the correct fit for consumers. Adolescents evaluated the fit by trying on different sizes, being assisted by the producer or shop assistant to find the correct fit. Due to the limited number of producing retailers, adolescents may be forced to purchase a big or small size, which may affect her emotionally and socially. Alexander *et al.* (2005) found in their study that young females were not satisfied about the length of their garments. A standardised sizing system being introduced might reduce the fit problems because the sizing group of dimensions on the body figure would give the range of garments to be produced.

Adolescents have certain expectations about the fit of their garments. Clothing preferences with regard to fit may differ greatly, even when two people have the same measurements (Alexander *et al.*, 2005:53). Some people feel good in tight-fitting clothes, while others prefer slightly loose or very loose clothes. When assessing fit, adolescents put more emphasis on how the garment looks on their body, what their peers say about the fit on their body, and the influence exerted by their culture and lifestyle (Alexander *et al.*, 2005). A loose design has gathers shaped seams with flare while a tight fit is usually obtained by making use of darts and fabric that stretches. An additional allowance provides extra ease for growth. Making panels wider does give increased room for development. A well-fitting style has enough ease while too little ease might distort the grain, set, line, and the balance of a garment's style.

A garment which was poorly constructed when laying out, cutting and assembling, results in a bad fit (Rasband & Lietchy, 2006:55). If the garment grain is lost, the garment loses balance, resulting in a bad fit. Wrinkles appear when the garment is too tight (Brown &

Rice, 2001:158-161). Such a look might cause the girl to pull and stretch the uniform in an attempt to make it fit. Lack of information on the physical development of girls and the construction of garments, may result in the consumer failing to assess the quality of the fit around the neckline, at the sleeves, bust, waist, hips, and the length of garment (Rasband & Lietchy, 2006:34). Knowledge of the different figure types might probably help the stakeholders and producers to develop a good style.

- **Style**

By definition, style refers to a particular design for a particular fashion, and includes arranging lines, form, shape, space, colour and textures. Enough design ease makes the wearer feel comfortable, and the adolescent will be able to move freely without any constriction. Female students who play golf felt that enough ease in their sport uniform was a functional feature for their performance in the sport (Wheat & Dickson, 1999). A good style with enough ease should be functional by satisfying the preferences of the adolescents with regard to the design. The way the elements of design are arranged should bring about a beautiful, pleasant appearance (Marshal *et al.*, 2004:271). Line and shape are designed to suit different figure types. A good style should be visually pleasing and socially acceptable in the cultural environment. Adolescents have different figure types ranging from tall thin, tall plumpy, short thin, short plumpy, and others. Rasband (2002:19) states that a good style should balance and flatter the figure faults. The adolescents mostly refer to their reference group. Unfortunately not all the fashion styles suit all the figure types (Tselepis & De Klerk, 2004). Design ease, depending on the amount added, makes the garment loose- or tight-fitting. Uniforms available in schools in Swaziland come in different styles. Tunics are either pleated or gathered or panelled on the skirt. Jerseys are available in different styles: long sleeves and sleeveless jerseys. The amount of ease in knitted fabrics may be detected by the elasticity of the yarn. Lack of knowledge about the selection of suitable styles for adolescents might lead to dissatisfaction on the part of the adolescent about the tunic.

The physical quality features of a garment include design, material, construction and finish (Brown & Rice, 1998:38). A good style for uniforms should cover up the figure faults of adolescents. The material should be strong and durable to withstand constant use (Brown & Rice, 1998:158). The construction of a garment involves the assembling of

garment pieces. Correct, strong seams, stitching and neatening leaves a good and durable workmanship on the style of uniform.

2.3.1.2 Durability

Durability takes into account the wearing qualities of the garment (Kadolph, 1998:22). These wearing qualities indicate that a particular fabric or material will give long wear. A strong yarn produces strong material, provided the type of wear and the construction is also durable. Brown and Rice (1998:49) point out that the functional performance of a garment is realised during its wear and care). Girls spend most of their time at school; therefore an appropriate uniform should be functional and aesthetic. Consumers base their functional expectations regarding the durability of the product on their previous experience of wear, and also on judgements from family members (Kadolph, 1998:33). Through observations parents acquire some knowledge about the durability of the uniforms. Parents may sometimes fail to assess the durability of uniforms at the purchase point. There are only a few local producers of uniforms in Swaziland; hence, schools direct parents to selected uniform dealers, thereby denying the parents an opportunity to compare and make their choice. Adults are the opposite of adolescents, as they prefer uniforms that are durable, and which could be used for many years (Brown & Rice, 1998:46). To parents, durability is an important functional performance feature, unlike adolescents who are always trying to impress their peers. Parents might be concerned about how much they can afford, bearing in mind that apart from the purchase of uniforms, parents also spend money on other school necessities.

Kaiser (1990:36) states that adolescents strive to maintain their appearance. Hence adolescents feel proud when dressed like their peers; a slight difference in the quality dimensions of uniforms breaks the consistence in their appearance. Such a non-durable fit may become tight and non-functional, and thus change the appearance of style. A durable garment remains useful if it retains its colour, resists piling or creasing, and withstands constant care (Brown & Rice, 1998:166). Qualities related to durability might have an influence on the wearer's satisfaction or dissatisfaction with the care of the uniform.

What you see on material first is the colour. Uniforms in Swaziland come in different colours: blue, black, white, red and other colours. Colours are perceived differently by

different societies. Cheng (1998) in the study on uniforms found that certain colours may express aggression. The colour of the material serves functional and aesthetic performance needs, as it gives identity to the different schools as well as makes the students look attractive. The dye applied to the material should be colour fast so as to maintain its appearance for a long time. The colour of the material might be the reason for dissatisfaction if adolescents are not involved in the choice for aesthetic purposes. It is essential therefore that the above-mentioned features be taken into account in the development of the prototype uniform.

2.3.1.3 Care

Care describes the process of looking after a garment and how it responds to cleaning (Kadolph, 1998:31). Good care prolongs the life of a garment. Parents are responsible for purchasing uniforms as well as for training their girls in grooming skills. Good care of garments depends on the type of fabric washed, the interaction of detergents with the garment, the temperature of the water and the cleanness of the water, as well as the garment's construction (Marshall *et al.*, 2004:356). Parents in Swaziland do not get a chance to compare the different fabrics used in the construction of the uniforms. According to Hatch (1999:56), good textiles should be easy to clean, resist stains, withstand certain temperatures, and maintain its colour, length and shape. Brown and Rice (1998:168) and Kadolph (1998:31) also state that good fabrics should not lose its colour, or soil or wrinkle easily. Ease of care is observed in fabric with a smooth surface, which helps to keep it clean longer. Some fabrics crease badly if not treated for crease resistance. Pre-shrunk fabrics with a guarantee mark are most preferable. Not all clothes can be washed with water and soap; some have to be dry-cleaned (Dlamini *et al.*, 2006: 81). Fabrics needing special care, like pure wool, might be difficult to manage. It is obvious that for the proper care of uniforms, parents have to provide the correct washing materials as well as provide cash for dry-cleaning uniforms which need to be dry-cleaned. This would clearly affect the choice of material the parents might want to purchase.

Working parents in Swaziland usually hire a domestic worker to do the washing, and mothers also train adolescent girls from early adolescence on how to take care of their clothing. Usually the family washing is done by hand. Very few families use washing machines for their washing. Only special garments like jackets and suits are sent to dry-cleaning shops. Washing instructions and ways of washing are shown on the care label

(Hatch, 1999:134). The family washing requires different detergents for normal washing and removal of stains. Generally, most Swazis use bar soaps. Fabric softeners are sometimes used to prevent the build-up of static electricity and it also softens the clothes. Care instructions also reflect ironing temperatures (Kadolph 1998:243). Some fabrics require little or sometimes no ironing at all. Wash-and-wear fabrics keep their original appearance even after having been washed several times. Families use flat, coal or electric irons, depending on the type of fuel used by the family.

Fabrics vary on a number of properties, and what may be satisfactory on one person may be unsatisfactory on another – depending on what the consumer is looking for. There is a wide range of natural and man-made fabrics sold in local shops in Swaziland, and the fabric used determines how it should be cleaned (Hatch, 1999:134). There is no rule of law in Swaziland that controls labelling. Some clothing purchased in Swaziland does not have care labels, especially those locally produced. In rural areas the friction method of laundering is usually carried out on rocks, and some destruction of the fabric might be observed if proper care instructions are not adhered to. Kadolph (1998:241) states that sometimes consumers of clothes do not consult care labels before cleaning them. The way parents care for their clothes will influence the children's attitude toward and method of caring for their clothes. Garment labels are important features on tunics to indicate the name of the producer and instructions for care. Brown and Rice (1998:82) point out that fabrics should be tested before attaching care labels to avoid spoilage of the garment.

Adolescents, especially in early adolescence, have not as yet learnt how to wash their uniforms properly. Uniforms in schools come in different colours, fabrics and weaves. Students prefer uniforms that are easy to take care of (Wheat & Dickson, 1999). At this stage of development, a girl is probably learning to use the correct methods of washing the different fabrics to be able to take good care of the uniforms. She needs proper training on the choice of correct soap, soap powder or detergent for the material so as to avoid spoiling the fabric texture and colour. Proper care maintains the quality of the uniforms and prolongs the life of the garments.

The care of uniforms cannot be separated from their appearance. Clothing care involves a daily routine of hanging up, brushing, folding and sometimes washing of underwear garments (Rasband & Liechty, 2006:81). As the adolescents mature, they should be able to mend, wash, iron and store their uniforms correctly.

A wide range of information on the care of fabrics could be obtained from various sources like textbooks, journals, home furnishings, the Internet and others (Kadolph & Langford, 2002:12). Lack of care information may result in the use of wrong methods and detergents. Care labels protect both the user from being cheated and the producer's image. Kadolph (1998:136) affirms that fibre content identifies the fibre or fabric used in the manufacture of the garment. Fabric properties may give a clue to the expected functional performance qualities on the care of the garment.

2.3.1.4 End-use

The end-use shows what has been planned and the intended use of a garment by the wearer (Brown & Rice, 1998:46). The intended use of a uniform set in schools is determined by the stakeholders. Uniform sets are selected for aesthetic and functional reasons. Aesthetic purposes could be observed when schools purchase many sets for beauty, while functional purposes could be observed when schools possess a set that can serve many purposes. A school in Swaziland could have many sets of uniforms, ranging from tunic, woollen tracksuit, sport tracksuit and skirt sets. Students wear uniforms even when they perform extra-curricular activities like drum majorettes, netball, music and others. Brown and Rice (1998:46) write that end-use affects the expectations of consumers' evaluation of the quality of the product depending on what the uniform is used for.

As stated above, adolescents always want to look smart. The choice of uniforms will definitely have an impact (negative or positive) when they assess the quality of the uniforms against their figure. The end-use of the uniform should satisfy the physical, emotional, social and cultural needs of the adolescent. End-use takes into consideration quality preferences which are functional and aesthetic such as having a uniform set with a well-fitting style made from a comfortable material which enables the adolescents to move freely and play with ease.

According to Wilson and MacGillvray (1998), advertisements are perceived to be most influential in adolescents' choices regarding the quality of clothing. Adolescents can be influenced by advertisements to be more interested in material things and to look for brand names – regardless of the economic status of the family. Problems with end-use

may be caused by making a poor choice of fabric just because it is in fashion (Brown & Rice 1998:373). School children in Swaziland come from different economic backgrounds, which might have cost implications if the sets provided in the market are very expensive.

2.3.1.5 Cost

Economic preferences are influenced by the distribution of income in a country. Consumers of uniforms purchase uniforms from the same shops regardless of how much money the family has. Prices attached to uniforms indicate the amount to be paid by the parent. Consumers perceive that the price of an item is related to its quality, thus consumers believe highly priced garments are of high quality (Brown & Rice, 1998:42). Kadolph (1998: 42) also mentions that consumers believe price is a valuable indicator at the purchase point for the quality of the design, material, colour and fit. Whether it is or not, the different consumers of uniforms are expected to incur the same costs for the uniforms, regardless of their financial status.

Cost is a functional quality feature as it detects the affordability and satisfaction of the garment to the consumers. Consumers are concerned about the cost of a garment per wear (Brown & Rice, 1998:48). A study by Wheat and Dickson (1999) reflected that paying for the quality of material and its durability, affected the satisfaction of female golf uniform consumers. This shows that parents, as consumers of uniforms, are aware of the durability of the uniforms. Consumers are concerned about the number of times a garment is used. Sometimes an expensive garment worn many times reduces the cost per wear. This shows that many pieces or sets of uniforms might increase the costs more than if an expensive uniform set is used many times.

The family income dictates the number of items purchased within a given time. Kotler and Armstrong (1999:310); Stanlake (2007:78) state that when products are costly, fewer items are demanded. While Kadolph (1998:21) on the other hand points out that when costs are higher than the consumers' basic needs, consumers are dissatisfied. Schools in Swaziland are requiring various sets of uniforms with three to four pieces, namely tunic and shirt, woollen tracksuit, sports tracksuit, shirt, skirt and jacket. Dry-cleaning a jacket would increase the cost per wear on the part of the parent. A family's budget for clothing should only meet the basic needs of individual members, especially with consumers

having to make a living with limited finance (Marshall *et al.*, 2004:382). The economic status of a family would clearly have a direct influence on the number of sets of uniforms a family can afford.

The economic status of parents determines what they can afford. With that constraint the poor families would prioritise on purchasing uniforms that are strong, durable and presentable, while the rich would not be bothered. Durability takes into consideration the quality of the fabric, amongst others. Hatch (1999:12) and Brown and Rice (1998:58) state that a durable fabric maintains its quality for a long time, after several washes. A presentable uniform should have an aesthetic appeal to the consumer. The feel and overall appearance should be pleasant to the consumer. Dissatisfaction on the consumer's part would lead to a search for a better alternative.

The economic status of parents shows that a large percentage of parents are struggling to afford the sets of uniforms. To cut down the cost of uniforms, maybe the best alternative would be to purchase ready-made uniforms from another country that produces raw material. This would probably relieve parents from high expenses. Reducing the number of sets of uniforms would help to reduce the escalating costs.

Cost problems may arise as a result of a number of factors such as adolescents outgrowing their uniforms. A non-durable style does not accommodate development, and so adds extra cost because another set has to be purchased. Apart from tight-fitting small tunics, fabrics that are non-durable can be worn out before two years have passed. Sometimes non-durable fabrics may fray and also lose their original colour. Poor workmanship on the tunic may result in a poor quality tunic, getting torn on the seams. A texture that is not comfortable to the skin may cause the adolescent to abandon the tunic in search for a more comfortable one. The dissatisfaction may cause parents to purchase another one. The cost of a garment is increased by various factors, for instance whether it can be washed easily or has to be dry-cleaned. Fabrics that build static electricity require fabric softeners, which add extra costs. A good quality fabric gives longer wear and maintains its appearance. Knowing the cost problems could help companies to produce more affordable uniforms.

2.3.2 Aesthetic quality features related to preferences for a school uniform

Aesthetic performance refers to the attractiveness of a garment which maintains its quality at all times. Consumers are concerned about the aesthetic performance standards for materials and finished garments (Glock & Kunz, 2000:140-141). This implies that if some of the standards are not met, consumers may not be satisfied. Tselepis and De Klerk (2004) say that the aesthetic expectation of adolescents amongst others includes having a pleasant / comfortable appearance that should be acceptable socially and be symbolic.

According to Cornelissen and Elving (2003), a uniform should be consistent as it presents an institutional identity. A tunic that is baggy or has wrinkles might not present a good fit and the wearer might feel uncomfortable. Brown and Rice (1998:39-40) state that if the fit of the style is not attractive, then it means there is an error in the elements of design (colour, line, shape, form and texture). Glock and Kunz (2000:97) agree that producers should know the aesthetic choices of consumers because they are the ultimate users of the product.

Kadolph (1998:27-28) considers workmanship as a factor that contributes immensely to the aesthetics of a garment. A wrongly cut or assembled garment affects all the other pieces, resulting in an asymmetrical product. Aesthetic performance and functional performance cannot be completely separated from each other, such as having a beautiful tunic that fits well.

Aesthetics is all about appreciation of beauty. Consumers learn about what is considered beautiful from their socio-cultural context (Marshal *et al.*, 2004:94). This shows that adolescents acquire their aesthetic preferences from their peers, parents and others. Standards of judging beauty are subjective; for instance, in Swaziland what is aesthetic to an adolescent in the rural areas may be viewed as unattractive by an adolescent from the urban areas. Aesthetic experience or knowledge and aesthetic aspects have a direct influence on purchasing decisions and satisfaction of consumers' clothing preference (Fiore & Kimple, 1997:4).

Aesthetic experience is the skill gained through selection of choices of qualities of clothing resulting in the best alternative selected. Adolescents, being assisted by their

parents, use their knowledge and senses for making purchasing decisions. Aesthetic aspects in clothing involve sensory, emotional and symbolic preference.

Parents are responsible for the aesthetic appearance of their girls. Parents possess aesthetic experience, which they have used in the past when purchasing uniforms and other family clothing. During the purchasing process the parent and the adolescent might have different views in assessing the formal qualities of the uniform. The main reason for introducing a uniform is to have a uniform look which projects an image of good quality to the parents (Daniel, 1996).

2.3.2.1 Sensory dimension

Sensory preferences play a major role in purchase decisions regarding clothing (Fiore & Kimle, 1997:56-57). As stated above, uniform consumers in Swaziland are directed to buy uniforms in certain shops. The formal quality of the garments (like uniforms) displayed in shops trigger the senses of consumers to have an interest. The application of senses through touching, smelling, stretching, comparison of colours and cost, enables consumers to experience sensual pleasure (satisfaction) or dissatisfaction. Pleasantness is experienced when all the applied senses of the consumers are met about the formal qualities of the apparel (De Klerk & Lubbe, 2004). A limited number of shops at low scale production might compromise the consumer's satisfaction on the formal qualities by not getting a chance to assess the sensory dimensions of the garment (uniform).

According to De Klerk and Lubbe (2004), sensory aspects include feeling, seeing, hearing and smelling. Senses and aesthetic experience are used in the assessment of the formal qualities of the uniform. The formal qualities of a garment include colour, line, texture, shape, balance, rhythm and proportion (Fiore & Kimle, 1997:6). Adolescents, with the assistance of their parents, assess the aesthetic qualities at the purchase point. The total aesthetic look of uniforms is perceived to be the same, the only difference being in the fit. An attractive fit is pleasant to the wearer (Brown & Rice, 1998:39). Through senses the consumer is able to assess colour, style and the construction of the uniform (Kadolph, 1998:27). Formal qualities such as colour, shape and balance arouse emotions to respond positively or negatively about the garment.



2.3.2.2 Emotional dimension

Our senses stimulate our emotions. Thus the formal qualities of a garment affect our emotions (Fiore & Kimle, 1997:14-17), and result in obvious expressions of pleasure or pain. Brown and Rice (1998:38) and Fiore and Kimle (1997:7) write that the physical features and the formal qualities of a garment evoke emotions when feeling the admiration of others. Pleasure and satisfaction are experienced by consumers if the design features have the desired formal qualities while unpleasant emotions may arouse feelings of discontent with the apparel product. As a group, people learn and share certain expressions for aesthetic preferences (Fiore & Kimle, 1997:6). The learnt expressions may influence consumers to appreciate and stick to similar styles, colours and other style features or may differ in them. Emotions may be reflected and elevated by means of dress, for instance the wearing of a sport uniform to reflect solidarity helps to raise emotional confidence in the game and elevates the general mood.

Bearing in mind that the adolescent is developing physically, emotionally and socially, parents should discuss with the adolescent the importance of good fit in relation to aesthetics and durability, culture and other factors that may contribute to an acceptable aesthetic look. Using their senses, the parents will compare the colours and sometimes the smell, and observe the fit (DeLong, 1998:57). If the uniform is acceptable to both the parents and the child, an arousal of emotions will be expressed. Shopping centres for garments should provide a wide range of uniforms with unique symbolic qualities that will excite the consumers.

2.3.2.3 Symbolic dimension

Clothing sends messages to the viewers about the wearer by means of symbolic expressions (Lamb & Kallal, 1992). Students in uniform at school and in the marketplace or in the playground have symbolic features that project an image of unity, thus attracting viewers. The uniform becomes more prominent than the wearer. Viewers have the ability to interpret clothing in various ways (Fiore & Kimle, 1997:32). The viewers may feel pleasure or dissatisfaction about the individual student or group, based on their appearance. Appearance has a symbolic effect. The uniform worn conveys a message of role, status, age, gender and so on. A status symbol in school has a social recognition of hierarchy of authority. Prefects are assigned a duty to monitor and run the school with the

assistance of the teachers and the administration. The uniform should project a good image of the student (Cheng, 1998).

Kaiser (1990:223) points out that clothing on appearance expresses the physical features of the garment. The mind consists of thought, which comes from the cognitive process; for instance, a pleasant design first projects identity, which brings about pleasure and comfort (Fiore & Kimle, 1997:64). Self-esteem is raised when a person is well-dressed. The quality of the uniform may have an effect on the self-acceptance of the students and acceptance by their peers. A fashion model, for example, reinforces the image and value of the product for that organisation (Fiore & Kimle, 1997:22). Neatly dressed adolescents in a school have status. Apart from neatness, there is also pleasure in wearing a uniform with gold medals, symbolising authority (Daniel, 1996). Value is attached to the school colours, which make the uniform a precious item for the school and community. Colour gives an impression, for instance red is associated with a mood of excitement (Fiore & Kimle, 1997:6). Adolescents are very concerned about their appearance; for them certain colours may be more important than the durability of the product.

Symbolic aspects of uniforms, according to Kaiser (1990:362), express a feeling of satisfaction about the school. Parents from other schools might have an interest to take their children to that school, because of the status they accord to the uniform and the school. The symbolic expression is also realised when other senior authorities appreciate and purchase those uniforms offered in that school.

Schools are also stakeholders, thus important to be kept in mind in the development of the prototype uniform. Schools are built in communities where different uniforms are used by different schools, religions, societies and other groups. What does a uniform symbolise? A uniform symbolises the name of a school. The school sends messages to communities about their values. Schools that value aesthetics would opt for a wide range of uniforms. Schools value unity and conformity. A good colour, fabric, construction and style elevate the status of the uniform (Fiore & Kimle, 1997:67). Stakeholders who are in favour of an economic solution would look for a durable uniform. In other words they would think about using resources efficiently. The roles played by the uniforms introduced enhance the self-esteem of the students, the school and the whole community.

For this study I have used the clothing consumer quality evaluation theory as a theoretical perspective. In Figure 1.1 the framework shows that high school girls, parents as well as the schools are collectively the stakeholders, thus are essential parties in the development of the prototype school uniform. It can be observed that as girls change or undergo developmental changes, physically, socio-psychologically and emotionally, their preferences with regard to their school uniform also change. Parents, on the other hand, have to adjust to the changes and demands of their children, which may then affect their economic status. The schools also pose challenges as social and cultural changes take place. As girls grow, their preferences of quality also develop. They begin to be conscious about the fit of the design and material of the uniforms. They begin to prefer certain materials as they see their peers wear certain quality of fabrics or different sets of uniforms.

Parents of course concern themselves with the durability, care and cost of uniforms. To them, it is especially the durability that matters. They prefer buying material that is not costly, but durable. Parents are also concerned about the aesthetics of their girls.

Schools, on the other hand, place more emphasis on aesthetics, since to them the uniform is a form of identity. To the school, whatever the uniform costs is not taken into consideration, but what matters is a good representation of the school.

If these quality preferences of all stakeholders are not kept in mind when a school uniform is decided on, some stakeholders will probably experience problems and might be dissatisfied, as is the case with the current school uniform.

2.4 IMPLICATIONS FOR THE STUDY

The study of the literature has major implications for all the stakeholders, as it has revealed relevant theories on the subject, toward the designation of a conceptual framework and the objectives of the study.

Literature on the changes experienced by the stakeholders indicated that girls are at a developmental stage physically, emotionally and psycho-socially, which implies that physical developmental changes might affect their satisfaction with the fit, and eventually might affect their emotional and psycho-social state. The spurt of growth requires loose

uniforms to camouflage their figure faults, so as to satisfy their emotional and psychosocial preferences. The economic, lifestyle and cultural lives may not be the same because of a number of factors such as income levels, geographic location and others. This implies that to get a true picture of the parents' status, parents staying with their children in the same community should be used for the study. From the school environment, belonging, identification and values are instilled, implying that involving the teachers might reveal the preferences of the school towards a school uniform.

Brown and Rice (1998: 27-32) and Fiore and Kimle (1997: 4-17) identified the functional and aesthetic preferences of consumers with regard to clothing. It was assumed, depending on the role played by the participant in the study, that girls' functional preferences were comfort of material, fit and style, as well as durability, easy care and end-use. For mothers it was durability, care, end-use and cost. For the school end-use was the functional dimension. Aesthetic dimensions for girls would be sensory, emotional and symbolic; for mothers it would be sensory and symbolic; for the school, symbolic dimensions were cited only. This implies that the instrument used should cover the entire spectrum of dimensions (functional and aesthetic), depending on the role played by the stakeholder.

RESEARCH DESIGN AND METHODOLOGY

3.1 CONCEPTUAL FRAMEWORK AND OBJECTIVES

Parents in Swaziland voiced their dissatisfaction about the cost and the number of sets of uniforms used in schools. This problem led to an investigation to find out the functional and aesthetic preferences and problems of stakeholders (high school girls, mothers and the teachers). After a review of the literature, a conceptual framework was drawn up with the objective to determine their level of satisfaction/dissatisfaction with the current uniform. The quantitative research design used has enabled the researcher to come up with a suitable sampling plan, data collection methods, instrument, data analysis and operationalisation.

3.1.1 Conceptual framework

The schematic conceptual framework (Figure 3.1) was developed against the background of the literature and with the objectives of the study in mind. It is clear from Figure 3.1 that the physical, emotional and psycho-social development of the high school girl, the economic, lifestyle and cultural changes in the family and the cultural and social changes in the school environment, all influence the three parties' preferences for the quality of a school uniform. These quality preferences can, as discussed in the previous chapter, be either functional or aesthetic. It was reasoned that the girls are in a position to state functional preferences with regard to comfort, durability, care and end-use, and aesthetic preferences with regard to the sensory, emotional and symbolic quality dimensions. The mothers, as representatives of the parents, and the teachers as representative of the school, however, do not wear the uniform and are therefore not in a position to comment on all the functional and aesthetic preferences and problems. It was reasoned that the mothers should be able to comment on durability, care, end-use and cost, as well as on the sensory and symbolic-aesthetic quality dimensions, while the teachers should be able to comment only on end-use and symbolic quality features.

The stakeholders evaluated the quality of the school uniform against these preferences, and if the preferences were not kept in mind when the uniform was developed, which

may lead to dissatisfaction, and thus the need for suggestions for a new prototype uniform.

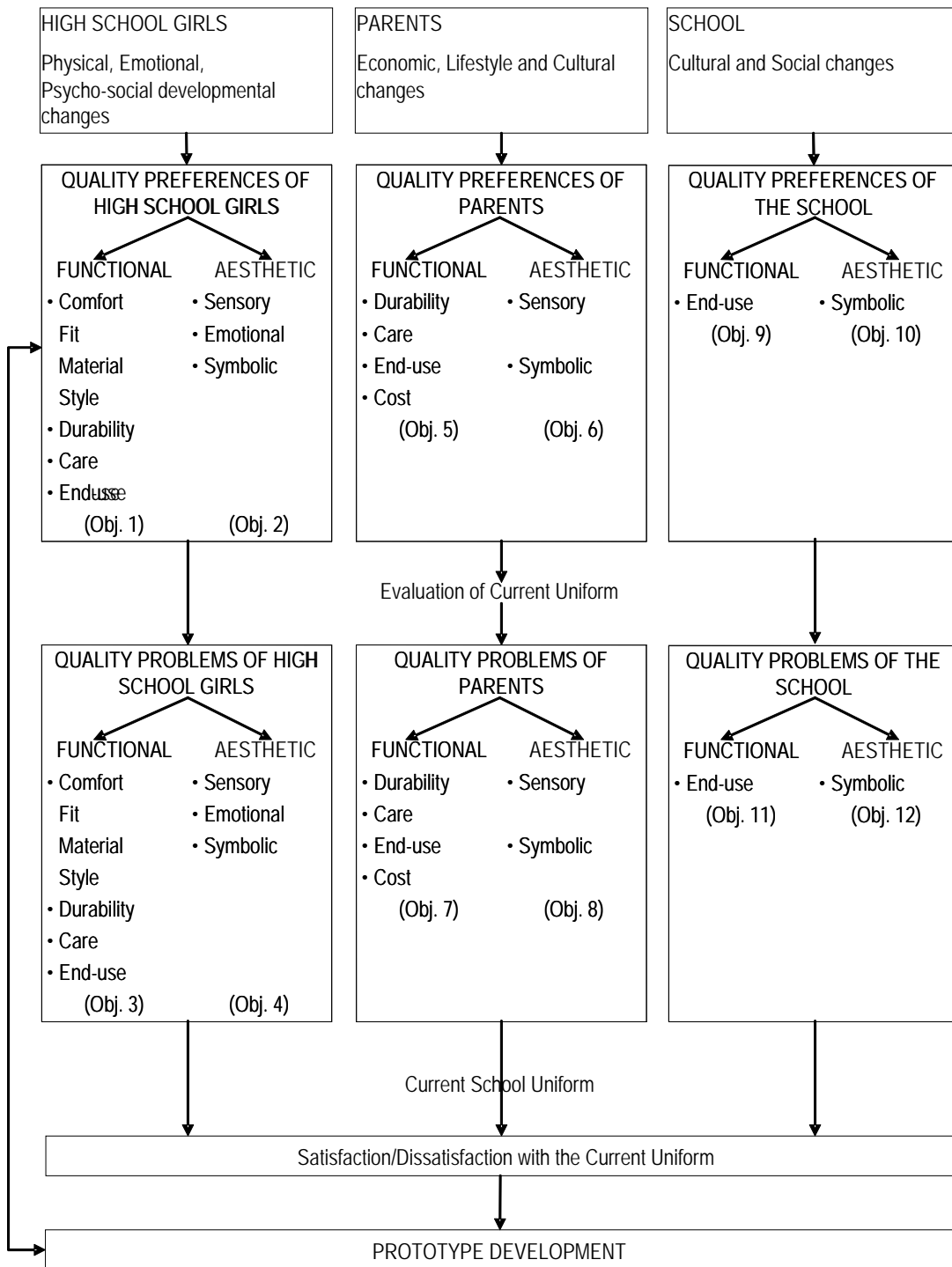


FIGURE 3.1: SCHEMATIC CONCEPTUAL FRAMEWORK FOR THE STUDY



3.1.2 Research objectives

(Phase 1)

Specific objective 1

To determine and describe functional performance preferences of high school girls with regard to their school tunic.

Sub-objectives

- 1.1 To determine and describe comfort preferences of high school girls with regard to a school tunic. (V19 & 20)
- 1.2 To determine and describe durability preferences of high school girls with regard to a school tunic. (V25 & V26)
- 1.3 To determine and describe care preferences of high school girls with regard to a school tunic. (V21 & V22)
- 1.4 To determine and describe end-use preferences of high school girls with regard to a school tunic. (V23 & V24)
- 1.5 To determine and describe fit preferences of high school girls with regard to a school tunic. (V17 & V18)

Specific objective 2

To determine and describe aesthetic performance preferences of high school girls with regard to their school tunic.

Sub-objectives

- 2.1 To determine and describe sensory-aesthetic preferences of high school girls with regard to a school tunic. (V15 & V16)
- 2.2 To determine and describe emotional-aesthetic preferences of high school girls with regard to a school tunic. (V27 & V28)
- 2.3 To determine and describe symbolic-aesthetic preferences of high school girls with regard to a school tunic. (V29 & V30)

Specific objective 3

To determine and describe functional performance problems of high school girls with regard to their school tunic.

Sub-objectives

- 3.1 To determine and describe comfort problems of high school girls with regard to the current school tunic. (V35 & V36)
- 3.2 To determine and describe durability problems of high school girls with regard to the current school tunic. (V41 & V42)
- 3.3 To determine and describe care problems of high school girls with regard to the current school tunic. (V37 & V38)
- 3.4 To determine and describe the end-use problems of high school girls with regard to the current school tunic. (V39 & V40)
- 3.5 To determine and describe fit problems of high school girls with regard to the current school tunic. (V33 & V34)

Specific objective 4

To determine and describe aesthetic performance problems of high school girls with regard to their school tunic.

Sub-objectives

- 4.1 To determine and describe sensory-aesthetic problems of high school girls with regard to the current school tunic. (V31 & V32)
- 4.2 To determine and describe emotional-aesthetic problems of high school girls with regard to the current school tunic. (V43 & V44)
- 4.3 To determine and describe the symbolic-aesthetic problems of high school girls with regard to the current school tunic. (V45 & V46)

Specific objective 5

To determine and describe functional performance preferences of mothers with regard to the high school girls' tunic.

Sub-objectives

- 5.1 To determine and describe durability preferences of mothers with regard to the high school girls' tunic. (V25 & V26)
- 5.2 To determine and describe care preferences of mothers with regard to the high school girls' tunic. (V21 & V22)
- 5.3 To determine and describe cost preferences of mothers with regard to the high school girls' tunic. (V29 & V30)
- 5.4 To determine and describe end-use preferences of mothers with regard to the high school girls' tunic. (V23 & V24)

Specific objective 6

To determine and describe aesthetic performance preferences of mothers with regard to the high school girls' tunic.

Sub-objectives

- 6.1 To determine and describe sensory-aesthetic preferences of mothers with regard to the high school girls' tunic. (V19 & V20)
- 6.2 To determine and describe symbolic-aesthetic preferences of mothers with regard to the high school girls' tunic. (V27 & V28)

Specific objective 7

To determine and describe functional performance problems of mothers of high school girls with regard to their school tunic.

Sub-objectives

- 7.1 To determine and describe durability problems of mothers with regard to the current high school girls' tunic. (V37 & V38)
- 7.2 To determine and describe care problems of mothers with regard to the current high school girls' tunic. (V33 & V34)
- 7.3 To determine and describe cost problems of mothers with regard to the current high school girls' tunic. (V41 & V42)
- 7.4 To determine and describe end-use problems of mothers with regard to the current high school girls' tunic. (V35 & V36)

Specific objective 8

To determine and describe aesthetic performance problems of mothers with regard to the high school girls' tunic.

Sub-objectives

- 8.1 To determine and describe sensory-aesthetic problems of mothers with regard to the current high school girls' tunic. (V31 & V32)
- 8.2 To determine and describe symbolic-aesthetic problems of mothers with regard to the current high school girls' tunic in relation to their cultural and family values. (V39 & V40)

Specific objective 9

To determine and describe functional performance preferences of the school with regard to the high school girls' tunic.

Sub-objective

9.1 To determine and describe end-use preferences of the school with regard to the high school girls' tunic. (V15, V16 & V17)

Specific objective 10

To determine and describe aesthetic performance preferences of the school with regard to the high school girls' tunic.

Sub-objective

10.1 To determine and describe symbolic-aesthetic preferences of the school with regard to the high school girls' tunic. (V13 & V14)

Specific objective 11

To determine and describe functional performance problems of the school with regard to the current high school girls' tunic.

Sub-objective

11.1 To determine and describe end-use problems of the school with regard to the current high school girls' tunic. (V20, V21 & V22)

Specific objective 12

To determine and describe aesthetic performance problems of the school with regard to the current high school girls' tunic.

Sub-objective

12.1 To determine and describe symbolic-aesthetic problems of the school with regard to the current high school girls' tunic. (V18 & V19)

(Phase 2)

Specific objective 13

To make recommendations with regard to the prototype tunic for high school girls based on the preferences and problems of the stakeholders.



3.2 RESEARCH DESIGN

This is a quantitative research design, whereby a survey was used to establish quality preferences and quality problems of students, parents and teachers with regard to school uniform sets used in Swaziland. A quantitative, descriptive design uses a questionnaire for data collection (De Vos, Strydom, Fouché & Delpont, 2005:137). A survey was conducted through three questionnaires for the different groups, the girls, parents and the teachers. The statistical findings from the analysis of the results provided descriptive information on the preferences and problems, which formed the basis for making recommendations for the prototype. Participants were chosen by means of simple random sampling from the population.

The research is cross-sectional, meaning that the observations were made at one time and not over an extended period as is the case with longitudinal research (Babbie & Mouton, 2002:92, 105).

3.3 SAMPLING PLAN

3.3.1 Units of analysis

Three sampling units were used in this study. These included Form-3 girls, their mothers and the teachers. Firstly, Form-3 girls were selected because it was assumed that they had passed early adolescence with the typical growth spurt between ages 11 and 16. Gouws and Kruger (1994:19) state that the accelerated spurt of growth during adolescence lasts approximately two years. Secondly, this class had used the uniforms for more than two years while at early adolescence. Finally, having been in the education system of Swaziland for over 25 years, the researcher observed that students in Form2 to 3 were not allowed to move from one school to another because of the different subjects taught in the schools. This made it possible for the researcher to use Form-3 girls because of the experience they already had. Mothers were selected rather than fathers, because of their involvement in purchasing household clothing for family members, including school uniforms. Teachers were selected because they spend most of their time with the girls.

3.3.2 Sample selection and sample size

Swaziland is divided into four administrative regions, the Hhohho, Lubombo, Manzini and Shiselweni regions. Two highly populated urban areas were selected from two regions, namely the Hhohho and Manzini regions. Mbabane urban schools were from Hhohho, while Manzini urban schools were from the Manzini region. All the urban schools used in the study were schools with girls. These urban areas form a kind of urban stratum, because they share schools, shops for the uniforms and other things. According to Walliman (2005:277), simple random sampling ensures a fair selection in the two urban areas.

Schools under the control of the Ministry of Education were used, which made it easier to get records on participants. When the girls were selected, registers were used to ensure that the girls had been in the school for the past two years and were in Form 3. The researcher was looking for quality preferences and problems from the participants' perspective, to be able to generalise, which is why she purposively used the Form-3 girls, their mothers and the teachers in the school who were willing to take part in the study. The university statistician suggested the final sample of 150 girls, 150 mothers and 75 teachers. Ten (10) girls and their mothers were picked from each school. A total number of 84 teachers took part in this study.

3.4 DATA COLLECTION

3.4.1 Data collecting instrument

The questionnaires were developed based on the objectives and conceptual framework of the study and after a thorough literature review was done. Questionnaires were short, reducing boredom for validity. Questionnaires were pilot-tested amongst mothers, girls and teachers who were not part of the final sample. Three different research instruments were formulated for the mothers, teachers and girls. The different research instruments were administered in the urban areas of the Mbabane and Manzini regions. The questionnaires consisted of three parts. In Section A, demographic and general information was collected. Girls', mothers' and teachers' preferences for the functional and aesthetic performance qualities of a tunic were determined in Section B, using a 4-

point scale, with 4 as very important, 3 as important, 2 as less important, and 1 as not important. In Section C, girls', mothers' and teachers functional and aesthetic performance problems regarding the current school tunic were tested on a 4-point scale, with 4 as strongly agree, 3 as agree, 2 as disagree, and 1 as strongly disagree. All the questionnaires were accompanied by a covering letter and a consent form (see Addendums A to C).

3.4.2 Data collecting methods and procedures

The Data for this study was collected by means of a questionnaire. Before going to the schools an informed consent was obtained from each participant. The researcher sought permission from the Ministry of Education to conduct the research. After the consent from the Ministry of Education, the researcher communicated with the Form-3 girls, mothers and teachers through the school administrators. Problems may arise when human beings are used for collecting data (Walliman, 2005:340). For instance, using girls during lunch denies them the privilege of enjoying their lunch. Participants had the right to choose to either take part or refuse (Frankfort-Nachmias & Nachmias, 2003:82). The consent of the parents was requested to protect their children; the researcher made an appointment to meet the Head teacher so that a suitable time, day and venue could be arranged.

The questionnaires were delivered and collected by hand. The researcher was amongst the participants to give minimal assistance whilst assuring the clarity of the questions (De Vos *et al.*, 2005). The research took place in the school for the girls and the teachers, in a convenient place provided by the school. Consent letters of the girls, the mothers, and the mothers' questionnaire were sealed in an envelope for the mothers to complete and give to girls the following day. A call was made on the following day to enquire about the parents' feedback from the class teacher. Thereafter, the girls used their classrooms while the teachers used their staff room. Before completion of the questionnaire the researcher stated the research objectives and assured the participants that the data given will be highly confidential. Codes were used instead of names known by the researcher. In the process of filling in the questionnaire the researcher ensured that each participant had a sharp pencil and a rubber to use efficiently.

3.5 DATA ANALYSIS AND OPERATIONALISATION

3.5.1 Coding and capturing of the data

According to Babbie (2008:443), once data has been collected it needs to be quantified so that it can be easily interpreted. Data first needs to be coded to make the data processing easier. Coding is done to reduce variation of information to a more manageable size for quicker and faster data capturing purposes. The codes represent the attributes measured in the study.

All variables measured in the questionnaire were given a code, which was edge-coded at the edge of the questionnaire. Edge-coding refers to codes written in spaces at the edge of the questionnaire for the attributes being studied. Once coding was done, the data was sent to the statistical unit of the University of Pretoria, where data was captured by the data capturing unit.

The data was captured by the data capturing division of the University of Pretoria. The SAS statistical software package was used for data analysis.

To prevent errors in data processing, two types of data “cleaning” were done, namely possible-code cleaning and contingency cleaning. Processed data was checked to ensure that only those codes assigned to particular attributes – possible codes – appeared in the data file (possible-code cleaning). Contingency cleaning was done to confirm that only those cases that should have data on a particular variable actually had such data (Diamantopoulos & Schlegelmilch, 1997:39-52; Babbie & Mouton, 2002:417-418). Data errors due to incorrect coding and reading errors were rectified.



3.5.2 Operationalisation

TABLE 3.1: DEMOGRAPHIC INFORMATION OF GIRLS

Sub-objectives	Aspects measured	Questions	Variables	Statistical Analysis
To determine demographic information for high school girls	Number of Participants - Region - Area - Age - Name of school	- 1 2 3 4	V1 V2 V3 V4 V5	Descriptive statistics i.e. frequencies, percentages.
To determine demographic information of high school girls with regard to school uniform	Style of current tunic Preference on style Fit preference Current colours - tunic - skirt - jersey Preference on colours - tunic - skirt - jersey	5 6 7 8 9 10 11 12 13	V6 V7 V8 V9 V10 V11 V12 V13 V14	Descriptive statistics i.e. frequencies, percentages.

TABLE 3.2: DEMOGRAPHIC INFORMATION OF MOTHERS

Sub-objectives	Aspects measured	Questions	Variables	Statistical Analysis
To determine demographic information of mothers	Number of Participants - Region - Area - School - Occupation Amounts willing to pay - tunic - skirt - jersey Who cares for uniform	- 1 2 3 4 5 6 7 8	V1 V2 V3 V4 V5 V6 V7 V8 V9	Descriptive statistics i.e. frequencies, percentages.
To determine demographic information of mothers with regard to girls' uniform.	Style of current tunic Preference on style Fit preference Current colours - tunic - skirt - jersey Preference on colours - tunic - skirt - jersey	9 10 11 12 13 14 15 16 17	V10 V11 V12 V13 V14 V15 V16 V17 V18	Descriptive statistics i.e. frequencies, percentages.



TABLE 3.3: DEMOGRAPHIC INFORMATION OF TEACHERS

Sub-objectives	Aspects measured	Questions	Variables	Statistical Analysis
To determine demographic information of teachers	Number of Participants	-	V1	Descriptive statistics i.e. frequencies, percentages.
	- Region	1	V2	
	- Area	2	V3	
	- School	3	V4	
To determine demographic information of teachers on uniforms	Style of current tunic	4	V5	Descriptive statistics i.e. frequencies, percentages.
	Preference on style	5	V6	
	Current colours			
	- tunic	6	V7	
	- skirt	7	V8	
	- jersey	8	V9	
	Preference on colours			
	- tunic	9	V10	
	- skirt	10	V11	
	- jersey	11	V12	

TABLE 3.4: SPECIFIC OBJECTIVE 1

To determine and describe functional performance preferences of high school girls with regard to their school tunic

Sub-objectives	Aspects measured	Questions	Variables	Statistical Analysis	Testing statistical significance for all
1.1 To determine and describe comfort preferences of high school girls with regard to a school tunic	Comfort preferences: Material – texture	14	V19-20	Descriptive statistics i.e. - Calculated means of each variable - Sum up means of V19 & V20 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance. - Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.
1.2 To determine and describe durability preferences of high school girls with regard to a school tunic	Preferences of durability. - Colour - Lifetime of tunic	14	V25 V26	Descriptive statistics - Calculated means of each variable - Sum up means of V25 & V26 and average	
1.3 To determine and describe care preferences of high school girls with regard to a school tunic	Care preferences - Soiling - Ease of care	14	V21 V22	Descriptive statistics - Calculated means of each variable - Sum up means of V21 & V22 and average Calculated means of each variable - Sum up means of V17 & V18 and average	
1.4 To determine and describe end-use preferences of high school girls with regard to a school tunic	End-use preference - Purpose of using tunic	14	V23 V24	Descriptive statistics i.e. - Calculated means of each variable - Sum up means of V23 & V24 and average	
1.5 To determine fit preferences of high school girls with regard to a school tunic	Fit preference Fit – ease, accommodate growth Fit – ease, comfort of style	14	V17 V18	Descriptive statistics i.e. - Calculated means of each variable - Sum up means of V17 & V18 and average	

TABLE 3.5: SPECIFIC OBJECTIVE 2

To determine and describe aesthetic performance preferences of high school girls with regard to their tunic

Sub-objectives	Aspect measured	Questions	Variables	Statistical Analysis	Testing statistical significance for all
2.1 To determine and describe sensory-aesthetic preferences of high school girls with regard to a school tunic	Sensory preferences Fit – sensory feeling Material – texture	14 14	V15 V16	Descriptive statistics - Calculated means of each variable - Sum up means of V15 & V16 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance. - Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.
2.2 To determine and describe emotional-aesthetic preferences of high school girls with regard to a school tunic	Emotional preferences Satisfaction	14 14	V27 V28	Descriptive statistics i.e. - Calculated means of each variable - Sum up means of V27 & V28 and average	
2.3 To determine and describe symbolic-aesthetic preferences of high school girls with regard to a school tunic	Symbolic preferences - Cultural values - Family values	14	V29 V30	Descriptive statistics - Calculated means of each variable - Sum up means of V29 & V30 and average	

TABLE 3.6: SPECIFIC OBJECTIVE 3

To determine functional performance problems of high school girls with regard to their school tunic

Sub-objectives	Aspect measured	Questions	Variables	Statistical Analysis	Testing statistical significance for all
3.1 To determine and describe comfort problems of high school girls with regard to the current school tunic	Comfort problems Material – texture	15	V33 V34	Descriptive statistics - Calculated means of each variable - Sum up means of V33 & V34 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance. - Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.
3.2 To determine and describe durability problems of high school girls with regard to the current school tunic	Preferences of durability: - Lifetime of tunic - Colour	15 15	V41 V42	Descriptive statistics - Calculated means of each variable - Sum up means of V41 & V42 and average	
3.3 To determine and describe care problems of high school girls with regard to the current school tunic	Care problems - Soiling - Ease of care	15 15	V37 V38	Descriptive statistics Average V37 & V38 - Calculated means of each variable - Sum up means of V37 & V38 and average	
3.4 To determine and describe the end-use problems of high school girls with regard to the current school tunic	Intended purpose - End-use problems related to purpose of using tunic	15 15	V39 V40	Descriptive statistics - Calculated means of each variable - Sum up means of V39 & V40 and average	
3.5 To determine and describe fit problems of high school girls with regard to the current school tunic	Fit preference Fit – ease, accommodates growth Fit – ease, comfort of style	15	V33&34	Descriptive statistics - Calculated means of each variable - Sum up means of V33 & V34 and average	

TABLE 3.7: SPECIFIC OBJECTIVE 4

To determine and describe aesthetic performance problems of high school girls with regard to their school tunic

Sub-objectives	Aspects measured	Questions	Variables	Statistical analysis	Testing statistical significance for all
4.1 To determine and describe sensory-aesthetic problems of high school girls with regard to the current school tunic	Sensory Problems Fit – sensory feeling Material – texture	15 15	V31 V32	Descriptive statistics - Calculated means of each variable - Sum up means of V31 & V32 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance. - Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.
4.2 To determine and describe emotional-aesthetic problems of high school girls with regard to the current school tunic	Emotional problems - Dissatisfaction	15 15	V43 V44	Descriptive statistics - Calculated means of each variable - Sum up means of V43 & V44 and average	
4.3 To determine and describe the symbolic-aesthetic problems of high school girls with regard to the current school tunic	Symbolic problems - Cultural values - Family values	15 15	V45 V46	Descriptive statistics - Calculated means of each variable - Sum up means of V45 & V46 and average	

TABLE 3.8: SPECIFIC OBJECTIVE 5

To determine and describe functional performance preferences of mothers with regard to the high school girls' tunic

Sub-objectives	Aspects measured	Questions	Variables	Statistical Analysis	Testing statistical significance for all
5.1 To determine and describe durability preferences of mothers with regard to the high school girls' tunic	Durability preferences - Lifetime of tunic - Colour	18 18	V25 V26	Descriptive statistics - Calculated means of each variable - Sum up means of V25 & V26 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance. - Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.
5.2 To determine and describe durability preferences of mothers with regard to the high school girls' tunic	Care preferences - Soiling - Ironing	18 18	V21 V22	Descriptive statistics - Calculated means of each variable - Sum up means of V21 & V22 and average	
5.3 To determine and describe cost preferences of mothers with regard to the high school girls' tunic	Cost preferences - Affordability	18 18	V29 V30	Descriptive statistics - Calculated means of each variable - Sum up means of V29 & V30 and average	
5.4 To determine and describe end-use preferences of mothers with regard to high school girls' tunic	End-use preference - Purpose of using tunic	18 18	V23 V24	Descriptive statistics - Calculated means of each variable - Sum up means of V23 & V24 and average	

TABLE 3.9: SPECIFIC OBJECTIVE 6

To determine and describe aesthetic performance preferences of mothers with regard to the high school girls' tunic.

Sub-objectives	Aspects measured	Questions	Variables	Statistical Analysis	Testing statistical significance for all
6.1 To determine and describe sensory-aesthetic preferences of mothers with regard to the high school girls' tunic	- Sensory preferences Fit – sensory feeling Material – texture	18 18	V19 V20	Descriptive statistics - Calculated means of each variable - Sum up means of V19 & V20 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance.
6.2 To determine and describe symbolic-aesthetic preferences of mothers with regard to the high school girls' tunic	Symbolic preferences - Cultural values - Family values	18 18	V27 V28	Descriptive statistics - Calculated means of each variable - Sum up means of V27 & V28 and average	- Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.

TABLE 3.10: SPECIFIC OBJECTIVE 7

To determine functional performance problems of mothers of high school girls with regard to their school tunic

Sub-objectives	Aspects measured	Questions	Variables	Statistical Analysis	Testing statistical significance for all
7.1 To determine and describe durability problems of mothers with regard to the current high school girls' tunic	Durability problems - Lifetime of tunic - Colour	19 19	V37 V38	Descriptive statistics - Calculated means of each variable - Sum up means of V37 & V38 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance. - Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.
7.2 To determine and describe care problems of mothers with regard to the current high school girls' tunic	Care problems - Soiling - Ease of care	19 19	V33 V34	Descriptive statistics - Calculated means of each variable - Sum up means of V33 & V34 and average	
7.3 To determine and describe cost problems of mothers with regard to the current high school girls' tunic	Cost problems - Affordability	19 19	V41 V42	Descriptive statistics i.e. - Calculated means of each variable - Sum up means of V41 & V42 and average	
7.4 To determine and describe end-use problems of mothers with regard to the current high school girls' tunic	End-use problems - Purpose of using tunic	19 19	V35 V36	Descriptive statistics i.e. - Calculated means of each variable - Sum up means of V35 & V36 and average	

TABLE 3.11: SPECIFIC OBJECTIVE 8

To determine and describe aesthetic performance problems of mothers with regard to the high school girls' tunic

Sub-objectives	Aspects measured	Questions	Variables	Statistical Analysis	Testing statistical significance for all
8.1 To determine and describe sensory-aesthetic problems of mothers with regard to the current high school girls' tunic	Sensory problems Fit – sensory feeling Material – texture	19 19	V31 V32	Descriptive statistics - Calculated means of each variable - Sum up means of V31 & V32 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance.
8.2 To determine and describe symbolic-aesthetic problems of mothers with regard to the current high school girls' tunic	Symbolic preferences - Cultural values - Family values	19 19	V39 V40	Descriptive statistics - Calculated means of each variable - Sum up means of V39 & V40 and average	- Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.

TABLE 3.12: SPECIFIC OBJECTIVE 9

To determine and describe functional performance preferences of the school with regard to the school tunic

Sub-objectives	Aspects measured	Questions	Variables	Statistical Analysis	Testing statistical significance for all
9.1 To determine and describe end-use preferences of the school with regard to the high school girls' tunic	Intended purpose - End-use preferences related to purpose of using tunic	12 12 12	V15 V16 V17	Descriptive statistics - Calculated means of each variable - Sum up means of V15, V16 & V17 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance. - Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.

TABLE 3.13: SPECIFIC OBJECTIVE 10

To determine and describe aesthetic performance preferences of the school with regard to the high school girls' tunic

Sub-objectives	Aspects measured	Questions	Variables	Statistical Analysis	Testing statistical significance for all
10.1 To determine and describe symbolic-aesthetic preferences of the school with regard to the high school girls' tunic	Symbolic Preferences - Status - Cultural values	12 12 12	V13 V14	Descriptive statistics - Calculated means of each variable - Sum up means of V13 & V14 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance. - Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.

TABLE 3.14: SPECIFIC OBJECTIVE 11

To determine and describe functional performance problems of the school with regard to the current school tunic

Sub-objectives	Aspects measured	Questions	Variables	Statistical Analysis	Testing statistical significance for all
11 To determine and describe end-use problems of the school with regard to the current high school girls' tunic	Intended purpose - End-use problems related to purpose of using tunic	13 13 13	V20 V21 V22	Descriptive statistics - Calculated means of each variable - Sum up means of V20, V21 & V22 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance. - Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.

TABLE 3.15: SPECIFIC OBJECTIVE 12

To determine and describe aesthetic performance problems of the school with regard to the current high school girls' tunic

Sub-objectives	Aspects measured	Questions	Variables	Statistical analysis	Testing statistical significance for all
12.1 To determine and describe symbolic-aesthetic problems of the school with regard to the current high school girls' tunic	Symbolic problems - Status - Cultural values	13 13	V18 V19	Descriptive statistics - Calculated means of each variable - Sum up means of V18 & V19 and average	A Mann-Whitney test and a Kruskal-Wallis test were used to determine the level of significance in each dimension for the combined preferences at 5% level of significance. - Spearman's correlation coefficient test was used to determine association, between variables at 5% level of significance for each dimension.

3.5.3 Explanation of statistical methods

No explanation is given for the calculation of frequencies and frequency analysis as it is considered to be self-explanatory. The 5% level of significance was used throughout the study, meaning that the probability of wrongly rejecting the null hypothesis would be less than 5%.

3.5.3.1 Mann-Whitney and Kruskal-Wallis tests

The Mann-Whitney test is used when you have two groups to compare on a variable which is measured at ordinal level (e.g. significant differences between mothers' and girls' scores for problems). The null hypothesis tested by the Mann-Whitney is that there is no difference between the two groups in terms of location, focusing on the median as a measure of central tendency (Diamantopoulos & Schlegelmilch, 1997:180-181).

The Kruskal-Wallis one way ANOVA tests the same null hypothesis as the Mann-Whitney, but it tests across more than two groups (e.g. significant differences between mothers', girls' and teachers' scores for problems).

3.5.3.2 Spearman's rank-order correlation coefficient

Spearman's rank-order correlation coefficient captures the relationship between ordinal variables. It investigates not only the strength of association between two variables, but also its direction. Values range from -1 to $+1$, with values close to zero indicating little or no association between the variables concerned (Diamantopoulos & Schlegelmilch, 1997:201). This test was used to measure the association between the two statements that were supposed to measure the same quality dimension.

3.6 Quality of the data

3.6.1 Reliability

Reliability is obtained when a measuring instrument repeatedly applied consistently produces the same results (Babbie, Mouton, Voster & Prozesky, 2001:119). Reliability in the study was obtained by repeatedly applying the measuring instrument in a similar pattern in all 15 of the schools and all the stakeholders (girls, mothers and teachers). Class teachers organised the classrooms for the selection of the girls who were given the mother's questionnaires and consent letters, to fill in answers overnight and bring them the following day. Girls answered their questionnaires in their classrooms during a suitable time. Teachers answered their questionnaires in their staff room. The questions were simple; thus the participants needed minimal clarification, which was also an additional aspect speaking to the reliability of the instrument.

3.6.2 Validity

Construct validity

Construct validity measures the degree of how and why an instrument functions the way it does (De Vos *et al.*, 2005:162). The instrument was explicit and covered all the objectives set for the research. Construct validation was statistically tested at a 5% level of significant differences for combined means of girls', mothers' and teachers' preferences and problems.

Face validity

Face validity does not include any scientific calculation, but measures the extent to which an instrument measures what it is purported to measure at face value (Leedy & Ormrod, 2001:98). In this study face validity was ensured by making use of subject specialists from colleges in Swaziland and the study leader at the University of Pretoria. This gave an assurance that the instrument was measuring certain preferences and problems of consumers, and indeed problems and preferences were obtained from the use of the instrument.

Content validity

Content validity was ensured by having adequate samples from the concepts in the conceptual framework (Figure 1.1). It was further assured by using experts well versed in the field who ensured that all the aspects of the preferences and problems were covered in the instrument. According to (De Vos *et al.*, 2005:160-161), content validity assures that the instrument provides adequate questions for the variables to be measured.

Criterion validity

Criterion validity involves multiple comparisons of the current findings with past research to give a more valid and objective result. A relevant and reliable criterion should be selected in order to be able to validate the instrument (De Vos *et al.*, 2005:161). Relevant studies served as a criterion in the comparisons of the findings. Currently most of the studies on school uniforms focused on the advantages and disadvantages of school uniforms. Comparisons used in the study focused on the quality preferences of adolescents, parents and teachers.

Inferential validity

Descriptive and inferential statistics were used in the study to explain significant associations in preferences and problems between the groups of girls, mothers and teachers. The descriptive statistical methods used in the study were frequencies, percentages and means, arranged in descending order. To test significant differences a Mann-Whitney and a Kruskal-Wallis test were done to test for statistically significant

differences. For interpretation purposes an association between variables on preferences and problems added together was tested, using Spearman's correlation.

3.7 Ethics

An investigation in a research study has to be conducted under conducive conditions so as to avoid interfering with human rights (De Vos *et al.*, 2005:56-62).

3.7.1 Informed consent

Informed consent was obtained from each participant before conducting the research. All participants should be given enough information about the study required to be able to make an informed decision (Bryman & Bell, 2007:137-138). Problems may arise, especially when human beings are used for collecting the data. Walliman (2005:340) states that when researchers use people, they may interfere with their rights, for instance using girls during the lunch hour denies them the privilege of enjoying their lunch. Therefore the researcher sought their consent. Participants had the right to choose to take part or refuse (Frankfort-Nachmias & Nachmias, 2003:82). An informed consent form, containing some information about the study, enabled the participants to give their informed consent. A researcher should treat all participants equally, regardless of age, culture, disability or gender (Walliman, 2005:342).

3.7.2 Access and acceptance

The researcher sought permission from the Ministry of Education to conduct the research. A letter was also written to the schools to seek their permission. A school is an institution that operates according to a time schedule. The researcher made an appointment to meet the Head teacher so that a suitable time could be arranged. All such institutions have their rules and regulations, which the researcher had to adhere to.

3.7.3 Confidentiality and anonymity

The researcher kept all the information discussed with the participants private and confidential. Nobody had access to the data. The codes used were known by the researcher only.

3.7.4 Privacy

Bryman and Bell (2007:139-141) state that it is not acceptable to invade a participant's private life. Subjects' right to privacy was respected. Private information included attitudes, beliefs and opinions. Privacy was assured by allowing the respondents to decide on venues.

The data analysis and discussions follow in Chapter 4.

DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The purpose of quantitative data analysis is to reduce (i.e. categorise, order, manipulate and summarise) data to an intelligible and interpretable form, so that the relations of research objectives can be studied and tested, and conclusions can be drawn (Kruger, De Vos, Fouché & Venter, 2005:218). For the purpose of the analysis of the data for this study, descriptive and inferential statistics were used. Descriptive statistics was used to describe specific observations by presenting quantitative data in a manageable form (such as in tables and graphs, and the calculation of numerical summaries such as frequencies, averages, medians, percentages and ranges). In this chapter, the data is analysed according to the objectives and sub-objectives to obtain answers for the research problem decided on for this research project. The analysis starts with a description of the demographic characteristics and other descriptive characteristics of the sample. Next, the analysis of the objectives and sub-objectives follows. For the purpose of this study, the data is expressed in terms of frequencies and percentages, where respondents had to select only one response option from a list of response options provided by the researcher.

4.2 DEMOGRAPHIC AND OTHER DESCRIPTIVE CHARACTERISTICS OF THE SAMPLE

4.2.1 Demographic distribution of the schools and homes (V2 and V3)

TABLE 4.1: DEMOGRAPHIC DISTRIBUTION OF THE SCHOOLS AND HOMES (N = 150)

Region	Frequency		Percentage (%)	
	Schools	Homes	Schools	Homes
Hhohho	7	69	46.67	46
Manzini	8	81	53.33	54

It is clear that about half of the schools (46.67%) were in the Hhohho region (Mbabane urban schools), whereas 53.33% were from the Manzini region (Manzini urban schools). Forty-six per cent (46.00%) of the families lived in the Mbabane urban area, while 54.00% lived in the Manzini urban area. There was an almost even distribution of respondents between the regions.

4.2.2 Working status of the mothers (V5)

TABLE 4.2: WORKING STATUS OF MOTHERS (N = 150)

Occupation	Frequency	Percentage (%)
Employed	88	58.67
Self-employed	28	18.67
Unemployed	34	22.66

A total of 58.67% of mothers were employed, 18.67% were self-employed, while 22.66% were unemployed. A percentage of the employed and self-employed totals 77.34%, showing that most of the mothers in the two urban areas were working.

4.2.3 Age distribution of the girls in Form 3 (V4)

TABLE 4.3: AGE DISTRIBUTION OF GIRLS (N = 150)

Age	Frequency	Percentage (%)
13	1	0.67
14	20	13.33
15	60	40.00
16	48	32.00
17	18	12.00
18	1	0.67
19	2	1.33

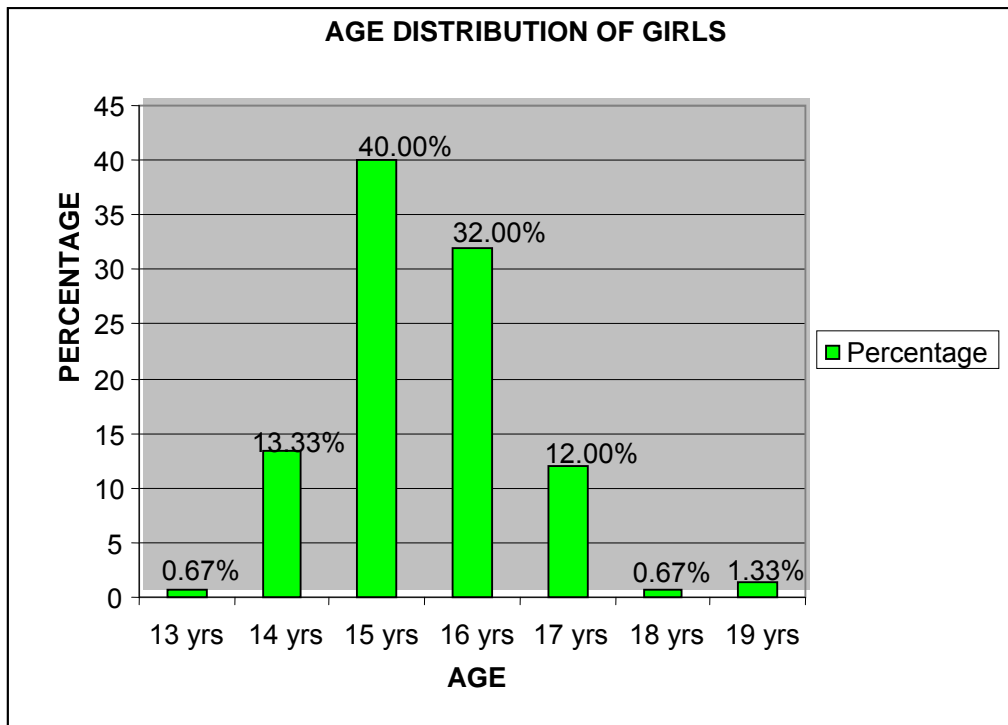


FIGURE 4.1: AGE DISTRIBUTION OF GIRLS

From a total sample of 150 girls, 72.00% (40.00% + 32.00%) were between the ages of 15 and 16, while 14.00% (13.33% + 0.67%) were between the ages of 13 and 14. It was also observed that 14.00% of the girls were between the ages of 17, 18 and 19. It is obvious that a Form-3 girl with normal progression from class to class, should be between 15 and 16 years. Delayed entry to school and repeating of classes could have led to the presence of 17-, 18- and 19-year-olds. The presence of the girls below 15 years of age might be due to entering the first grade of school before the age of 6 years, or girls skipping a grade. From the results it could therefore be said that most of the girls are probably past the typical growth spurt.

4.2.4 Mothers' willingness to pay for school uniforms (V6-8)

TABLE 4.4: MOTHERS' WILLINGNESS TO PAY FOR SCHOOL UNIFORMS (N = 150)

Amounts Emalangen(E)	Tunic		Skirt		Jersey	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Below E100.00	23	15.33	112	76.19	81	54
E100.00-200.00	122	81.34	34	23.13	67	46
Above E200.00	5	3.33	1	0.68	-	-

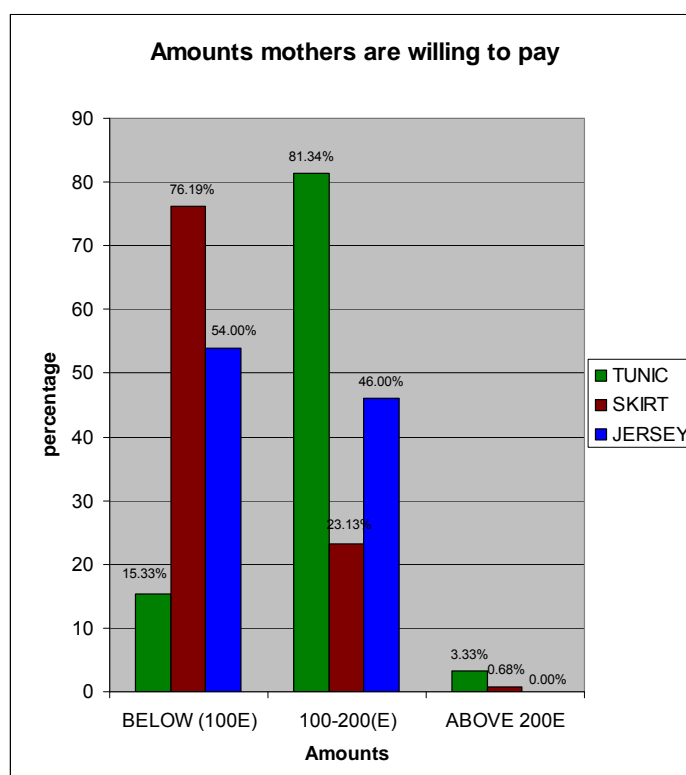


FIGURE 4.2: MOTHERS' WILLINGNESS TO PAY FOR UNIFORMS

The mothers indicated a wide range of amounts they were willing to pay. These amounts were grouped. For the tunic, the highest frequency was 122 (81.34%) out of 150, that were willing to pay from E100.00 to E200.00. Twenty three (23) mothers (15.33%) were willing to pay below E100.00. Only five (3.33%) were willing to pay above E200.00. This

implied that the majority of mothers could afford to pay between E100.00 and E200.00 for a tunic. As the price increased above E200.00, a smaller number was observed.

The majority of mothers 112 (76.18%) indicated that they were willing to pay below E 100.00 for a skirt. Thirty four (34) mothers, which is about 23.13%, were willing to pay between E100.00 and E200.00, while only 1 mother was willing to pay more than E200.00. This implied that expensive items were only afforded by a few.

The majority of the mothers, namely 81 (54.00%), were willing to pay the amounts below E100.00 for the jersey, while 67(46.00%) indicated amounts from E100.00 to E200.00 for a jersey. None of the mothers indicated an amount above E200.00, implying that they were not willing to pay for a jersey costing more than E200.00.

4.2.5 Caring for school uniforms (V9: mothers)

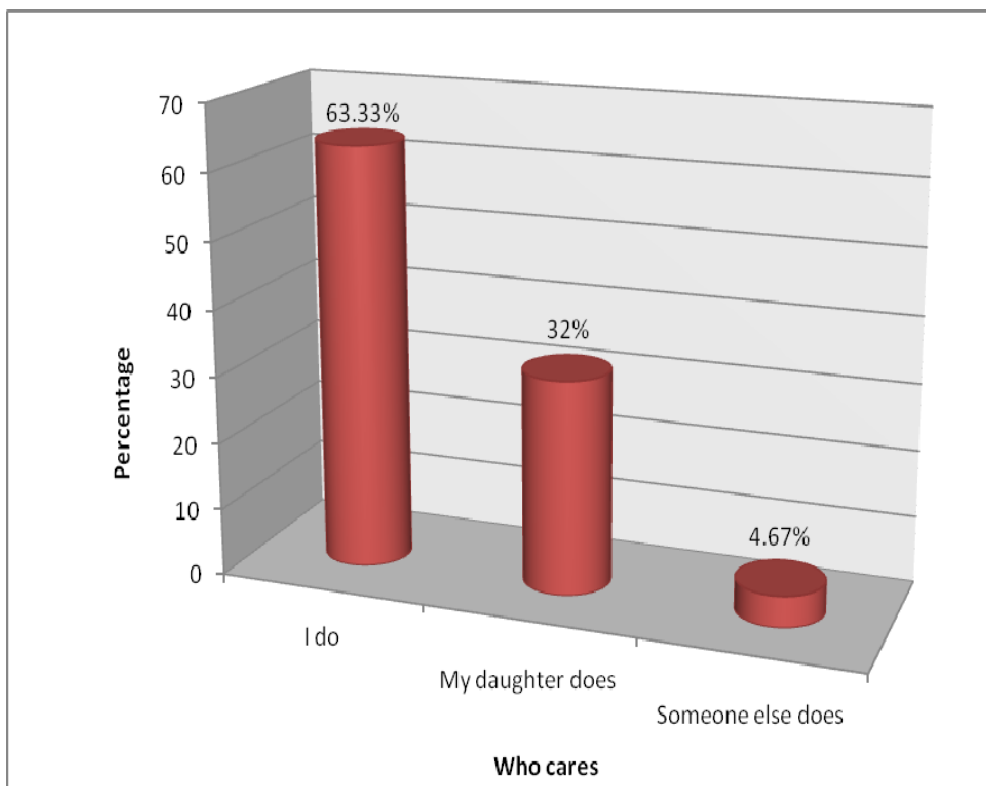


FIGURE 4.3: CARING FOR SCHOOL UNIFORMS

It is evident from Figure 4.3 that most of the mothers (63.33%) cared for the uniforms themselves, while only 32.00% of the mothers indicated that their girls cared for the

uniforms, and only 4.67% of the mothers indicated that someone else cared for the uniforms. As most of the mothers cared for the uniforms themselves, they were probably in a very good position to comment on especially the functional quality dimensions of the current uniforms.

4.3 PREFERENCES REGARDING UNIFORMS

4.3.1 Preferences regarding the style

(Girls: V6 & 7) (Mothers: V10 & 11) (Teachers: V10 & 11)

The girls, mothers and teachers were asked to indicate a tunic that closely matched the tunic in the school and their preference.

TABLE 4.5: PREFERENCES FOR STYLE OF UNIFORMS (N= 130; Frequency missing from schools without tunics n= 20)

Tunics	With panels (%)		Pleats (%)		Flares (%)	
	Current	Preference	Current	Preference	Current	Preference
Girls	67.69	44.67	3.85	35.33	28.46	20.00
Mothers	67.94	54.00	3.82	24.00	28.24	22.00
Teachers	85.14	65.48	5.41	17.86	9.46	16.67

Table 4.5 shows that most schools used tunics with panels. Girls' and mothers' scores were similar, about 68.00%, while the teachers' percentage was higher, namely 85.14%. The reason might be that teachers viewed the pictures differently, or because male and female teachers were used in the study, while with the other groups, only females were used. Most of the participants opted for panelled tunics, with 65.00% of the teachers, 54.00% of the mothers, and 44.67% of the girls. The tunic with flares was the next in line. Again the girls and the mothers obtained the same score of about 28.00%. Teachers also indicated that the flares were their second choice (9.46%). Tunics with pleats were used by few schools, as shown above by these percentages (3.85%, 3.82% and 5.41%). The findings on preferences for tunics indicate that panelled tunics rated the highest.

4.3.2 Preferences regarding fit from the girls and the mothers

(Girls: V7) (Mothers: V8)

TABLE 4.6: PREFERENCES OF MOTHERS AND GIRLS REGARDING FIT (N=150)

Preference regarding fit	Girls		Mothers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Very tight	4	2.67	2	1.33
Tight	92	61.33	51	34.00
More loose than tight	54	36.00	95	63.33
Very loose	0	0.00	2	1.33

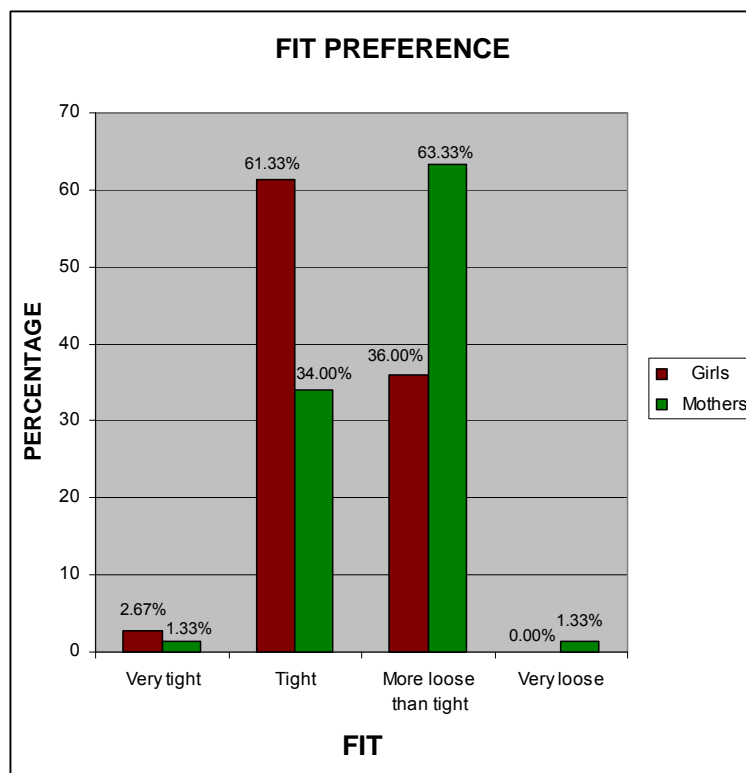


FIGURE 4.4: PREFERENCES OF MOTHERS AND GIRLS REGARDING FIT

Preferences regarding fit showed differences between the girls and the mothers. Most girls preferred tight tunics (61.33%), while the mothers wanted a tunic that was more loose than tight (63.33%). This implied that mothers most probably wanted a fit that



would allow for the growth of the child, while the girls wanted a fit that was neither very tight (2.67%) nor more loose than tight (36%), nor very loose (0.00%), which would display their figure and is more fashionable. Just like the girls, very few mothers wanted a very tight fit (1.33%), a tight fit (34%) or a very loose fit (1.33%) fit.

4.3.3 Current colours for tunics and their preferences

Variables on current colours of tunics (girls: V9) (mothers: V13) (teachers: V7)

Variables on preferences in tunic colours (girls: V12) (mothers: V16) (teachers: V10)

TABLE 4.7: COLOURS OF THE CURRENT TUNIC AND PREFERENCES

Colours	Current colour (%)			Preferences in colour (%)		
	Girls	mothers	Teachers	Girls	Mothers	Teachers
Royal blue	16.15	16.92	18.92	18.92	20.27	21.95
Light blue/ Baby blue/ Powder blue	-	3.85	-	4.05	5.41	1.22
Gingham Blue/ Navy	-	-	-	2.7	2.03	-
Gingham Yellow	-	-	-	-	-	-
Gingham Maroon	-	-	-	-	-	-
Navy blue/ Sky blue/ Turquoise	30	25.38	29.73	27.03	28.38	31.71
Maroon	-	-	-	3.38	2.7	1.22
Gold/ Mustard	7.69	7.69	6.76	6.08	6.76	1.22
Black	-	-	-	1.35	3.38	1.22
White	-	-	-	-	0.68	-
Green	7.69	5.38	6.76	2.7	0.68	3.66
Light green/ Lime	-	2.31	-	-	-	-
Lilac	-	-	-	-	-	1.22
Red/ Oxblood	15.38	15.38	16.22	15.54	12.16	14.63
Cream	-	-	-	-	-	-
Chocolate brown/ Dark brown	7.69	7.69	8.11	3.38	4.73	7.32
Brown	-	-	-	0.68	-	-
Grey/ Dark grey	15.38	15.38	13.51	11.49	12.16	14.63
Light grey	-	-	-	-	-	-
Yellow	-	-	-	2.03	-	-
Pink	-	-	-	0.68	0.68	-

Tunics

The girls, mothers and teachers mentioned 9 colours that currently existed in the schools. It appeared that the most common colour that was used in many schools was navy blue. Navy blue had the following percentages from the different groups: girls 30.00%, mothers 25.38% and teachers 29.73%. Other colours observed to be common in all the groups were royal blue, red/oxblood and grey, with percentages between 13.00% and 19.00%. Colours that were not common in the two urban areas were gold, green and chocolate brown, with percentages between 5.00% and 8.00%. A wide range of colours were observed in the preferences, as shown in the table above.

In all three groups navy blue rated highest, with 27.03% (girls), 28.38% (mothers) and 31.71% (teachers). The slight drop of about 3.00% from the girls implied that some girls opted for colours other than navy blue. A summation of the blue colours in all three groups yielded a percentage that was more than 50.00%. For instance, for mothers a summation of royal blue 20.27%, light blue 5.41% and navy blue 28.38% yielded 54.06% – implying that most of the mothers were in favour of a blue colour. The same observation was noted with the girls and teachers.

4.3.4 Colours of current skirt and preferences

Variables on current colours of skirts (girls: V10) (mothers: V14) (teachers: V8)

Variables on preferences of colours of skirts (girls: V13) (mothers: V17) (teachers: V11)

TABLE 4.8: COLOURS OF CURRENT SKIRTS AND PREFERENCES

Colours	Current colour (%)			Preferences in colour (%)		
	Girls	Mothers	Teachers	Girls	Mothers	Teachers
Royal blue	15	15.77	17.95	11.11	17.12	18.07
Light blue/ Baby blue/ Powder blue	-		-	3.47	2.74	1.20
Gingham Blue/ Navy	-		-	3.47	2.05	-
Gingham Yellow	-		-	0.69	-	-
Gingham Maroon	-		-	0.69	-	-
Navy blue/ Sky blue/ Turquoise	28.57	27.14	25.64	22.92	29.45	24.10
Maroon	13	13.57	12.82	7.69	4.79	7.23
Gold/ Mustard	0.71	-	-	0.69	-	-
Black	6.43	7.14	6.41	6.25	6.85	8.43
White	-	-	3.85	1.39	-	1.20
Green	-	-	-	-	1.37	1.20
Light green/ Lime	-	-	-	-	-	1.20
Red/ Oxblood	-	-	-	4.17	3.42	3.61
Cream	-	-	-	-	-	1.20
Chocolate brown/ Dark brown	7.14	7.14	-	0.69	4.79	7.23
Grey/ Dark grey	28.57	28.57	25.64	33.33	27.4	25.30
Light grey	-		-	0.69	-	-
Yellow		0.71	-	-	-	-

Currently, most schools have navy blue and grey as colours for the school skirts. The girls', mothers' and teachers' score for navy blue was 30%, 27.14% and 25.64% respectively.

Percentages for the grey skirts were: for girls 28.57%, for mothers 28.57, and for teachers 25.64%. This meant that the number of schools using the navy blue and grey colours were almost the same. The royal blue colour followed, with percentages between 15% and 17.95%. The percentage for girls was 15%, for mothers 15.71%, and for teachers 17.95%. The maroon colour was 7.00% for all the groups. Yellow and mustard were indicated by the girls and mothers, with 0.71%, implying that some of these participants did not have a clear knowledge of the colours.

Girls had preferences of 14 colours, mothers 10 and teachers had 12 colours. This indicated that individuals had different tastes in colour. Girls mostly preferred grey (33.33%), followed by navy blue (22.92%), and royal blue (11.11%). Among the girls, the colours that were least preferred were gingham yellow, gingham maroon, gold, brown and light grey – each scoring 0.69%.

The figures in the above table clearly show the colours that were preferred by most mothers. The highest was navy blue (29.45%), followed by grey (27.40%), and royal blue (17.12%). Light blue, gingham maroon, black, green, red and chocolate were each chosen by a few mothers. The two dark colours combined – navy blue and grey – rated high (56.85%), showing that dark shades were mostly preferred for the skirt, probably because it does not show dirt quickly.

Teachers rated the colours of the skirts as follows: grey (25.30%), navy blue (24.10%), chocolate brown and maroon (7.23%) each, red (3.61%), and light blue, white, green, light green and cream each had 1.20%. Dark coloured skirts were most preferred by the teachers.

4.3.5 Colours of current jerseys and preferences

Variables on current colours (girls: V11) (mothers: V15) (teachers: V9)

Variables on preferences (girls: V14) (mothers: V18) (teachers: V12)

TABLE 4.9: COLOURS OF CURRENT JERSEYS AND PREFERENCES

Colours	Current colour (%)			Preference in colour (%)		
	Girls	Mothers	Teachers	Girls	Mothers	Teachers
Royal blue	15.33	14.67	15.48	16	18.67	16.67
Light blue/ Baby blue/ Powder blue	-	-	1.19	0.67	0.67	-
Navy blue/ Sky blue/ Turquoise	38	38	38.10	46	40.67	39.29
Maroon	13.33	13.33	13.10	8.67	8.67	10.71
Gold/ Mustard	6	6	7.14	3.33	4.67	7.14
Black	20	20.67	19.05	17.33	20.67	16.67
White	-	-	-	1.33	0.67	1.19
Green	6	6.67		2.67	1.33	3.57
Light green/ Lime	-	-	-	-	-	1.19
Red/ Oxblood	-	-		1.33	-	1.19
Chocolate brown/ Dark brown	0.67	-	-	-	-	-
Grey/ Dark grey	0.67	-	-	2	2.67	2.38
Yellow	-	-	-	0.67	-	-
Pink	-	0.67		-	-	-

Jerseys

All three the groups, the girls, mothers and teachers, indicated that most schools (about 38.00%) used navy blue jerseys. This data showed that navy blue was the most common colour. About 20.00% of the participants indicated that their schools had a black school jersey (Twenty per cent (20.00%) of the girls, 20.61% of the mothers and 19.05% of the teachers.) On royal blue, girls had a percentage of 15.33%, mothers 14.67% and teachers 15.48%. In all the groups, again maroon jerseys followed, with about 13.00% in all the groups. The least common colours were mustard and green, with about 6.00% in all the groups.

Preferences on colours for school jerseys indicated that the navy blue colour was rated highest with girls (46.00%), mothers (40.67%) and teachers (39.29%). The response clearly showed that all the participants preferred dark colours.

4.4 PREFERENCES REGARDING A SCHOOL TUNIC FROM GIRLS, MOTHERS AND TEACHERS

The girls, mothers and teachers were asked to rate each of the aesthetic and functional preferences. These functional and aesthetic preferences depended on the role played by the participant, meaning that they were not the same for all the groups. The means and standard deviation are shown in the tables below. The means were ranked in descending order. The ratings of the variables were as follows: Very important = 4, Important = 3, Less important = 2, Not important = 1.

The highest mean was placed at the top, followed by the next highest, down to the smallest mean. The means and standard deviations were rounded off to 2 decimal places.

Variables on functional and aesthetic preferences of the current tunic (girls: V15-V30) (mothers: V19-V30) (teachers: V13-V17)

4.4.1 Functional and aesthetic preferences of girls with regard to their school tunic

Objectives 1 and 2 (Girls' functional and aesthetic preferences)

Specific objective 1

To determine and describe functional performance preferences of high school girls with regard to their school tunic.

Sub-objectives

- 1.1 To determine and describe comfort preferences of high school girls with regard to a school tunic. (V19 & 20)
- 1.2 To determine and describe durability preferences of high school girls with regard to a school tunic. (V25 & V26)
- 1.3 To determine and describe care preferences of high school girls with regard to a school tunic. (V21 & V22)



- 1.4 To determine and describe end-use preferences of high school girls with regard to a school tunic. (V23 & V24)
- 1.5 To determine and describe fit preferences of high school girls with regard to a school tunic (V17 & V18)

Specific objective 2

To determine and describe aesthetic performance preferences of high school girls with regard to their school tunic.

Sub-objectives

- 2.1 To determine and describe sensory-aesthetic preferences of high school girls with regard to a school tunic. (V15 & V16)
- 2.2 To determine and describe emotional-aesthetic preferences of high school girls with regard to a school tunic. (V27 & V28)
- 2.3 To determine and describe symbolic-aesthetic preferences of high school girls with regard to a school tunic. (V29 & V30)

Girls were asked to indicate an important preference by circling one option. The results are shown in Table 4.10.

TABLE 4.10: FUNCTIONAL AND AESTHETIC PREFERENCES OF GIRLS WITH REGARD TO THEIR SCHOOL TUNIC (V15 - V30) (N = 150)

Variables	Functional/ aesthetic preferences	Mean	Standard deviation
V28	Emotional – The tunic makes me feel proud of my school	3.69	0.65
V26	Durability – The tunic should not change colour or fade	3.69	0.73
V20	Comfort – The material is comfortable to wear	3.63	0.60
V22	Care – The tunic should be easy to clean	3.61	0.72
V15	Sensory – The style fits my body beautifully	3.54	0.80
V21	Care – The tunic does not show spots easily	3.40	0.87
V19	Comfort – The material is suitable for winter and summer	3.37	0.86
V17	Fit – The style accommodates my growth	3.35	0.77
V16	Sensory – The touch of the material pleases me	3.20	0.82
V25	Durability – The tunic will fit me for more than two years	3.19	0.92
V23	End-use – The tunic can be worn in summer and winter	3.16	0.94
V27	Emotional – I should feel sexy/beautiful in my tunic	3.00	1.09
V18	Fit – The style fits comfortably for sports and class	2.81	1.08
V24	End-use – The tunic can be used for school and sporting activities	2.13	1.06
V29	Symbolic – The tunic should show my cultural values	2.01	1.01
V30	Symbolic – The tunic should show my family values	1.91	1.02

It is clear from Table 4.10 that most functional and aesthetic preferences with regard to a school tunic are important for the high school girls, with 12 of the 16 possible preferences scoring higher than 3.00 – indicating that the specific features are important or very important to the girls. Comfort and care, as part of the functional preferences, received high scores for both statements, namely 3.63 and 3.37 for comfort and 3.61 and 3.40 for care. Overall, it seems that especially the functional preferences were rated higher by the girls, while the symbolic preferences were seen as less important or not important, with scores of 2.01 and 1.91. Fit was also seen as less important, with a score of 2.81. This may be due to the fact that it was not important for girls to have the same tunic for class and sports. That is probably also the reason why the one end-use statement also

received a low score of only 2.13, as that specific statement also relates to a tunic that can be worn for class and sports purposes.

4.4.2 Functional and aesthetic preferences of mothers with regard to their girls' school tunic

Objectives 5 and 6 (Mothers' functional and aesthetic preferences)

Specific objective 5

To determine and describe functional performance preferences of mothers with regard to the high school girls' tunic.

Sub-objectives

- 5.1 To determine and describe durability preferences of mothers with regard to the high school girls' tunic. (V25 & V26)
- 5.2 To determine and describe care preferences of mothers with regard to the high school girls' tunic. (V21 & V22)
- 5.3 To determine and describe cost preferences of mothers with regard to the high school girls' tunic. (V29 & V30)
- 5.4 To determine and describe end-use preferences of mothers with regard to the high school girls' tunic. (V23 & V24)

Specific objective 6

To determine and describe aesthetic performance preferences of mothers with regard to the high school girls' tunic.

Sub-objectives

- 6.1 To determine and describe sensory-aesthetic preferences of mothers with regard to the high school girls' tunic. (V19 & V20)
- 6.2 To determine and describe symbolic-aesthetic preferences of mothers with regard to the high school girls' tunic. (V27 & V28)

Mothers were asked to indicate an important preference by circling one option. The results are shown in Table 4.11.

TABLE 4.11: FUNCTIONAL AND AESTHETIC PREFERENCES OF MOTHERS WITH REGARD TO THEIR GIRLS' SCHOOL TUNIC (V19–V30) (N=150)

Variable	Functional/Aesthetic preferences	Mean	Standard deviation
26	Durability – The tunic should not change colour or fade	3.80	0.51
22	Care – The tunic should be easy to clean	3.72	0.56
21	Care – The tunic does not show spots easily	3.55	0.70
29	Cost – The tunic should not be too expensive	3.55	0.82
25	Durability – The tunic will fit her for more than two years.	3.42	0.83
19	Sensory – The style fits her body beautifully	3.28	0.94
23	End-use – The tunic be worn in summer and winter	3.28	0.90
20	Sensory – The touch of the material pleases me	3.22	0.82
30	Cost – There should only be one school tunic set and no other uniform set	2.07	1.11
27	Symbolic – The tunic should show my cultural values	2.01	1.10
28	Symbolic – The tunic should show my family values	1.99	1.12
24	End-use – The tunic can be used for school and sports activities	1.95	0.97

As was the case with the girls, the mothers also indicated that most of the preferences were important to them, with 8 of the possible 12 preferences receiving a score higher than 3.00. It is also clear that especially the functional preferences were seen as very important to the mothers, with durability receiving scores of 3.80 and 3.42 and care receiving scores of 3.72 and 3.55. This is understandable as it is probably the mother's responsibility to replace the tunic if it is no longer suitable to wear, which then will also have cost implications for the mother, while most mothers probably also take care for the uniforms. It is interesting to note that the two symbolic statements, as was the case with the girls, were seen as less important by the mothers, with scores of 2.01 and 1.99. The fact that the one end-use statement received a low score (1.95) again probably points to the fact that the mothers, as was the case with the girls, did not consider a tunic that could be used for both class and sports purposes as an important preference.

4.4.3 Functional and aesthetic preferences of teachers with regard to the girls' school tunic

Objectives 9 and 10 (Teachers' functional and aesthetic preferences)

Specific objective 9

To determine and describe functional performance preferences of the school with regard to the high school girls' tunic.

Sub-objective

9.1 To determine and describe end-use preferences of the school with regard to the high school girls' tunic. (V15, V16 & V17)

Specific objective 10

To determine and describe aesthetic performance preferences of the school with regard to the high school girls' tunic.

Sub-objective

10.1 To determine and describe symbolic-aesthetic preferences of the school with regard to the high school girls' tunic. (V13 & V14)

Teachers were asked to indicate an important preference by circling one option. The results are shown in Table 4.12.

TABLE 4.12: FUNCTIONAL AND AESTHETIC PREFERENCES OF TEACHERS WITH REGARD TO THEIR GIRLS' SCHOOL TUNIC (V13–V17) (N = 84)

Variable	Functional and aesthetic preferences	Mean	Standard deviation
V15	End-use – The tunic can be worn in summer and winter	3.29	0.99
V17	End-use – There should be more than one school uniform	2.64	1.17
V14	Symbolic – The tunic should show cultural values upheld by the school	2.60	1.14
V13	Symbolic – The tunic shows the status of the girls	2.23	1.22
V16	End-use – The tunic can be used for school and sporting activities	2.19	1.05

It is clear from Table 4.12 that only one preference, namely that the school tunic can be worn for summer and winter, was seen as important by the teachers, with a score of 3.29.

Although the mothers and girls did not rate this specific statement as number one on their list, they considered it just as important as the teachers did, with the mothers rating it with a score of 3.28 and the girls with a slightly lower score of 3.16. As was the case with the mothers and the girls, the teachers also felt that it was not important to have one tunic for class and sporting activities, with a lower score of 2.19. Symbolic features of the tunic were also, as was the case with the mothers and girls, not seen as important by the teachers, with scores of 2.60 and 2.23.

4.5 PROBLEMS WITH THE SCHOOL TUNIC EXPERIENCED BY GIRLS, MOTHERS AND TEACHERS

Girls, mothers and teachers were asked to rate each of the aesthetic and functional problems. These functional and aesthetic problems depended on the role played by the participant, meaning that they were not the same for all the groups. The means and standard deviation are shown in the tables below. The means were ranked in descending order. The ratings of the variables were as follows: Strongly agree = 4, Agree = 3, Disagree = 2, strongly disagree = 1. The highest mean was placed at the top, followed by the next highest, down to the smallest mean. The means and standard deviations were rounded off to two decimal places.

Variables on functional and aesthetic problems with the current tunic (girls: V31-V46) (mothers: V31- V42) (teachers: V18-V22)

4.5.1 Functional and aesthetic problems of girls with regard to their school tunic

Objectives 3 and 4 – Problems with the current tunic (girls)

Specific objective 3

To determine and describe functional performance problems of high school girls with regard to their school tunic.

Sub-objectives

3. 1 To determine and describe comfort problems of high school girls with regard to the current school tunic. (V35 & V36)



- 3.2 To determine and describe durability problems of high school girls with regard to the current school tunic. (V41 & V42)
- 3.3 To determine and describe care problems of high school girls with regard to the current school tunic. (V37 & V38)
- 3.4 To determine and describe the end-use problems of high school girls with regard to the current school tunic. (V39 & V40)
- 3.5 To determine and describe fit problems of high school girls with regard to the current school tunic. (V33 & V34)

Specific objective 4

To determine and describe aesthetic performance problems of high school girls with regard to their school tunic.

Sub-objectives

- 4.1 To determine and describe sensory-aesthetic problems of high school girls with regard to the current school tunic. (V31 & V32)
- 4.2 To determine and describe emotional-aesthetic problems of high school girls with regard to the current school tunic. (V43 & V44)
- 4.3 To determine and describe the symbolic-aesthetic problems of high school girls with regard to the current school tunic. (V45 & V46)

Girls were asked to indicate whether they agreed or disagreed with statements on problems observed with the tunic by circling one option. The results are shown in Table 4.13 below.

TABLE 4.13: FUNCTIONAL AND AESTHETIC PROBLEMS OF GIRLS WITH REGARD TO THEIR SCHOOL TUNIC (V31-V46) (N = 130; 20 frequencies missing from schools without tunics)

Variables	Functional/Aesthetic Problems	Mean	Standard deviation
V42	Durability – The tunic changes colour	3.23	0.74
V40	End-use – I cannot use my tunic for class and sports	2.80	0.98
V31	Sensory – The style of my tunic does not fit me beautifully	2.65	0.94
V34	Fit – The style of my tunic is not comfortable for class and sports	2.62	0.98
V43	Emotional – I don't feel sexy / beautiful in my tunic	2.56	0.96
V46	Symbolic – The tunic does not show my family values	2.54	1.00
V45	Symbolic – The tunic does not show my cultural values	2.52	1.04
V35	Comfort – The material of my tunic is not suitable for winter and summer	2.47	0.97
V37	Care – My tunic shows spots easily	2.46	1.02
V39	End-use – I cannot wear the same tunic in winter and summer	2.33	0.99
V32	Sensory – The touch of the material does not please me	2.31	0.90
V41	Durability – The tunic does not keep for more than two years	2.12	.0.96
V44	Emotional – The tunic does not make me proud of my school	2.01	0.99
V38	Care – The tunic is not easy to clean	1.98	0.95
V36	Comfort – The material is not comfortable to wear	1.93	0.88
V33	Fit – My tunic gets too small too quickly	1.90	0.86

It seems from Table 4.13 that the girls did not encounter major problems with the current school tunic, as only one durability statement was scored above 3.00. However, if they had encountered no problems with a specific statement, one would have expected a score of 2.00 or lower, which was only scored for the last three statements. This then indicates that, although probably not very serious, the girls indeed encountered some problems with their school tunic. What is clear is that the school tunic fades, with a score of 3.23 out of a possible 4.00. What is interesting is that the girls have indicated that it is less important to them that the school tunic should be used for school and sports activities, with a score of 2.13, while they also indicated that the fact that the current tunic cannot be worn for class and sports, is one of the more important problems with the

current uniform, with a score of 2.80. It further seems that they also encountered more problems with fit and the fact that the current fit did not fit them as beautifully as they would have liked, with scores of 2.62 and 2.15 respectively. What is further interesting is that the girls scored the symbolic preferences as least important, with scores of 2.01 and 1.91, while they now indicated that it is in fact problematic (although not a major problem), with both scores between 2.00 and 3.00.

4.5.2 Functional and aesthetic problems of mothers with regard to their girls' school tunic

Objectives 7 and 8 Problems with the current tunic (mothers)

Specific objective 7

To determine and describe functional performance problems of mothers of high school girls with regard to their school tunic.

Sub-objectives

- 7.1 To determine and describe durability problems of mothers with regard to the current high school girls' tunic. (V37 & V38)
- 7.2 To determine and describe care problems of mothers with regard to the current high school girls' tunic. (V33 & V34)
- 7.3 To determine and describe cost problems of mothers with regard to the current high school girls' tunic. (V41 & V42)
- 7.4 To determine and describe end-use problems of mothers with regard to the current high school girls' tunic. (V35 & V36)

Specific objective 8

To determine and describe aesthetic performance problems of mothers with regard to the high school girls' tunic.

Sub-objectives

- 8.1 To determine and describe sensory-aesthetic problems of mothers with regard to the current high school girls' tunic. (V31 & V32)
- 8.2 To determine and describe symbolic-aesthetic problems of mothers with regard to the current high school girls' tunic in relation to their cultural and family values (V39 & V40).

Mothers were asked to indicate whether they agreed or disagreed with statements on problems observed with the tunic, by circling one option. The results are shown in Table 4.14 below.

TABLE 4.14: FUNCTIONAL AND AESTHETIC PROBLEMS OF MOTHERS WITH REGARD TO THEIR GIRLS' SCHOOL TUNIC (V31 – 42) (N = 130; 20 FREQUENCIES MISSING FROM SCHOOLS WITHOUT TUNICS)

Variables	Functional/Aesthetic Problems	Mean	Standard deviation
41	Cost – The tunic is too expensive	2.93	0.95
38	Durability – The tunic changes colour/fades	2.86	1.03
42	Cost – There are many sets of uniforms plus the tunic set	2.86	0.95
36	End-use – The tunic cannot be used for class and sports	2.78	1.01
40	Symbolic – The tunic does not show my family values	2.51	1.02
39	Symbolic – The tunic does not show my cultural values	2.45	0.98
33	Care – The tunic shows spots easily	2.38	0.95
31	Sensory – The size of the tunic does not fit her body beautifully	2.31	0.91
32	Sensory – The touch of the material does not please me	2.27	0.89
35	End-use – The same tunic cannot be worn in winter and summer	2.24	0.94
37	Durability – The tunic does not keep for more than two years	2.23	0.97
34	Care – The tunic is not easy to clean.	1.92	0.83

It is evident from Table 4.14 that none of the scores falls between a 3.00 and a 4.00, although the first 5 scores are nearer to a 3.00 than a 2.00, indicating that although the mothers probably did not encounter major problems with these aspects, they definitely encountered some problems. The mothers indicated that the most important problem they currently experienced was the fact that the current tunic was too expensive, with a score of almost 3.00. Cost as a whole seemed to be more of a problem, with a score of 2.93 and 2.86. As was the case for the girls, it is clear that the current tunic probably faded. As was the case with the girls, it is again interesting to note that although the mothers indicated symbolic preferences as not important for the tunic, they now score symbolic problems with the current tunic as 2.51 and 2.45.

4.5.3 Functional and aesthetic problems of teachers with regard to the girls' school tunic

Objectives 11 and 12: Problems with the current tunic (Teachers)

Specific objective 11

To determine and describe functional performance problems of the school with regard to the current high school girls' tunic.

Sub-objective

- 11.1 To determine and describe end-use problems of the school with regard to the current high school girls' tunic. (V20, V21 & V22)

Specific objective 12

To determine and describe aesthetic performance problems of the school with regard to the current high school girls' tunic.

Sub-objective

- 12.1 To determine and describe symbolic-aesthetic problems of the school with regard to the current high school girls' tunic. (V18 & V19)

Teachers were asked to indicate whether they agree or disagree with statements on problems observed with the tunic, by circling one option. The results are shown in Table 4.15 below.

TABLE 4.15: FUNCTIONAL AND AESTHETIC PROBLEMS OF TEACHERS WITH REGARD TO THE GIRLS' SCHOOL TUNIC (V18–V22) (N = 74; 10 FREQUENCIES MISSING FROM SCHOOLS WITHOUT TUNICS)

Variable	functional and aesthetic problems	Mean	Standard deviation
V21	End-use – The tunic cannot be used for school and sporting activities	2.61	1.02
V18	Symbolic – The tunic does not show the status of the girls (e.g. prefects)	2.23	1.12
V19	Symbolic – The tunic does not show cultural values upheld by the school	1.99	0.83
V20	End-use – The current uniform cannot be used in summer and winter	1.91	0.89
V22	End-use – The girls do not look neat in the tunic	1.43	0.78

It is interesting to note that, although the teachers felt that it was not important that the school tunic could be used for school and sports activities (2.19), the most important problem (although not that important) that they encountered with the current school uniform, was that it could not be used for school and sporting activities (2.61). The only other problem that got a score higher than 2.00 was the fact that the current uniform does not show the girl's status (2.23).

4.6 COMBINED MEANS OF GIRLS', MOTHERS' AND TEACHERS' PREFERENCES ON EACH DIMENSION

To determine the level of significance, it was necessary to combine variables for each dimension.

TABLE 4.16: MEANS OF THE GIRLS' COMBINED PREFERENCES FOR THE VARIOUS DIMENSIONS

Variables	Functional/ Aesthetic preferences	Means
V17,V18,V19,V20,21,V22,V23,V24,V25,V26	Combined Functional	3.24
V15,V16,V27,V28,V29,V30	Combined Aesthetic	2.84
V19, V20	Comfort	3.53
V21, V22	Care	3.49
V25, V26	Durability	3.40
V15, V16	Sensory	3.36
V27, V28	Emotional	3.34
V17, V18	Fit	3.12
V23, V24	End-use	2.65
V29, V30	Symbolic	1.92

TABLE 4.17: MEANS OF THE MOTHERS' COMBINED PREFERENCES FOR THE VARIOUS DIMENSIONS

Variables	Functional/ Aesthetic Preferences	Mean
V21,V22,V23,V24,V25,V26	Combined Functional	3.30
V19,V20,V27,V28,V29,V30	Combined Aesthetics	2.67
V21, V22	Care	3.67
V25, V26	Durability	3.62
V19, V20	Sensory	3.25
V29, V30	Cost	2.78
V23, V24	End-use	2.62
V27, V28	Symbolic	1.98

TABLE 4.18: MEANS OF THE TEACHERS' COMBINED PREFERENCES FOR THE VARIOUS DIMENSIONS

Variables	Functional/ Aesthetic Preferences	Mean
V15, V16, V17	End-use	2.73
V13, V14	Symbolic	2.54

It is clear from Table 4.16 that the girls scored higher on the combined functional preferences (mean = 3.24) than on the combined aesthetics (2.84). The results indicate the same for mothers (Table 4.17), who stated that the combined functional preferences (3.30) were more important than the combined aesthetic preferences (2.67).

The girls indicated that comfort (3.53), care (3.49) and durability (3.40) were the most important preferences, while end-use (2.65) and symbolic preferences (1.92) were seen as less important. The mothers were not asked to report on the comfort preferences. As was the case with the girls, care (3.67) and durability (3.62) were also seen as the mothers' most important preferences. It is interesting to note that, as was the case with the girls, the mothers also indicated that sensory preferences (3.25) were also important. As was the case with the girls, end-use (2.62) and symbolic preferences (1.98) were seen as less important. Although the teachers rated end-use (2.73) higher than symbolic preferences (2.54), both these dimensions were, as was the case with the girls and the mothers, seen as less important.

To determine the level of significance in each dimension for the combined preferences, it was necessary to conduct a Mann-Whitney test and a Kruskal-Wallis test. Table 4.19 shows the p-values obtained from dimensions which could be compared on preferences between girls, mothers and teachers.

TABLE 4.19: COMBINED MEANS OF THE GIRLS', MOTHERS' AND TEACHERS' PREFERENCES ON EACH DIMENSION

Variables	Girls' mean	Mothers' mean	Teachers' mean	P-Values
Comfort	3.53	-	-	-
Care	3.49	3.67	-	0.0856
Durability	3.40	3.62	-	0.0037
Sensory	3.36	3.25	-	0.0999
Emotional	3.34	-	-	-
Fit	3.12	-	-	-
Cost	-	2.78	-	-
End-use	2.65	2.62	2.73	0.0018
Symbolic	1.92	1.98	2.54	0.8178

A Mann-Whitney test was done to determine whether there were statistically significant differences between the mothers' scores on each dimension, and those of the girls. Test results indicate that in the case of durability there was a statistically significant difference ($p \leq 0.05$) between the mothers' scores and those of their daughters ($p = 0.0037$). The

mothers therefore considered durability significantly more important than the girls did, at the 5% level of significance.

A Kruskal-Wallis test shows that there was a statistically significant difference ($p \leq 0.05$) between the girls', mothers' and teachers' scores with regard to their end-use preferences ($p' = 0.0018$). The teachers rated end-use preferences significantly higher than the girls and the mothers at the 5% level of significance.

4.7 COMBINED MEANS OF THE GIRLS', MOTHERS' AND TEACHERS' PROBLEMS ON EACH DIMENSION

To determine the level of significance, it was necessary to combine variables for each dimension.

TABLE 4.20: MEANS OF THE GIRLS' COMBINED PROBLEMS FOR THE VARIOUS DIMENSIONS

Variables	Functional / Aesthetic Problems	Mean
V31, V32, V43, V44, V45, V46	Combined Aesthetics	2.43
V33, V34, V35, V36, V37, V38, V39, V40, V41, V42	Combined Functional	2.38
V41, V42	Durability	2.68
V39, V40	End-use	2.56
V45, V46	Symbolic	2.53
V31, V32	Sensory	2.48
V43, V44	Emotional	2.28
V33, V34	Fit	2.26
V37, V38	Care	2.22
V35, V36	Comfort	2.20

TABLE 4.21: MEANS OF THE MOTHERS' COMBINED PROBLEMS FOR THE VARIOUS DIMENSIONS

Variables	Functional/ Aesthetic Problems	Mean
V31, V32, V39, V40, V41, V42,	Combined Aesthetics	2.56
V33, V34, V35, V36, V37, V38	Combined Functional	2.40
V41, V42	Cost	2.90
V37, V38	Durability	2.55
V35, V36	End-use	2.51
V39, V40	Symbolic	2.51
V31, V32	Sensory	2.29
V33, V34	Care	2.15

TABLE 4.22: MEANS OF THE TEACHERS' COMBINED PROBLEMS FOR THE VARIOUS DIMENSIONS

Variables	Functional/ Aesthetic Problems	Mean
V18, V19	Symbolic	2.11
V20, V21, V22	End-use	1.98

It is clear from Tables 4.20, 4.21 and 4.22 that the girls, mothers and teachers encountered fewer problems or no problems with the various dimensions of their school uniform. Although both the mothers and girls scored the combined aesthetic problems higher than the combined functional problems, all the scores were still lower than 3.00, indicating that they disagreed or strongly disagreed that they encountered any problems.

The girls rated functional dimensions higher, namely durability (mean = 2.68) and end-use (mean = 2.58). They were not in a position to comment on the cost because they were not asked on the cost dimensions; on a similar note, mothers could not comment on the emotional, fit and comfort problems of girls. However, mothers rated cost as the most important problem, with a combined mean of 2.90, followed by durability, with a combined mean of 2.55. There were similarities in the descending order of the dimensions indicated in Table 4.21 and Table 4.22 showing similar scores in the aesthetic and functional problems for the girls and their mothers. As was the case with the mothers and the girls, the teachers' symbolic problems (mean = 2.11) and end-use (mean = 1.98) rated low, showing some disagreement on the problems indicated.

TABLE 4.23: COMBINED PROBLEMS FOR THE VARIOUS DIMENSIONS

Variables	Girls' mean	Mothers' mean	Teachers' mean	p-values
Durability	2.68	2.55	-	0.1978
End-use	2.56	2.51	1.98	0.0000
Symbolic	2.53	2.51	2.11	0.0057
Sensory	2.48	2.29	-	0.0310
Emotional	2.28	-	-	
Fit	2.26	-	-	-
Cost	-	2.90	-	-
Care	2.22	2.15	-	0.5712
Comfort	2.20	-	-	

A Mann-Whitney test was done to determine whether there was a statistically significant difference between the mothers' scores on each dimension and the girls' scores. The test results (Table 4.23) indicated that there was a statistically significant difference ($p \leq 0.05$) in the case of sensory problems ($p = 0.0310$). The mothers encountered fewer problems

than the girls with sensory dimensions of the tunic at the 5% level of significance. This is understandable as it is the girls who are wearing the tunic on a daily basis.

A Kruskal-Wallis Test was conducted and indicated a statistically significant difference ($p \leq 0.05$) between the girls', mothers' and teachers' problems with regard to end-use ($p = 0.0000$). Teachers had significantly fewer problems with the end-use of the current uniform than the mothers and girls at the 5% level of significance. This is highly significant. The results also indicated a statistically significant difference ($p \leq 0.05$) between the girls', mothers' and teachers' problems experienced with regard to the current uniforms' symbolic qualities ($p = 0.0057$). Teachers had significantly fewer problems than mothers and girls with the symbolic quality of the current uniform, at a 5% level of significance.

4.8 ASSOCIATION BETWEEN COMBINED VARIABLES ON PREFERENCES

For interpretation purposes it was further necessary to test the association between the variables that were added together on preferences so as to determine whether one should rather consider them separately when doing the final interpretation. Spearman's correlation coefficient test indicated at a 5% level of significance that the variables of a few dimensions should be considered separately because there was statistically no association between them ($p > 0.05$).

In the case of the girls, there is no statistical association ($p = 0.4710$) between V25 and V26 (measuring durability preferences). Variable 25 referred to the preference that the tunic should fit the girls for more than two years (mean = 3.19), whilst variable 26 referred to the durability of colour (mean = 3.69). Both these variables were considered important; however, durability of colour had the highest mean, creating a disassociation between the variables, and showing that durability of colour was most important to the girls.

There was also no statistical association ($p = 0.1498$) between V19 and V20 (measuring comfort of material). Variable 19 on preferences referred to the suitability of the material for winter and summer (mean = 3.37), while V20 referred to material that is comfortable to wear (mean = 3.63). Both these variables rated above 3.00 (important); however, V20

was higher than V19 – implying that comfortable material to wear was more important than suitability of material for winter and summer.

In the case of the mothers there is no statistical association ($p = 0.4885$) between V23 and V24 (measuring end-use preferences). Although it was important for the mothers that the tunic could be worn in summer and winter (mean = 3.28), it was less important for them that the tunic could be used for school and sporting activities (mean = 1.95).

There was also no statistical association ($p = 0.4221$) between V29 and V30 (measuring cost). The mothers indicated that it was important to them that the tunic should not be too expensive (mean = 3.55). On the other hand, they indicated that (V30) having one uniform set and no other (V30) uniform set was not important to them. Although the statement has cost implications, it could also have been interpreted with regard to one tunic for sports and school activities (see V24), where the mothers had indicated that they definitely do not prefer that.

In the case of the teachers, there was no statistical association ($p = 0.5655$) between V15, V16 and V17 (measuring end-use). It was important to the teachers that the tunic could be worn in summer and winter (mean 3.29), while it was less important to them (as was the case with the mothers and the girls) that the tunic could be worn for school and sporting activities.

4.9 ASSOCIATION BETWEEN COMBINED VARIABLES ON PROBLEMS

For interpretation purposes it was again necessary to test the association between the variables that were added together on problems, so as to determine whether one should rather consider them separately when doing the final interpretation. Spearman's correlation coefficient test indicated at the 5% level of significance that the variables of a few dimensions should be considered separately because there was no association between them ($p > 0.05$).

In the case of the girls there was no statistical association ($p = 0.6132$) between V33 and V34 (measuring fit). The girls rated both variables below 3.00 (disagreement), indicating that they disagreed or strongly disagreed with the problem statements. Variable 33 referred to the fit of the tunic that gets too small too quickly (mean = 1.90), while variable

34 referred to the style that is not comfortable for class and sports. Both variables were rated lower than 3.00 (disagreement); however, V34 was rated higher than V33. Probably this was because the girls experienced fewer problems on the style accommodating for growth. The girls (v 18, Mean 2.81) pointed out clearly that it was not important that the style fitted comfortably for class and sports.

In the case of the mothers there was no statistical association ($p = 0.4347$) between V35 and V 36 (measuring end-use). Variable 36 referred to end-use problems that the tunic cannot be used for class and sports, while V35 referred to the use of the tunic for winter and summer. Variable 36, though rated below 3 (for disagreement) was rated higher, probably because in Table 4.11 mothers pointed out that it was important that the tunic was worn in summer and winter (mean = 3.28). On the other hand, preferences in Table 4.11, V24 (mean = 1.95) indicated that mothers (as was the case with girls) considered the wearing of the tunic for school and sports as less important.

In the case of the teachers there was no statistical association ($p = 0.8671$) between V20, V21 and V22, measuring end-use.

4.10 DISCUSSION AND INTERPRETATION OF THE RESULTS

The purpose of the research was to determine and describe all the stakeholders' preferences and problems with regard to a school uniform for high school girls in Swaziland. Form-3 girls, their mothers and teachers from two urban towns (Mbabane and Manzini) were used in the study. Findings on quality preferences indicated that the participants (girls, mothers and teachers) rated most of the functional dimensions higher than the aesthetic dimensions of the tunic, and this shows that the functional dimensions were more important than the aesthetic preferences. An overall view on the problems indicated that participants were experiencing some problems with some quality dimensions of the tunic.

The functional dimensions considered important by the girls and the mothers were durability, care, comfort and fit. Brown and Rice (1998:158) point out that durable material withstands constant use. The functional aspects of quality evaluated on the material were durability of colour, care (spotting and ease of care) and comfort. Both the

girls and the mothers felt it was important to have a durable tunic made from comfortable material with a durable fast colour, and a tunic that did not spot easily.

With regard to durability, it seems that it was especially important to the girls and mothers that the uniform should not change colour. Changing colour was also a major problem for the girls and the mothers with regard to the current uniform. The fact that they encountered problems with colour that fades might have influenced them towards the importance that they placed on the fact that a uniform should not fade. Royal blue and navy blue were indicated as the colours mostly used for the current Swazi tunics – indicating that these colours, together with the strong red/oxblood that is currently also used for Swazi uniforms, are most probably the colours that tend to fade easily. Unfortunately most mothers, girls and teachers still prefer navy and royal blue for the school uniform. If one therefore wants to adhere to their colour preferences, one should at least choose a textile with fewer tendencies to fade.

Brown and Rice (2001:197) point to the fact that a loss of or a change in colour is a major source of consumer dissatisfaction. Although no garment is totally colour fast, some fabrics are more colour fast than others. Fading refers to the lightening of colour due to the loss or breakdown of the dye. Most fading at consumer level is due to the laundering of the garment, exposure to sunlight while drying the garment, and exposure to sunlight for garments that are worn outdoors. These may all be applicable to a school uniform, which is worn every day (especially if it is also worn for sports activities) and which has to be laundered often (especially when dried in the sun), which points to the importance of good washing instructions on the label. In addition, Kadolph (1998:254) points to the fact that some colours tend to fade with time due to the fact that they were created by using two or more different dyes. If one component ages more quickly than the other, the material will take on another or a faded colour.

With regard to durability, it was further important to the girls and mothers that the uniform should fit the girls for more than two years. The girls further indicated that it was important to them that the fit should accommodate their growth. Both these aspects are influenced by the style of the tunic. It was clear from the data that most schools adopted the tunic with the panels. That was also the preferred tunic for the mothers, girls and teachers. The girls indicated that it was not a problem that the current tunic does not keep for more than two years, while the fact that the tunic gets too small too quickly was

seen as the least important problem with the current tunic. A Kruskal-Wallis test was conducted to determine whether there was any statistically significant difference between the three different tunics with regard to these functional problems, influenced by the style of the three tunics. There were no statistically significant differences between these functional problems of the three different school tunics ($p > 0.05$). From a style point of view, the style that would most probably accommodate growth the best (due to the fact that there is no definite waist seam), would be a tunic with flares (although that was the least preferred style by all the participants).

Brown and Rice (1998:128) point to the importance of style and silhouette as quality indicators. Style is not only related to the durability of the garment (in that it affects fit and thus the fact that it may not accommodate growth or may not be comfortable), but it is also related to body shape, and thus also to the aesthetic performance of the garment. Although Form-3 girls have probably passed the growth spurt, one can, however, expect them to have different body shapes for which the style should cater. A semi-fitted and more classic style (although not necessarily the latest fashion) will most probably be a good choice for accommodating different body shapes (Liechty, Pottberg & Rasband, 2000:3-5).

The mothers and teachers were not asked to comment on comfort, while the girls did not seem to have problems with the comfort of the current school tunic, in that the material was not comfortable, or was not suitable for winter and summer. It should however be noted that the mothers rated the fact that the school uniform should not be too expensive as an important factor, while they also indicated that there were currently too many different sets of school uniforms – a fact which has cost implications. A uniform that would be comfortable for summer and winter would therefore most probably be a good choice, as it should be less costly.

Comfort is related to how the textile interacts with the body (in that it affects heat loss and gain, absorbs moisture and does not irritate the skin). Comfort is also influenced by how the garment has been assembled, for example, seams that are too bulky. In addition, comfort is related to fit, which is, amongst others, influenced by the style of the garment as well as its size (Kadolph, 1998:30-31; Brown & Rice, 2001:198-199). Comfort is one of the quality dimensions of apparel that is usually seen as an important factor for female consumers (Kadolph & Langford, 2002:9-10) especially with regard to everyday wear,

such as career wear and uniforms. With regard to adolescent girls, De Klerk and Tselepis (2007) found that early adolescent female consumers rated a comfortable fit as a very important quality dimension of their clothes.

With regard to care as a functional dimension of the quality of the uniform, it was clear that both girls and mothers felt that it was important that the uniform should be easy to care for and that it should not show spots easily. It also seems that both groups of participants did not encounter major problems with the care of the current uniform.

Care is influenced by the fibre content, the style and the trimmings used. Kadolph (1998:33-34) and Brown and Rice (2001:199) point to the fact that, for many consumers, the ease of care of the textile is an important functional feature because of its effect on garment care. Ease of care also refers to the garment's tendency to resist wrinkling and soiling (in this case that it should not show spots easily). When fabrics are easy to care for, they are generally soil-resistant, absorbent, strong, abrasion-resistant, dimensionally stable and colour fast. For a school uniform, it is of the utmost importance that the fabric should be washable, as that will reduce cost. It should not show spots easily (influenced also by the colour choice), should not absorb and hold fatty spots too easily (influenced by the fibre content) and should be either crease-resistant or easy to iron (influenced by the textile and textile finishes). With regard to the style it should be noted that the tunic with the pleats will probably be more difficult to iron. Too many trimmings, or trimmings such as pockets in colours that fade or need special attention, also contribute to more hassle with the care of the uniform.

As was found by Rasband and Liechty (2006:3), when a person wears clothes that do not fit well, she continues to think about it. Full concentration would be lost for children at school if the tunic does not fit well. The girls preferred to have a comfortable tunic that fits well, but not for both sports and class.

Fit preferences were different for the girls and the mothers. The girls preferred a tight-fitting style, while the mothers preferred a looser style. The findings in the study support the results obtained by Wilson and MacGillvray (1998:14), namely that clothing choices of adolescents are influenced by peers. As pointed out in the study by Alexander *et al* (2005), young females have their own fit preferences. The Form-3 adolescent girls in the study were more concerned than the mothers about their appearance, probably because

they wanted to be fashionable, while the mothers were more concerned about the durability of fit, knowing that when the tunic is more loose-fitting, it would take a longer time before having to be replaced. Bearing in mind that a tight-fitting style does not accommodate for growth, the girls' preferences indicated that they most probably did not know the relationships between style and fit.

The mothers and teachers were not asked to comment on specific fit preferences and problems. As previously mentioned, it was important to the girls that the fit should accommodate their growth (which has also durability and cost implications). It was, however, not important to them that the fit should accommodate both sports and class activities. On the other hand, although the mothers and the girls did not indicate that it was an important preference that the uniform should be used for sports and class activities, the teachers, on the other hand, indicated that it was their most important preference, although with a score of only 2.61 out of 4.

In general, fit refers to how well the garment conforms to the three-dimensional human body. However, from a consumer point of view, one may conclude that both the functional (comfort) dimension of fit and the aesthetic dimension of fit (how beautiful it fits the body) is "in the eye of the beholder". As previously mentioned, with regard to style and its effect on both the comfort of the uniform as well as its aesthetic appearance, the semi-fitted tunic with the panels would most probably be the best choice between the current tunic styles used in Swaziland – although it might not totally satisfy the girls' preference for a more tightly fitting tunic. One should therefore also consider a totally different style for the school uniform.

From the combined means of girls, mothers and teachers, it is clear that care and durability were the most important functional dimensions for both the mothers and the girls, with the mothers ranking durability as significantly more important – most probably because they are the ones who experience the cost implications. Only the girls were asked to comment on comfort, which they also rated as an important functional dimension. End-use was the only functional dimension that the teachers were expected to rate, which they rated as significantly more important than the mothers and the girls, although still not as important as symbolic dimensions.

Keeping the association between combined variables on preferences and problems in mind, it is clear that, with regard to durability, it was especially important to the girls that the colour of the uniform should not fade, and with regard to comfort, that the material should be comfortable in winter and summer. For mothers, the cost, and especially the fact that the tunic should not be too expensive, was important – also indicated by the fact that they prefer the uniform to be suitable for winter and summer.

The main purpose of using uniforms in Swaziland is to have a uniform look, so that students fit well into the group at school. However, as stated in the research problem, according to *The Times of Swaziland* dated 16/02/2007, Mr. Zachariah Nhlabatsi, a school committee member in the Hhohho region, forwarded a complaint on behalf of parents that schools were having too many sets of school uniforms which were too costly. Brown and Rice (1998:46) point out that end-use was the intended use of a garment. As with comfort, the girls and the mothers preferred a tunic that could be worn in summer (hot) and winter (cold) temperatures. The mothers also indicated that one tunic set for school and sports purposes was not an important preference, probably because it was not functional. The mothers indicated that expensive costs for skirts were from above E100.00, tunics above E200.00 and jerseys above E100.00 – as indicated in the demographic background.

Although most of the aesthetic dimensions (emotional, sensory and symbolic preferences) were not rated highest compared to the functional dimensions, most of them were regarded as important. The girls considered emotional preferences important. The results tally with those of Tselepis and De Klerk (2004), who noted that the preferences of adolescents are driven by emotions which make them to forcefully possess and conform to the dress code of their peers. The Form-3 girls in this study felt that the tunic should make them feel proud of their school as well as make them feel sexy in their tunics.

Fiore and Kimle (1997:57) state that formal qualities such as texture, style and others may bring pleasure and satisfaction to the senses. The Form-3 girls and the mothers felt it was important to have a style that fits beautifully and material of which the touch pleases them. These results tally with those of Swinker and Hines (2006), who found that consumers preferred a style that fitted beautifully on their bodies. Fiore and Kimle (1997:59) point out that a comfortable fit does not constrict or irritate the skin. From the responses on the problems, it was clear that the girls, mothers and teachers did not

encounter major problems with the aesthetic quality dimensions of their current uniform, although the girls reflected a higher mean showing that they observed more problems than the mothers, especially on the fit of the style, which also affected their emotions.

It was apparent that symbolic preferences were not considered important by the girls, mothers or teachers. Kaizer (1990:363) observed that a group of people in an organisational context have certain limits on the types of clothes worn within the institution (school), while Behling (1995) also noted from research that organisations that follow certain cultural values on dress considered a student who wears suits to be academically brilliant. As stated by Kaizer (1990:363) and Behling (1995), people living together in a cultural context value certain symbolic qualities of uniforms. It was therefore interesting to note that the girls, mothers and teachers considered cultural and family values less important, probably because they could not locate any cultural and family values in the tunic. Although the mothers, girls and teachers rated symbolic problems with the current uniform higher than some of the other dimensions, it was still not a major problem, with scores below 3.00 out of 4.00.

In Chapter 5, conclusions are drawn with regard to the above, implications for a school uniform that will satisfy all stakeholders are spelled out, and recommendations are stated for a proposed uniform.

CONCLUSIONS, RECOMMENDATIONS AND EVALUATION OF THE STUDY

5.1 INTRODUCTION

This chapter offers the conclusions that can be drawn from the results, recommendations for a prototype uniform, evaluation on the quality of the research, as well as recommendations for future research in this regard.

5.2 CONCLUSIONS

The sample of this study consisted of 150 Form-3 girls, their mothers and teachers from urban high schools in Swaziland. Most of the girls were between 15 and 17 years of age, and thus were probably past the growth spurt of early adolescence. Most of the mothers of the girls were employed, cared themselves for the girls' school uniforms, and were not willing to pay more than E200.00 for the school tunic. When a choice for a style had to be made between the current panelled, pleated and flared tunic styles, most girls, mothers and teachers indicated that they preferred the tunic with the panels. That is also the style currently used in most of these schools. Although a variety of colours are currently used for Swazi girls' tunics, most of the girls, mothers and teachers indicated that they preferred either navy or royal blue for the tunic. With regard to fit most girls indicated that they preferred a tight fit for the tunic, while mothers preferred a looser than tight fit. Without repeating the discussions and interpretations of the results in Chapter 4, the following conclusions can be made with regard to the girls', mothers' and teachers' quality performance preferences for a school tunic, as well as the problems that they experience with the current school tunic.

5.2.1 Conclusions with regard to girls', mothers' and teachers' functional and aesthetic performance preferences for a school tunic

It can be concluded that these Swazi high school girls have high functional and aesthetic preferences with regard to their school tunic. It is especially the various functional preferences and the sensory-aesthetic preference that they rated as (very) important preferences for their school tunic. Durability (specifically that the colour should not fade

easily), comfort (in that the material should be comfortable to wear) and care (in that the tunic should be easy to care for and should not show spots easily) were important functional preferences for the girls. With regard to the aesthetic performance preferences it was important to them that the tunic should make them feel proud of the school (emotional), while a style would fit the body beautifully and material that is pleasant to the touch, were important sensory preferences. On the other hand it was less important to the girls that the tunic should be worn in winter and summer and for class and sports activities. Symbolic preferences, in that the tunic should show their family values as well as their cultural values, were not important to the girls and in fact, were the least important of all.

As was the case with the girls, the Swazi mothers (as representatives of the parents), had high preferences for most of the functional performance qualities of the tunic. Mothers were not asked to respond to comfort preferences. As can be expected, they had a high preference for durability (the tunic should not change colour or fade and should fit for more than two years) and for care (the tunic should be easy to care for and should not show spots easily). These qualities of the tunic directly impact on the financial and time costs involved, and reflect the fact that the mothers felt that it was important that the tunic should not be too expensive. Symbolic preferences, in that the tunic should show the family values or cultural values, were, as in the case of the girls, not important preferences for the mothers, while the fact that the tunic could be used for school and sport activities was of the least importance to the mothers. When all the functional dimensions are combined and compared to the combined aesthetic dimensions, it is clear that both the girls and the mothers had higher preferences for the functional performance than for the aesthetic performance of the tunic.

Teachers were only asked to respond on the end-use and symbolic qualities of the tunic. The fact that the tunic can be worn in winter and summer was the most important preference of the teachers. All the other end-use and symbolic qualities were not important to the teachers, with the fact that the tunic can be used for class and sport activities again seen as the least important.

When the girls', mothers' and teachers' preferences for the various functional and aesthetic preferences are compared, it is clear that there is a difference between the girls' and the mothers' preferences only with regard to durability, with the mothers' considering

durability significantly more important than the girls. There is also a statistically significant difference between the girls', mothers' and teachers' preferences for end-use, with the teachers rating end-use significantly higher than the girls and the mothers. It should, however be noted that the teachers were only asked to respond on end-use and symbolic statements.

The above conclusions (together with the discussions and interpretations in Chapter 4) have definite implications for the recommendations that one would like to make regarding a proposed new tunic for the Swazi high school girls. Most of the statements regarding the various functional and aesthetic performance preferences relate to the style and textile choices for the tunic. Participants were not asked to respond to statements that relate to the level of construction quality, as it is generally expected that most consumers, and specifically school girls, do not have the expert knowledge to evaluate the construction or to relate it to most of the functional and aesthetic qualities of a garment. However, while collecting the data, the researcher noted that the general quality of construction of most of the uniforms that the girls were wearing was very low. This can seriously impact on many of the functional and even the aesthetic dimensions, for example the durability of the tunic, the comfort, the fit that may not be beautiful and even the emotional preferences; the uniform should make the girl feel proud of her school and she should feel beautiful in the tunic. Replacing the tunic due to any of these reasons would also be costly for the parents. The implications of the girls', mothers' and teachers' functional, aesthetic and economic preferences as it relates to the style and textile choice for a tunic, as well as the quality of construction of the tunic should be kept in mind when recommendations are made for a prototype tunic.

5.2.2 Conclusions with regard to girls', mothers' and teachers' functional and aesthetic performance problems with the school tunic

It can be concluded that neither the girls, nor the mothers or the teachers experienced major problems with the current tunic. The only important problem that the girls experienced was that the tunic changed colour, which might point to the fibre content of the textile or to the laundering of the tunic. It can, however, be concluded that, especially the girls and the mothers experienced some problems (although not very important or important) with most of the quality performance dimensions of the current tunic. The girls experienced more problems with durability (especially that it changed colour – which was

also a high preference), with end-use (that the tunic could be worn for summer and winter, as well as for class and sports activities – although that was not seen as an important preference), and with the symbolic qualities (although that was again not seen as an important preference). It is interesting to note that the girls experienced the least problems with the combined comfort quality dimension of the tunic, which could point to the style choice as well as the choice of fabric. Fit, also influenced by the style choice, was also not experienced as a major problem with the current tunic. The girls also experienced very few problems with the care of the uniform. One should, however, note that it was reported that the mothers mostly cared for the school uniforms.

Mothers saw cost as the most important problem (the tunic is too expensive and there are too many sets of uniforms required), followed by durability (the fact that the tunic changes colour) and end-use (specifically that the tunic should be worn for class and sports – although that was not seen as a high preference). It is interesting to note that the mothers had the least problems with the combined care quality dimension of the current tunic. Bearing in mind that fading of the uniform is one of the most important problems that the mothers experienced with the current uniform, one would expect them to have had more problems with the caring of the uniform, as laundering would require special care and drying in the shade to prevent fading. It may be that the statements on care did not directly point to the whole laundering process, as it was stated “the tunic is not easy to clean”, or it could point to a lack of knowledge with regard to the laundering and caring of the tunic – and a possible reason why fading is in fact a problem.

Other than in the case of preferences, both girls and mothers experienced more problems with the current tunic’s combined aesthetic performance than with the combined functional performance, although these problems were not important or very important. The teachers seemed to have the least important problems with the current tunic, with the fact that the tunic cannot be worn for class and sports as their most important problem, although still not of major importance.

When girls’, mothers’ and teachers’ problems are compared, it is clear that mothers encountered significantly fewer problems with the sensory aesthetic dimension of the current uniform as the girls did – most probably because the girls were actually wearing the tunic and the statements relate to the style that fits her body beautifully and the feel of

the fabric. The teachers had significantly fewer problems with the end-use of the current tunic, and also significantly fewer problems with the symbolic quality of the uniform.

As in the case of the preferences, the above conclusions on the problems should be kept in mind when recommendations for a new prototype tunic are made, and should be interpreted against the style, textile and construction of the current tunic.

5.3 RECOMMENDATIONS FOR A NEW PROTOTYPE TUNIC

From the interpretations in Chapter 4 as well as the conclusions, it is clear that durability and care were the two functional performance preferences that were important to both the mothers and the girls, specifically that the tunic should not change colour or fade and that it should be easy to care for and should not show spots easily. In addition comfort, and specifically that the material should be comfortable to wear, was also an important preference of the girls. With regard to the aesthetic dimensions for the mothers and girls it is important that the tunic should please them on a sensory level, specifically that the tunic should fit the girl's body beautifully. It was also important for the mothers that the tunic should not be too expensive – most were not willing to pay more than E200.00 for the tunic. All these preferences relate to the choice of style and fabric for the tunic, where all the stakeholders indicated that they preferred a panelled style (the girls most probably because it fits tighter around the waist, because of a definite waist seam), and in a navy or royal blue colour for the tunic.

With regard to the style of the current tunic that impacts on the fit, durability and sensory beauty of the tunic (specifically that it should accommodate growth and fit her body beautifully), neither the girls, nor the mothers experienced major problems. The girls, however, noted that the current styles were not suitable for class and sport activities (although it was not an important preference), that the styles did not fit their bodies beautifully and that they did not feel sexy/beautiful in the tunic (which may be caused by the style and/or fit). Furthermore the mothers indicated that they did not have a problem with the fact that the current tunic did not keep for more than two years – a problem that might also be caused by a style that does not cater for growth. Of the three current styles, the style that would be the most comfortable (should the school wish to prescribe the same tunic for class and sport activities) would, however, be the tunic with the flares, but which was the least preferred by the mothers and the daughters. One reason might be

that the current style is too loose-fitting as compared to the current fashion, while the girls also stated that they preferred a tighter, more fitted tunic. The flared style will also accommodate growth best and should fit better for a longer period of time – thereby reducing cost. From a construction point of view it is also the easiest to construct, especially bearing in mind the low sewing skills of many dressmakers who are currently making the tunics.

In order to allow for comfort, growth and a fit that would please especially the girls, a semi-fitted princess style is recommended, but without the waist seam of the current preferred panelled tunic. Omitting the waist seam would provide for growth, while it is comfortable and also suitable for class and sport activities. To cater for a more fashionable fit, it is recommended that a loose belt be added that could be tightened for a more fashionable fit, without making the tunic too tight and thus avoiding the danger of outgrowing the tunic too quickly. The belt could be removed for sporting activities. A sleeveless style with a round neckline could be worn in winter and summer over a short- or long-sleeve blouse, reducing cost. A zipper in the centre back seam is also easier to construct than a side seam closure, as is currently the case for most of the tunics that the girls wear. No pockets or badges are recommended as it adds to the cost while making laundering more difficult.

With regard to the material, the girls indicated that it was important to them that the material of the tunic should be comfortable, but they had no problems with the comfort of the current tunic's fabric. It was also important for both mothers and girls that the tunic should be easy to clean and should not show spots easily, although that is not a major problem with the current tunic. It is, however of the utmost importance that the fabric would not change colour or fade easily, which was also the most important problem that they experienced with the current tunic.

Samples of a variety of blue and green fabrics, currently used for the tunics, were tested under the microscope in the textile laboratory of the University of Pretoria. It was determined that the fabric was a polyester-rayon blend (probably 65/35% blend, although it was not possible to test the exact percentage in this laboratory). Most fabrics were balanced plain weaves, known as Tetrex. This fabric is commonly used for school uniforms due to the fact that it is strong, does not shrink and does not crease easily (due to the polyester) and is comfortable to wear (due to the rayon). It is generally easy to care

for; however, the mothers and daughters complained that it changed colour and faded. A 4 x 72 hour blue wool light fastness test was done according to the International Standard Organization (ISO) standards 105 BO1, and the grey scale assessing standard ISO 105 AO5 was used for assessing the light fastness of the fabric. Results show ratings of between 6 and 7 for all samples. It can therefore be concluded that the fabrics used for the current tunics in fact do not have the tendency to lose colour or fade in sunlight. Any fading is therefore most probably the result of poor laundering practices, for instance, drying the tunic for long periods in direct sun or using strong detergents and incorrect washing methods. When tunics that girls had been wearing for long periods of time were inspected by the researcher, it was in fact noted that most tunics were faded. In exceptional cases it was clear that the tunic had been dried inside out, in which case the outside was less faded. It was also noted that there were no care labels on the tunics, as they were all custom made.

In order to cater for most girls' and mothers' colour preferences, a blue colour with a lower intensity is recommended. The colour generally suits most dark skins, does not show spots easily and blends well with a variety of other colours that the school might choose for shirts, jerseys and school colours, without being too dull for the girls. A plain weave 65/35% polyester-rayon blend is recommended for all the above-mentioned positive reasons.

As mentioned in the conclusions, it was noted that the tunics that the girls were currently wearing were very poorly constructed, which impacts negatively on many of the quality dimensions of the tunic. A poorly constructed tunic generally does not fit well, is not pleasing to the eye, does not keep neat for long and certainly does not make the girl feel beautiful in her uniform or proud of her school.

In order to address the stakeholders' quality preferences for a tunic, and to reduce the number of problems that they currently experience with the tunics, it is suggested that the above recommendations with regard to the choice of style and fabric be kept in mind. It is also recommended that the problem of school uniforms be addressed on a national level and that the responsibility for manufacturing the school uniforms be given to an acknowledged retailer, such as Pep Stores. One easy-to-construct style that could be mass-produced and only a few colours to choose from will reduce the cost, while better

construction and fit can be assured. It is also recommended that permanent care labels be attached to the tunics with clear instructions for the laundering of the tunics.

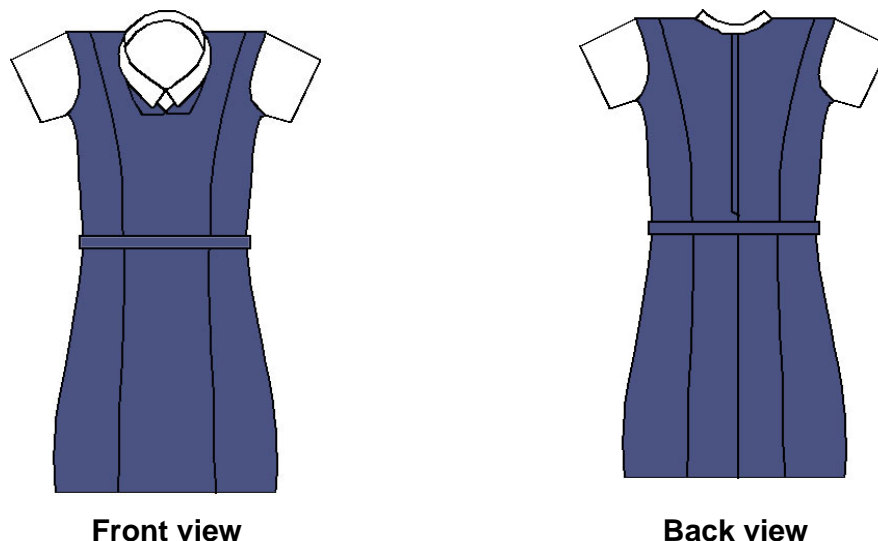


Figure 5.1: Suggested style for the tunic

5.4 EVALUATION OF THE RESEARCH

As part of the conclusion, an evaluation of the study was carried out to ascertain the validity and reliability of the results. According to Bryman and Bell (2007:40-42), validity and reliability are vital concepts in measuring the quality of the results, if the measuring instrument covered all the concepts in the objectives of the study. These include construct validity, face validity, content validity, criterion validity and inferential validity.

Construct validity

Construct validity measures the degree of how and why an instrument functions the way it does (De Vos *et al.*, 2005:162). The instrument was explicit and covered all the objectives set for the research; however, in some cases the Spearman's correlation coefficient indicated that there was no association between two statements that were supposed to measure the same quality dimension in the same manner, in which case the two statements were considered separately for interpretation purposes. Construct validation was statistically tested at a 5% level of significance for the differences between the combined means of the girls', mothers' and teachers' preferences and problems.

More validation was conducted for interpretation purposes on the association of the combined variables between the mothers', girls' and teachers' preferences and problems.

Face validity

Face validity does not include any scientific calculation, but measures the extent to which an instrument measures what it is purported to measure at face value (Leedy & Ormrod, 2001:98). In this study face validity was ensured by making use of subject specialists from colleges in Swaziland and the study leader at the University of Pretoria. This assured that the instrument was measuring preferences and problems of consumers, and indeed problems and preferences were obtained from the use of the instrument.

Content validity

Content validity was ensured by having adequate samples from the concepts in the conceptual framework Figure 1.1. It was further assured by using experts well versed in the field that ensured that all the aspects of the preferences and problems were covered in the instrument. According to De Vos *et al.* (2005:160-161), content validity assures that the instrument provides adequate questions for the variables measured.

Criterion validity

Criterion validity involves multiple comparisons of the current findings with past researches to give a more valid and objective result. A relevant and reliable criterion should be selected in order to be able to validate the instrument (De Vos *et al.*, 2005:161). Relevant studies served as a criterion in the comparison of the findings. Currently most of the studies circulating on school uniforms were on advantages and disadvantages of school uniforms. Comparisons used in the study were on quality preferences for adolescents, parents and teachers.

Inferential validity

Descriptive and inferential statistics were used in the study to explain significant associations in the preferences and problems between groups: the girls, the mothers and the teachers. Descriptive statistical methods used in the study were frequencies,

percentages and means arranged in descending order. To test for significant differences a Mann-Whitney test was done. For interpretation purposes Spearman's correlation was used to test for an association between variables on preferences and problems for each dimension

Reliability

Reliability is obtained when a measuring instrument repeatedly applied consistently produces the same results (Babbie *et al.*, 2001:119). Reliability was obtained in the study by repeatedly applying the measuring instrument in a similar pattern in all 15 schools and to all the stakeholders (girls, mothers and teachers). A conducive environment for the research through liaising with the head teachers ensured reliability. Class teachers organised the classrooms for the selection of the girls, who were given the mother's questionnaires and consent letters to complete overnight and bring them the following day. Getting back the questionnaires and consent letters from the mothers was not a problem in any of the schools. The girls continued to answer their questionnaires in their classrooms during suitable times. Teachers answered their questionnaires in their staff room. The questions were simple, thus participants needed minimal clarification, which was also an additional aspect adding to the reliability of the instrument.

5.5 SUGGESTIONS FOR FUTURE RESEARCH AND LIMITATIONS OF THE STUDY

There is a need for more research on uniforms as no research exists on preferences and problems with regard to school uniforms in Swaziland. This research has raised the awareness on the preferences and problems of urban stakeholders with regard to the uniforms used by girls, especially the tunics in Swaziland. Since the study only concentrated on the urban areas, the same methodology and questionnaire could be applied to the rural areas to capture their opinions with regard to the girls' uniform in Swaziland. Results from this study indicated that stakeholders were observant; hence there is a need to work closely with the girls, mothers and teachers when establishing policies on uniforms for the schools. Data collection was not a problem, with the permission of the Ministry of Education.

Working in collaboration with the mothers and girls in such crucial matters might bring about ownership and perhaps some solutions to some problems such as having many sets of uniforms. Involving mothers and students might bring awareness of the fact that most of the children are orphaned and vulnerable, and are thus relying on sponsorship from government and other organisations – hence might not afford expensive sets of uniform. Nelson and McLeod (2005) point out that the emphasis on what to wear for students imposes a terrible strain on family budgets.

Teachers too have an impact to make in the life of students. Schools follow certain rules in their day-to-day running, which the girls and parents need to know. Teachers should get the feelings of students and their parents on the preferences and problems regarding the uniforms.

The research covered a sample of all the schools in Mbabane and Manzini urban areas in Swaziland. Generalisation was on these urban schools only. The Form-3 girls represented the whole population of high school girls; so did the mothers and teachers with regard to schools in urban areas. The Form-3 girls had enough experience to reflect on their preferences and problems. The mothers of the girls were used because they had observed the quality of uniforms. Teachers from the different schools were only interviewed on end-use and symbolic aspects of the uniforms, which limited the research from finding about their views on other functional and aesthetic preferences and problems they might have observed.

There are many schools in Swaziland. Due to limitations of time and finance, the researcher chose a small sample size of schools in two urban areas (Manzini and Mbabane). It was easy to reach the schools as they were within the same vicinity, and within a 4-kilometre radius. The study concentrated only on girls' uniforms, especially on the tunic. Future researches could be conducted using the same instrument and methodology. The findings on preferences and problems form a basis for evidence as to the need for more researches in rural areas.

Preferences and problems with other items of the uniform were not evaluated. Boys' uniforms were not researched in this study. The study concentrated only on adolescent girls from Form 1 to Form 3, who are experiencing the spurt of growth. Mothers of the



girls were used in the study because of their responsibility for the girls. Form-3 teachers were used as they were working closely with the girls.

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ADDENDUM A:
QUESTIONNAIRE FOR GIRLS



University of Pretoria
Pretoria
0002
Republic of South Africa
10 November 2008

Dear Participant

QUESTIONNAIRE TO HIGH SCHOOL GIRLS

I am a student busy with a master's degree at the University of Pretoria. I am expected to conduct research in the clothing field. The study is about the development of a prototype uniform for high school girls in Swaziland. Parents are currently complaining about too many sets of school uniforms which are costly to them. The study will assist the researcher in trying to address the problems experienced by the stakeholders by developing a prototype tunic.

You have been identified as the most valuable person to contribute to this study. Your participation in this study is not compulsory; you may withdraw at any time or participate of your own free will.

I request you to feel free when filling in this questionnaire. You are assured that the information obtained from you will be kept secret. There are neither wrong nor right answers.

Thanking you in advance for your cooperation and participation.

Sibongile Ndlangamandla (Inspector of Schools)

Mother:

I give consent on behalf of my child to participate in the study about high school girls' uniforms.

Signature:

Date:

Child:

Igive consent to take part in the study on our uniforms.

Signature:

Date:



QUESTIONNAIRE: APPAREL SIZING AND FIT PROBLEMS AND PREFERENCES (HIGH SCHOOL GIRLS)

Participant's number

V1 1

Please answer the questions by circling an appropriate number in a shaded box or by writing your answer in the shaded space provided.

SECTION A: DEMOGRAPHIC INFORMATION

1. In what **region** is your school situated?

--

V2 4

2. In what **area** do you live? (Circle **one** number only)

Mbabane	1
Manzini	2

V3 6

3. What is your **age** in completed years?

--

V4 7

4. What is the **name** of your **school**?

--

V5 9

SECTION B: PREFERENCES ON UNIFORMS

5. From the **set of three tunics** below circle the tunic **number** that **most closely matches** your **current tunic**. (Circle **one** number only)

Tunic with panels



Tunic with pleats



Tunic with flares



1	2	3
---	---	---

V6 11

Question 6 follows on the next page ...



6. Circle the tunic **number** below that you would **prefer to wear**.
(Circle **one** number only)

Tunic with panels



1

Tunic with pleats



2

Tunic with flares



3

V7 12

7. Which **one** of the following **fittings** would you **prefer** for your school tunic? (Circle **one** number only)

Very tight	1
Tight	2
More loose than tight	3
Very loose	4

V8 13

8. What is the **colour** of your **present school tunic**?

V9 14

9. What is the **colour** of your **present school skirt**?

V10 16

10. What is the **colour** of your **present school jersey**?

V11 18

11. What **colour** would you **prefer** for your **school tunic**?

V12 20

12. What **colour** would you **prefer** for your **school skirt**?

V13 22

13. What **colour** would you **prefer** for your **school jersey**?

V14 24



14. How important is each of the following statements for you in your preference for a school tunic?

Statement	Very important	Important	Less important	Not important		
It is important to me that ...						
the style fits my body beautifully	4	3	2	1	V15	26
the touch of the material pleases me	4	3	2	1	V16	27
the style accommodates my growth	4	3	2	1	V17	28
the style fits comfortably for class and sports	4	3	2	1	V18	29
the material is suitable for winter and summer	4	3	2	1	V19	30
the material is comfortable to wear	4	3	2	1	V20	31
the tunic does not show spots easily	4	3	2	1	V21	32
the tunic should be easy to clean	4	3	2	1	V22	33
the tunic can be worn in summer and winter	4	3	2	1	V23	34
the tunic can be used for school and sporting activities	4	3	2	1	V24	35
the tunic will fit me for more than two years	4	3	2	1	V25	36
the tunic should not change colour or fade	4	3	2	1	V26	37
I should feel sexy/beautiful in the tunic	4	3	2	1	V27	38
the tunic should make me feel proud of my school	4	3	2	1	V28	39
the tunic should show my cultural values	4	3	2	1	V29	40
the tunic should show my family values	4	3	2	1	V30	41

SECTION C: PROBLEMS WITH THE CURRENT TUNIC

15. For each of the statements below indicate your opinion in respect of your current school tunic.

Statement	Strongly agree	Agree	Disagree	Strongly disagree		
The style of my tunic does not fit my body beautifully	4	3	2	1	V31	42
The touch of the material does not please me	4	3	2	1	V32	43
My tunic gets too small too quickly	4	3	2	1	V33	44
The style of my tunic is not comfortable for class and sports	4	3	2	1	V34	45
The material of my tunic is not suitable for winter and summer	4	3	2	1	V35	46
The material is not comfortable to wear	4	3	2	1	V36	47
My tunic shows spots too easily	4	3	2	1	V37	48
The tunic is not easy to clean	4	3	2	1	V38	49
I cannot wear the same tunic in winter and summer	4	3	2	1	V39	50
I cannot use my tunic for class and sports	4	3	2	1	V40	51
The tunic does not keep for more than two years	4	3	2	1	V41	52

Question 15 continues on the next page ...



15. (cont.) For each of the statements below indicate your opinion in respect of your current school tunic

Statement	Strongly agree	Agree	Disagree	Strongly disagree		
The tunic changes colour or fades	4	3	2	1	V42	<input type="text"/> 53
I do not feel sexy/beautiful in my tunic	4	3	2	1	V43	<input type="text"/> 54
The tunic does not make me feel proud of my school	4	3	2	1	V44	<input type="text"/> 55
The tunic does not show my cultural values	4	3	2	1	V45	<input type="text"/> 56
The tunic does not show my family values	4	3	2	1	V46	<input type="text"/> 57

Thank you for your participation



ADDENDUM B:
QUESTIONNAIRE FOR MOTHERS



University of Pretoria
Pretoria
0002
Republic of South Africa

10 November 2008

Dear Participant

QUESTIONNAIRE TO MOTHERS OF HIGH SCHOOL GIRLS

I am a student busy with a master's degree at the University of Pretoria. I am expected to conduct research in the clothing field. The study is about the development of a prototype uniform for high school girls in Swaziland. Parents are currently complaining about too many sets of school uniforms which are costly to them. The study will assist the researcher in trying to address the problems experienced by the stakeholders by developing a prototype tunic.

You have been identified as the most valuable person to contribute to this study. Your participation in this study is not compulsory; you may withdraw at any time or participate of your own free will.

I request you to feel free when filling in this questionnaire. You are assured that the information obtained from you will be kept secret. There are neither wrong nor right answers.

Thanking you in advance for your cooperation and participation.

Sibongile Ndlangamandla (Inspector of Schools)

Mother:

I consent to participate in the study about high school girls' uniforms.

Signature:

Date:



QUESTIONNAIRE: APPAREL SIZING AND FIT PROBLEMS AND PREFERENCES (MOTHERS)

Participant's number

Please answer the questions by circling an appropriate number in a shaded box or by writing your answer in the shaded space provided.

V1 1

SECTION A: DEMOGRAPHIC INFORMATION

1. In what **region** is your daughter's school situated?

--

V2 4

2. In what **area** do you live? (Circle **one** number only)

Mbabane	1
Manzini	2

V3 6

3. What is the **name** of your daughter's **school**?

--

V4 7

4. What is your **occupation**? (Circle **one** number only)

Employed	1
Self-employed	2
Unemployed	3

V5 9

5. How much are you prepared to **pay** for a school **unic**?

--

V6 10

6. How much are you prepared to **pay** for a school **skirt**?

--

V7 13

7. How much are you prepared to **pay** for a school **jersey**?

--

V8 16

8. Who **cares** for your daughter's **school uniform**? (Circle **one** number only)

I do	1
My daughter does	2
Someone else	3

V9 19

SECTION B: *follows on the next page ...*

SECTION B: PREFERENCES ON UNIFORMS

9. From the set of three tunics below circle the tunic number that most closely matches your daughter's current tunic. (Circle one number only)

Tunic with panels



1

Tunic with pleats



2

Tunic with flares



3

V10 20

10. Circle the tunic number below that you would prefer your daughter to wear. (Circle one number only)

Tunic with panels



1

Tunic with pleats



2

Tunic with flares



3

V11 21

11. Which one of the following fittings would you prefer for your daughter's school tunic? (Circle one number only)

Very tight	1
Tight	2
More loose than tight	3
Very loose	4

V12 22

12. What is the colour of your daughter's present school tunic?

V13 23

13. What is the colour of your daughter's present school skirt?

V14 25

Question 14 follows on the next page ...

14. What is the colour of your daughter's present school jersey?

V15 27



15. What **colour** would you **prefer** for your daughter's **school tunic**?

--

V16 29

16. What **colour** would you **prefer** for your daughter's **school skirt**?

--

V17 31

17. What **colour** would you **prefer** for your daughter's **school jersey**?

--

V18 33

18. **How important** is each of the following statements for you in your **preference** for a **school tunic for your daughter**?

Statement	Very important	Important	Less important	Not important
It is important to me that ...				
the style fits her body beautifully	4	3	2	1
the touch of the material pleases me	4	3	2	1
the tunic does not show spots easily	4	3	2	1
the tunic should be easy to clean	4	3	2	1
the tunic can be worn in summer and winter	4	3	2	1
the tunic can be used for school and sporting activities	4	3	2	1
the tunic will fit her for more than two years	4	3	2	1
the tunic should not change colour or fade	4	3	2	1
the tunic should show my cultural values	4	3	2	1
the tunic should show my family values	4	3	2	1
the tunic should not be too expensive	4	3	2	1
there should only be one school tunic set and no other uniform sets	4	3	2	1

V19 35
 V20 36
 V21 37
 V22 38
 V23 39
 V24 40
 V25 41
 V26 42
 V27 43
 V28 44
 V29 45
 V30 46

SECTION C: *follows on the next page ...*



SECTION C: PROBLEMS WITH THE CURRENT TUNIC

19. For each of the statements below indicate your opinion in respect of your daughter's current tunic.

Statement	Strongly agree	Agree	Disagree	Strongly disagree		
The style of the tunic does not fit her body beautifully	4	3	2	1	V31	<input type="text"/> 47
The touch of the material does not please me	4	3	2	1	V32	<input type="text"/> 48
The tunic shows spots too easily	4	3	2	1	V33	<input type="text"/> 49
The tunic is not easy to clean	4	3	2	1	V34	<input type="text"/> 50
The same tunic cannot be worn in winter and summer	4	3	2	1	V35	<input type="text"/> 51
The tunic cannot be used for class and sports	4	3	2	1	V36	<input type="text"/> 52
The tunic does not keep for more than two years	4	3	2	1	V37	<input type="text"/> 53
The tunic changes colour or fades	4	3	2	1	V38	<input type="text"/> 54
The tunic does not show my cultural values	4	3	2	1	V39	<input type="text"/> 55
The tunic does not show my family values	4	3	2	1	V40	<input type="text"/> 56
The tunic is too expensive	4	3	2	1	V41	<input type="text"/> 57
There are many sets of uniforms plus the tunic set	4	3	2	1	V42	<input type="text"/> 58

Thank you for your participation



ADDENDUM C:
QUESTIONNAIRE FOR TEACHERS



University of Pretoria

Pretoria

0002

Republic of South Africa

10 November 2008

Dear Participant

QUESTIONNAIRE TO TEACHERS OF HIGH SCHOOL GIRLS

I am a student busy with a master's degree at the University of Pretoria. I am expected to conduct research in the clothing field. The study is about the development of a prototype uniform for high school girls in Swaziland. Parents are currently complaining about too many sets of school uniforms which are costly to them. The study will assist the researcher in trying to address the problems experienced by the stakeholders by developing a prototype tunic.

You have been identified as the most valuable person to contribute to this study. Your participation in this study is not compulsory; you may withdraw at any time or participate of your own free will.

I request you to feel free when filling in this questionnaire. You are assured that the information obtained from you will be kept secret. There are neither wrong nor right answers.

Thanking you in advance for your cooperation and participation.

Sibongile Ndlangamandla (Inspector of Schools)

Teacher:

I consent to participate in the study about high school girls' uniforms.

Signature:

Date:

QUESTIONNAIRE: APPAREL SIZING AND FIT PROBLEMS AND PREFERENCES (TEACHERS)

Participant's number

V1 1

Please answer the questions by circling an appropriate number in a shaded box or by writing your answer in the shaded space provided.

SECTION A: DEMOGRAPHIC INFORMATION

1. In what **region** is your school situated?

V2 4

2. In what **area** do you live? (Circle **one** number only)

Mbabane	1
Manzini	2

V3 6

3. What is the **name** of your **school**?

V4 7

SECTION B: PREFERENCES ON UNIFORMS

4. From the **set of three tunics** below, circle the tunic **number** that **most closely matches** the **current tunic** of your learners (Circle **one** number only).

Tunic with panels



Tunic with pleats



Tunic with flares



1

2

3

V5 9

Question 5

follows on the next page



5. Circle the tunic **number** below that you would **prefer your learners to wear** (Circle **one** number only).

Tunic with panels



1

Tunic with pleats



2

Tunic with flares



3

V6 10

6. What is the **colour** of the **present school tunic of your learners**?

V7 11

7. What is the **colour** of the **present school skirt of your learners**?

V8 13

8. What is the **colour** of the **present school jersey of your learners**?

V9 15

9. What **colour** would you **prefer** for the **school tunic for your learners**?

V10 17

10. What **colour** would you **prefer** for the **school skirt for your learners**?

V11 19

11. What **colour** would you **prefer** for the **school jersey for your learners**?

V12 21

Question 12

follows on the next page



12. How important is each of the following statements for you in your preference for a school tunic for your learners?

Statement	Very important	Important	Less important	Not important		
It is important to me that ...						
the tunic shows the status of the girls (e.g. prefect etc)	4	3	2	1	V13	<input type="text"/> 23
the tunic should show cultural values upheld by the school	4	3	2	1	V14	<input type="text"/> 24
the tunic can be worn in summer and winter	4	3	2	1	V15	<input type="text"/> 25
the tunic can be used for school and sporting activities	4	3	2	1	V16	<input type="text"/> 26
there should be more than one school uniform	4	3	2	1	V17	<input type="text"/> 27

SECTION C: PROBLEMS WITH THE CURRENT TUNIC

13. Indicate your opinion in respect of the current tunic in terms of each of the statements below

Statement	Strongly agree	Agree	Disagree	Strongly disagree		
The problems faced by the school with the current uniform is that						
The tunic does not show the status of the girls (e.g. prefects)	4	3	2	1	V18	<input type="text"/> 28
The tunic does not show the cultural values upheld by the school	4	3	2	1	V19	<input type="text"/> 29
The current uniform cannot be used in winter and summer	4	3	2	1	V20	<input type="text"/> 30
The tunic cannot be used for school and sporting activities	4	3	2	1	V21	<input type="text"/> 31
The girls do not look neat in the tunic	4	3	2	1	V22	<input type="text"/> 32

Thank you for your participation