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MASTERS THESIS

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Thesis Title:

AN INVESTIGATION INTO WHETHER YOUNG TEENS CHANGE THEIR CLOTHING CONSUMER BEHAVIOUR AND BRAND PREFERENCES AFTER THE TRANSITION FROM PRIMARY SCHOOL (GRADE SEVEN) TO HIGH SCHOOL (GRADE EIGHT) IN THE SOUTH WESTERN CAPE

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EXECUTIVE SUMMARY

This study focused on two segments that have emerged from an evolution within the children's market – the tween and young teen markets. However, few market researchers had investigated the transition between these two stages – leaving primary school and going to high school. Despite there being a rather small age gap between older tweens and young teens, the numerous challenges brought about due to the transition from primary school to high school could affect areas such as academic performance, friendships and so forth. It was the aim of this study to uncover any changes in relation to the consumer behaviour and brand preferences of young teens occurred due to this transitional period.

The literature review looked at the international and South African older tween and young teen markets through market identification and characterization. The transition phase from primary school to high school looked at the similarities and differences of older tweens and young teens and the social and academic impact of school transitions on grade eights. Four areas were identified that were said to influence one's clothing consumer behaviour and brand preferences as a result of the school transition to high school. These were *developmental* changes; the influence of one's *reference groups*; *role models and the media* that one subscribes to, and the *financial* circumstances in which one lives. The researcher also investigated brand loyalty and the influence of peer pressure on the clothing consumer behaviour and brand preferences of young teens. Furthermore, the literature review covered branding and how fashion and brands influenced the consumer behaviour of young teens.

Both quantitative and qualitative research methods were used in this study. The primary research tools used were the two surveys that were successfully administered to two hundred and seventy four grade sevens and eights in ten schools in the South Western Cape. Permission was obtained from the Western Cape Education Department and a time restriction was given for the surveys to be administered to the schools. The researcher also used qualitative research methods in the form of experience interviews with nine members of the academic and business community who were deemed knowledgeable on the topics of child development, branding, consumer behaviour and school transitions. Limited focus groups were conducted, although this was primarily used to construct the questionnaires. Furthermore, the researcher made use of secondary data sources such as reputable and peer reviewed journal articles, books and so forth.

Out of the five school sets in this research study the De Kuilen school set showed statistically significant results between grade sevens and eights with regards to developmental, reference group, financial and brand preference changes. The Kuils River school set also showed statistically significant results with regards to developmental, role models, peer pressure and brand preference changes. However, the rest of the school sets showed minor or failed to show statistical differences between the two grades in question. On the whole no significant developmental, reference group, role model and peer pressure changes were noted between grade sevens and grade eights. On the other hand, two of the findings agreed with the initial hypotheses that were put forward. Financial changes did occur, as grade eights received more pocket money than grade sevens and parents were still involved in purchasing clothing for their young teens; and as expected, young teens failed to prove brand loyal.

Consequently, although two null hypotheses (financial changes and brand loyalty) were accepted out of six proposed and two school sets out of the five showed statistical differences between the two grades on the matters investigated, the primary null hypothesis was rejected. The researcher concluded that young teens in the South Western Cape did not change their clothing consumer behaviour and brand preferences after entering high school. However, this conclusion was limited only to those schools and students who participated in the study.

The researcher recommended that in general both grades could be targeted together as one clothing brand market. Especially when young teens were in the first part of grade eight, as both markets liked wearing brands such as Billabong and Roxy for very similar reasons. In addition, the lack of brand loyalty was not seen to be a hindrance, but an opportunity for marketers to attract young teens due to the fashionability and affordability of the clothing. Their purchasing power not only by themselves, but also more often than not with the help of their parents made them a lucrative market worthy of attention. On the other hand, while the researcher may have gained more knowledge from using more qualitative research, as some information from the questionnaires contradicted each other, it was also suggested that due the two age groups being so similar, it may have been more beneficial to compare two differing age groups such as grade sevens and nines. However, this would not have been a feasible option in light of the current study investigating the transition from primary school to high school.

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GLOSSARY

Consumer behaviour: "How individuals make decisions to spend their available resources (time, money, effort) on consumption-related items. That includes *what* they buy, *why* they buy it, *when* they buy it, *where* they buy it, *how often* they buy it, and how often they *use* it" (Schiffman & Kanuk, 2000:5).

Older tweens: For the purposes of this study, older tweens were said to be approximately eleven to twelve year olds.

Squared Mahalanobis Distance: Calculates the Euclidean distances between the mean (centroid) profiles of the different predefined groups in a study. The larger the distance, the greater the significance of the discriminant model to discriminate between the centroids of the predefined groups in the study (Wegner, 2002:55,57).

Wilks Lambda: This is used in Multiple Discriminant Analysis tests and tests the differences in means. Wilks' Lambda ranges between 0 and 1 where the closer to 0, the more significant the discriminant attribute becomes. However, the closer to 1, the less significant the discriminant attribute is (Wegner, 2002:55).

Young teens: For the purposes of this study, young teens were said to be approximately thirteen to fifteen year olds.

ACRONYMS

KGOY	Kids Getting Older Younger
UCT	University of Cape Town
UK	United Kingdom
USA	United States of America
WCED	Western Cape Education Department

1 INTRODUCTION TO THE STUDY

From the outset it seemed important that the foundations of this study first be discussed before looking at it in any further depth. These foundations provide the reader with a better understanding of the reasons behind and the purpose and importance of the study, and allow the research problem, objectives and subsequent hypotheses to be constructed. It was also important that the scope and limitations of this study be addressed, as they provided a framework to work from. With these foundations in place, a plan of development was provided for the rest of this research report.

1.1 Background to the Study

Take a moment to consider how many lucrative segments marketers have divided the children's market into in recent years. Twenty years ago it would have been inconceivable to imagine that the children's market could consist of so many profitable segments, as are prescribed today (a suggestion is provided in Table 1.1 below).

Table 1.1 Segmentation of the Children's Market

Kid segmentation today	Age
Infants and toddlers	0 – 2
Preschoolers	3 – 5
Kids	6 – 8
Tweens	9 – 12
Young teens	13 – 15
Teens	16 – 18

(Source: Kurnit, 2004: 29)

Back in the 1980's, the children's market displayed little segmentation and the only companies that directly targeted the children's market were toy manufacturers and some companies in the breakfast cereal and confectionery industry (Kurnit, 2004; Siegel *et al.*, 2004; Sabino, 2002). However, on the whole, most products relating to children, bar those mentioned above, were aimed at mothers, not children (Siegel *et al.*, 2004). As such the three segments that existed within the children's market in the 1980's and early 1990's (2-5, 6-12 and 13-18 year olds), were compressed into "two monoliths" (children aged 2-12 and teenagers aged 13-18) when purchasing media, as this was seen to be the more economically efficient option (Kurnit, 2004:29). Children were not seen to be a lucrative market in their

own right (Sabino, 2002), as it was understood that parents were the gatekeepers who exercised the purchasing power.

Although some pioneering youth market researchers, such as Dr James U. McNeal, tried to introduce the world to the value of the children's market in the late 1980's, it wasn't until the 1990's that business finally grasped the purchasing influence and disposable income of children (Siegel *et al.*, 2004; Sabino, 2002). As the business world started to realize the financial importance of the children's market, marketers started to find it increasingly necessary to make further distinctions in order to adequately target portions of the children's market (Kurnit, 2004; Siegel *et al.*, 2004). Today the children's market is comprised of numerous segments, an example of which can be seen in Table 1.1, although the exact segments may vary depending on which author one consults.

This study only focused on two of the segments that have emerged from this evolution within the children's market – the tween and young teen markets. In recent years, both markets have been the subject of numerous academic and commercial market research studies, books and journal articles due to their increasing economic influence in society. Research has shown both markets, especially tweens, to be a more powerful economic and influential force than was originally thought (Mayo, 2005; Lindstrom, 2004; Siegel *et al.*, 2004). It was also uncovered that tweens alone have the propensity to spend and/or influence more than $1.88 trillion per annum throughout the world (Lindstrom, 2004:2). Their ability to influence others in purchasing decisions extends beyond the family realm to friends and other peers (Lindstrom, 2004; Siegel *et al.*, 2004). As Sabino (2002:9) asserts, "...marketers owe it to themselves to take a second look at the economic power children now wield. The days where children should be seen and not heard are long gone."

However, it seems that few market researchers have taken on the task of investigating the transition between these two stages – leaving primary school and becoming a young teenager. Despite there being a rather small age gap between tweens, especially older tweens, and young teens, the numerous challenges brought about due to the transition from primary school to high school can affect areas such as academic performance, friendships, peer pressure susceptibility and so forth. Consequently, such a transition provides marketers with the unique opportunity to understand how the young teen market responds to changes in their physical and social environment. More importantly for this research study, however, was the

subsequent impact this transition had on the consumer behaviour and brand preferences of young teens. It was the aim of this study to uncover if any changes in relation to the consumer behaviour and brand preferences of young teens occurred due to this transitional period from primary school to high school.

1.2 The Purpose and Importance of the Research

However, one may ask why the tween and young teen age groups deserved such attention and research in South Africa and why it was necessary to investigate whether their consumer behaviour and brand preferences changed once they reached high school. In reply the following was said.

There is limited information regarding the consumption behaviour of children in general (Harper *et al.,* 2003), let alone in South Africa. In addition, left hemisphere brain development has just taken place in children this age. Thus they have acquired "the power of reason and the mental capacity to understand marketing communications" (Siegel *et al.*, 2004: 29). Furthermore, they are very brand conscious and peer pressure is part of their everyday life (Lindstrom, 2004). Being identified as a member of a clique or crowd is important for self-esteem and self-worth (Newman & Newman, 2003) and heightens the feeling of acceptance, belonging and loyalty. This affiliation may, to a certain extent, indicate the brand preferences most likely to be adopted by members of the group, as for tweens and young teens, "consumption symbolism becomes an integral part of their own individual and group identities" (Young, 2004:27).

South African tweens and young teens are the biggest generation that South Africa has ever witnessed (Anon. 1, 2003) and this market has substantial financial clout. R24 billion per annum (Anon. 1, 2003) is not to be ignored as this shows the strong influence that tweens and young teens have not only on their immediate family (Lindstrom, 2004), but also on the economy as a whole. Thus any changes in consumer behaviour that may be identified after the transition from primary school to high school would enable marketers to better target the young teen market and thus potentially gain substantial financial rewards.

1.3 Market and Industry Information

After looking at numerous journal articles and other sources of information regarding the tween and young teen markets, it was clear that most information found originated from other countries, especially the USA and the UK. However, the results of two South African studies conducted with both markets were recently released. The UCT Unilever Institute of Strategic Marketing conducted research into South African 7-17 year olds, and Hot Dogz Incorporated released their research on the tween market (stated as 10-13 year olds) in April 2005.

On the international front, a large portion of journal and other articles concerning the tween market referenced their information from Martin Lindstrom's book, BRANDchild. This study, conducted by Millward Brown, investigated the tween market (stated as 8 to 14 year olds) in eight countries around the world namely the USA, China, Japan, Brazil, India, Germany, Denmark and Spain (Lindstrom, 2004: 312-313). While the results were informative, one had to be careful as the research was commercial in nature and lacked academic rigor. Furthermore, information regarding young teens and their consumer behaviour seemed to be rather scarce, as most information regarding this age group focused on their problems – drug abuse, delinquency and eating disorders, to name a few.

Finally, after much reading it appeared that no major study had investigated whether young teens changed their consumer behaviour and brand preferences after undergoing the transition from primary school to high school. Thus it appeared that this study was, to a certain extent, pioneering in nature.

1.4 The Research Problem

Over the last few years there seemed to have been a proliferation of books and journal articles concerning the children's market – more specifically the tween market. However, while both international and local studies have been conducted to gain greater insight into this market, it seemed that little attention had been paid to what happens to these children as they made the transition from primary school to high school – grade seven to grade eight in South Africa.

While some countries such as the USA used a three-tier schooling system – primary, junior high and senior high school – other countries such as South Africa and the UK used two -

primary and high school. One could hypothesize that the transition made within the two-tier system would be more challenging as older tweens moved from being the leaders and the oldest in primary school to being the followers and the youngest in high school. Thus the resulting challenges and pressures facing these young teenagers as they entered high school were different from those that they faced in primary school, despite the minor age difference.

The question was whether or not such challenges and pressures resulted in a change in consumer behaviour and brand preferences after the transition from primary to high school was made. In addition, one also needed to question the brand loyalty of young teens and their motivation for certain purchases, as this would have affected their consumer behaviour. Thus the research problem was as follows: whether young teens changed their consumer behaviour and brand preferences after the transition from primary school (grade seven) to high school (grade eight) in the South Western Cape.

1.5 The Research Objectives

The primary and secondary research objectives of this study were as follows:

1.5.1 Primary Research Objective

- to establish whether changes in the consumer behaviour and brand preferences of young teens occurred after they had made the transition from primary school (grade seven) to high school (grade eight) in the South Western Cape.

  The area of changing consumer behaviour and brand preferences due to a school transition had, to a large extent, remained untouched by South African market researchers. Older tweens and young teens have had such a financial impact on the South African economy that it seemed foolish not to know how changes in their environment affected their consumer behaviour and brand preferences, especially when marketing and clothing companies stood to lose or gain millions of Rands in the process. If young teens were indeed changing their brand preferences after entering high school, then it seemed intuitive that 'losing' brands would try to rectify the situation or at least make an attempt to come to some sort of resolution regarding the matter. With regards to brand preferences, the researcher was interested in finding out what brands were preferred in

high school compared to primary school. There was a difference between being able to afford certain clothing brands and desiring to buy certain clothing brands and it was to this end that status brands and conspicuous consumption came into play in these peer-oriented markets.

1.5.2 Secondary Research Objectives

- to ascertain whether developmental changes experienced by older tweens and young teens affected their consumer behaviour and brand preferences.

  As older tweens entered high school they were simultaneously experiencing physical, cognitive, emotional and social changes (Santrock, 2006; Newman & Newman, 2003). These changes may have impacted the consumer behaviour and brand preferences of young teens.

- to determine whether or not there was a change in the reference groups subscribed to as young teens entered high school.

  Older tweens and young teens were influenced by various people ranging from parents to peers (Grant & Stephen, 2005; Schiffman & Kanuk, 2000); however the role that each of these groups played may have changed as the transition between primary and high school took place. Furthermore, the music genre enjoyed, magazines read and sports team supported may have affected the brands that were worn. Any change in reference group may have affected the consumer behaviour and brand preferences of young teens.

- to discover whether or not there was a change in role models or the role of role models, as older tweens progressed from primary school to high school.

  A change in role models may have directly impacted not only the style of clothing worn, but also the brands chosen in order to display the correct image of the particular reference group. As such a change in consumer behaviour and brand preferences may have occurred.

- to investigate whether there was any difference in the financial resources available to older tweens and young teens.

  It had been said that tweens had more money and influence over purchases than any generation before them (Grant & Stephen, 2005; Lindstrom, 2004; Siegel *et al.*, 2004). However, the researcher wanted to ascertain to what extent older tweens and young teens had access to money (pocket money and other) and whether there was any difference in the amount received between the two age groups. The researcher also wanted to look at the influence of pester power and whether it played a role in attaining the desired brands. Any difference in access to money (their own or otherwise) may have affected their consumer behaviour and brand preferences.

- to explore the concept of brand loyalty and choices made by older tweens and young teens

  While older tweens may have indeed been the trendsetters in primary school with the younger scholars looking up to them for fashion guidance, young teens may have switched brands due to a range of consumer behaviour related reasons in high school. Thus the researcher wanted to explore the extent of brand loyalty and how clothing choices were made within the older tween and young teen market to note any differences in behaviour.

- to establish whether there was any difference in peer pressure experienced by older tweens and young teens when purchasing clothing.

  Research showed that tweens had a desire to be accepted and experience belonging (Lindstrom, 2004; Ross & Harradine, 2004; Harper *et al.*, 2003); hence peer pressure was an effective tool with this age group. However, the researcher wanted to ascertain whether such pressure increased as young teens entered high school. This may have resulted in a change in consumer behaviour and brand preferences.

1.6 The Research Hypotheses

The primary and secondary research hypotheses of this study were as follows:

1.6.1 Primary Research Hypothesis

H_o: Young teens in the South Western Cape changed their clothing consumer behaviour and brand preferences after entering high school.

1.6.2 Secondary Research Hypotheses

H_o: Developmental changes affected the consumer behaviour and brand preferences of young teens as they enter high school, but to a lesser extent than reference groups, role models and the media, and financial changes.

H_o: Peer groups influenced young teens the most when buying clothing and as such young teens changed their consumer behaviour and brand preferences to conform to the group.

H_o: Young teens had different role models in high school and as such their consumer behaviour changed.

H_o: Older siblings and older teenagers did not influence young teens when buying clothes, as much as celebrities.

H_o: Grade eights received more pocket money in high school and as such was able to change their consumer behaviour.

H_o: Parents still paid for large portions of young teen clothing allowing for a change in consumer behaviour.

H_o: Young teens lacked brand loyalty thus allowing for changes in consumer behaviour.

H_o: Peer pressure increased as older tweens entered high school and played a far greater role in buying clothes than parents causing a change in consumer behaviour.

1.7 Scope and Limitations of the Thesis

It was important that the scope and limitations of this study be explained, as they affected the direction in which the research was undertaken.

1.7.1 Scope of the Thesis

This thesis looked at identifying the potential differences in consumer behaviour and brand preferences between older tweens and young teens after the transition from primary school to high school. Due to the timing of the quantitative research the scope of the research study focused mostly on twelve to thirteen year olds. Most of the grade sevens in this study were twelve and most of the grade eights were thirteen years old according to the surveys conducted. Although there were those who had already turned thirteen and fourteen years old, respectively, they were still included in the sample, as the purpose of this research study was to compare grade sevens with those in grade eight – one's age was merely a guideline.

In addition, the scope of this research study was narrowed down to limited portions within consumer behaviour including reference groups, motivation, and perception; and branding including functions of brands, brand image and associations, and brand loyalty, as both fields were vast and often overlapped with other disciplines within the marketing field. Other fields that were also covered included limited portions of child development theory relevant to the older tween and young teen markets, and research into school transitions – the context of the entire research thesis.

The transition from primary school to high school brought with it many side effects, the extent of which varied from person to person. These included academic, psychological and behavioural problems. However, due to the topic of this study, the researcher was only concerned with those side effects that may have influenced the consumer behaviour and brand preferences of young teens. The researcher was by no means trying to minimize the repercussions of other problematic areas in a young teen's life.

Finally, the researcher was only interested in investigating whether young teens changed their consumer behaviour and brand preferences with regards to their outer clothing. It was

impossible to cover all items of clothing and accessories when it came to these markets; it was simply too broad and too large to research all at once.

1.7.2 Limitations

As with any research study there were certain limitations that were foreseen and then there were those that were unforeseen. The limitations that affected this study were as follows:

1.7.2.1 Time and Other Constraints

Although it was the intention of the researcher to complete this master's degree in the space of two years, there were several obstacles and unforeseen circumstances that prevented this from taking place. The initial thesis topic was altered after the first year of research, which set the researcher back quite considerably in terms of time and then it was discovered in late 2006 that permission was required from the Western Cape Education Department to administer questionnaires to primary and high schools. In addition, this quantitative research was not allowed to take place in the fourth term. Thus the researcher was only able to complete the quantitative section of the research in February and March 2007. Furthermore, the researcher also had other responsibilities and extra-curricular activities and thus the research was not conducted on a continuous basis. Nevertheless, it is the opinion of the researcher that this study has been thoroughly conducted and that the standard of the work produced has not been compromised by any time restrictions imposed.

1.7.2.2 Research Limitations

Research limitations included the ability to locate, read and process all the information pertaining to consumer behaviour, branding and the tween and young teen markets. It should be noted that some studies (Grant & Stephen, 2005; Waddell, 2005; Lindstrom, 2004; Young, 2004) combined the two age groups and researched them as one unit. In addition, there seemed to be a lack of information on the characteristics of young teenagers, as most articles regarding this market looked at teenage delinquency and psychological dilemmas in one form or another. Furthermore, the information regarding school transition (Waddell, 2005; Hardy *et al.*, 2002; Fenzel, 2000) referred mainly to junior high school due to the countries of origin – USA and Canada. Nevertheless, all authors concerned recognized that the school transition

took place between the ages of eleven and thirteen and that the children concerned displayed similar reactions.

While the researcher made an attempt to read as much information as possible, it was obviously impossible to read all the information available. While one could go on for many more months, if not years, assimilating information, an ending point had to be reached. Due to the marketing discipline being an ever-changing field, a considerable effort was made to use information that has been published in the last five years. In addition, the researcher was also restricted to the length of this report.

1.7.2.3 Geographical Restrictions

The research into the tween and young teen markets was limited to the South Western Cape. Due to the number of schools countrywide, it would have been foolish to try and incorporate all nine provinces into the research project. Not only would the sample from each province have been too small to project onto the entire province, but limited resources such as time and money would have also hampered the investigation. Furthermore, broadening the geographical area would only have hindered the depth of research possible.

1.7.2.4 Sampling Restrictions

When conducting research one needs to be realistic in terms of the resources available. Thus despite the immense number of schools, both primary and secondary, in the Western Cape alone, a decision was taken to only make use of ten schools. This resulted in a somewhat small sample compared to the whole and thus these results cannot be projected onto the province as originally planned. While the researcher questioned fewer than three hundred children, the limitations of time, money and energy prevented this sample from becoming any larger. More importantly, a probability sample was not used, as a more systematic approach was needed in order to ensure sampling consistency. While primary schools were randomly chosen, the corresponding high schools needed to come from the same area so that variables such as social class and culture were kept constant thus enabling an appropriate comparison to be made between the two schools. Furthermore, the primary schools were chosen so as to be demographically representative of the South Western Cape. Consequently, it would have been

futile to enlarge the sample, as this non-probability sample was only representative of those questioned and not the South Western Cape as a whole.

1.7.2.5 Cultural and Language Restrictions

In order to obtain a demographically sound sample for the research project, the research assistant visited a range of schools where some of the children were from different cultural backgrounds and languages to that of the researcher. Thus sensitivity towards other cultures was important and consequently the two questionnaires were drawn up using simple English words and concepts so as to include children who did not speak English as their mother tongue. Similarly, focus groups were moderated with care so that any language and cultural barriers did not encumber the research process.

1.7.2.6 Budget Availability

Research costs money. Two sources of income existed for the researcher while completing this thesis; money earned from tutoring, as well as funding granted by the UCT. Research costs included photocopying of resources for academic purposes, general printing and binding costs, the printing of questionnaires, telephone expenses, the cost of running focus groups, and transportation costs to and from experience interviews, focus groups and schools.

General printing costs included the proposal and its numerous draft copies, the literature review and its draft copies, the discussion guides, and the final thesis, it's various draft copies and all five final duplicates required. Binding included the plastic ring binding found at the UCT Document Centre, as well as leather binding of the final copies of this thesis.

1.8 Plan of Development

The researcher has structured this report in the following manner. Chapter two contains the literature review, which addresses the older tween and young teen markets, both on a global and on a South African scale. The transition from primary school to high school is then discussed and documented differences between older tweens and young teens are highlighted. The model on which part of the literature review was based is then discussed and applied. Branding and the clothing market are then brought into the picture. Thus the role of fashion

and how it influences consumer behaviour with regards to the older tween and young teen markets is reviewed and the influence of brand image, the functionality of brands, and the ever-questionable brand loyalty of these markets is addressed. Self-concept and conspicuous consumption is looked at in view of brand preferences and lastly, the ever-controversial brands versus styles debate is looked at and prominent brands amongst the older tween and young teen markets in South Africa are uncovered.

Chapter three contains the research methodologies used in investigating this research topic. Qualitative methods such as experience interviews and focus groups are addressed followed by the quantitative method of using questionnaires. These various methods are discussed and explained. Chapter four is the all-important findings section. Here the information gathered from both the qualitative and quantitative methods are assimilated and the objectives and hypotheses stated in the introduction are dealt with in greater depth and answered. Chapter five and six draw conclusions and make recommendations, respectively, concerning the research project, while chapter seven outlines possible future areas for research stemming from this research study.

Chapter eight contains the bibliography and includes the books, journal articles, newspapers, other sources, unpublished material and websites used in the compilation of this study report. Chapter nine consists of appendices – information that is relevant, but not pertinent enough to be included in the actual report.

2 THE LITERATURE REVIEW

"...marketers owe it to themselves to take a second look at the economic power children now wield. The days where children should be seen and not heard are long gone"

Sabino (2002:9).

2.1 Preliminary Information

The objectives, sources of information and the plan of development of the literature review were as follows:

2.1.1 Objectives of the Literature Review

Attempting to write a literature review without any objectives would be a rather fruitless endeavour. Thus the following objectives have provided the researcher with focus and allowed for in-depth research to take place:

- to clarify and discuss relevant marketing concepts within consumer behaviour, and branding theory, and how these relate to the clothing choices made by young teens before and after the transition from primary school to high school.

- to explain and discuss other concepts not specifically related to marketing, but nevertheless pertinent to this research study. These include investigating the older tween and young teen markets, areas within child development relevant to the topic, how school transitions affect older tweens and young teens, and areas within fashion theory.

- to unearth areas of research that need to be probed further during the descriptive research phase, which follows the exploratory research phase of this research study.

2.1.2 Sources of Information

It seems that few resources face geographical limitation with the advent of the Internet. All academic journal articles that the researcher used for the literature review were gratefully accessed through the UCT's electronic database and Interlibrary Loans. Books that were used

were either the researcher's own books used for undergraduate purposes, bought for the purposes of this research study, or obtained through the UCT's Chancellor Oppenheimer Library and Interlibrary Loans. Other information included that published by Stats SA concerning Census 2001 and the unpublished information concerning tweens and viral marketing gratefully obtained from the UCT Unilever Institute of Strategic Marketing's Trend Youth 2 and Wildfire studies, respectively. A comprehensive list of all sources of information used can be viewed in the bibliography at the back of this report.

2.1.3 Plan of Development

The researcher has structured the body of the literature review in the following manner. Section two focuses exclusively on the older tween and young teen markets, both on a global and, to a lesser extent, a South African scale. Section three looks at the South African older tween and young teen market in greater depth, while section four addresses the transition from primary school to high school and documented differences between older tweens and young teens are highlighted.

Section five introduces the model on which part of the literature review is based. Consequently, section six takes a closer look at the model and discusses how family members, developmental changes, reference groups, role models and the media, and finally, finances are said to influence the changing clothing consumer behaviour of older tweens and young teens in South Africa.

Section seven focuses on branding and the clothing market. Thus the researcher will discuss the role of fashion and how it influences consumer behaviour with regards to the older tween and young teen markets. In addition, the influence of brand image, the functionality of brands, and the ever-questionable brand loyalty of these markets will be addressed. Furthermore, self-concept and conspicuous consumption will be looked at in view of brand preferences. Lastly, the researcher will address the ever-controversial brands versus styles debate and uncover prominent brands amongst the older tween and young teen markets in South Africa.

2.2 The International Older Tween and Young Teen Markets

"They have more personal power, more money, influence and attention than any other generation before them" (Lindstrom, 2004:1).

Before reviewing the literature on consumer behaviour and branding, the researcher has decided to begin the literature review by focussing on the two markets in question.

2.2.1 Identifying the Two Markets

As already mentioned, the last few years have seen a proliferation of books, commercial market research studies and academic journal articles concerning the tween market. It was only in the early 1990's that the tween age group came into its own as a separately targeted demographic group within the broader children's market (Kurnit, 2004; Siegel *et al.*, 2004). Although some credit has been given to the advertising industry (Grant & Stephen, 2005), no one really knows who coined the term "tween". Nevertheless, the name 'tween' has emerged from the "in be*tween*" age group where one is no longer considered a young child, yet does not qualify as a teenager (Kurnit, 2004: 30; Siegel *et al.*, 2004). In addition, the 'starting' and 'ending' age of tweens – such intervals are stated with much caution – varies considerably depending on which author one consults (Siegel *et al.*, 2004). Thus for the purposes of this research study the term "tween" refers to children who are roughly eight to twelve years old. As such, the tween age group forms part of a continuum, hemmed in by young children on the one side and teenagers on the other (Kurnit, 2004).

Within the tween market one can further subdivide this age group into two groups – the "emerging-younger and older-transitioning" tween groups, where the division occurs approximately at the age of eleven (Siegel *et al.,* 2004:5,13). While Siegel *et al* (2004) insinuate that this subdivision at age eleven has its roots in Piaget's Theory of Cognitive Development, research and observation have also proven this to be a valid division (Siegel *et al.,* 2004). Consequently, as this thesis topic is concerned with grade sevens and grade eights, emphasis needs to be placed on transitioning tweens (older tweens).

Another well-documented segment within the children's market is the teenage market. Similarly, much research has been conducted regarding teenagers; ranging from fashion to

their developmental psychology, drug addictions, eating disorders, peer relationships and media preferences, to mention but a few. While some may define this market as thirteen to eighteen year olds, some argue that one cannot simply infer that eigh*teen* year olds and thir*teen* year olds are similar just because both are considered to be teenagers (Clarke, 2003). Hence there is also a subdivision within the teenage market.

Kurnit (2004:30) asserts that thirteen to fifteen year olds are 'young teens', while sixteen to eighteen year olds are deemed to be fully-fledged 'teenagers'. However, the division is less theoretical than that displayed within the tween market. Kurnit (2004) indicates that the main difference between the two teenage segments, is the latter one's ability to drive a car – an American determinant that has no bearing on the South African market. Nevertheless, other studies such as Hansen and Hansen (2005), Rand (2003) and Tufte (2003) have also made use of this division within the teenage market and due to the current research study emphasis will be placed on young teens.

Finally, it is important to note that while tweens may be categorized as eight to twelve year olds and young teens as those between thirteen to fifteen years in age, child psychologists do not consider these categories as specific stages in child development (Young, 2004). According to child psychologists, tweens form part of *middle childhood*, a stage in which children are approximately six to twelve years in age, while young teens form part of *early adolescence,* a stage containing twelve to eighteen year olds (Newman & Newman, 2003; Cole & Cole, 2001).

However, the ages posed with each category are only approximate and, as can be seen above, the two categories overlap (Newman & Newman, 2003). In fact when Erik Erikson developed the original model regarding stages of development, there were no ages attached to the various stages (Newman & Newman, 2003). This highlights the dependence on individual biological, "poverty, health, cultural group[s]…and exposure to environmental risks" to ascertain the true developmental stage of a person (Newman & Newman, 2003:42). Thus the classification of whether one is an older tween or young teen is subjective and should not be viewed in isolation, as it depends on the individual's biological maturation or even whether or not the person has made the school transition, regardless of age. Nevertheless, marketers use the terms 'tweens' and 'young teens' to more accurately target these profitable segments within the children's market (Young, 2004).

Now that one has a better understanding of who older tweens and young teens are, it would be advantageous to discuss the characteristics of both markets, thus providing a better understanding of the two markets in question. However, some of the information provided is not entirely related to clothing and brands, but it still gives one a feel for older tweens and young teens. In addition, the following is not a comparison of the two markets (this is dealt with in section 2.4) and as such the information may be relevant to both markets.

2.2.2 Characterizing the Two Markets

Older tweens and young teens form part of a unique generation. They were born into a world that already contained computers, the Internet and cellular phones, yet have a better understanding of and make use of these 'necessities' at a rate than even adults cannot fathom (Hansen & Hansen, 2005; Kurnit, 2004; Lindstrom, 2004; Clarke, 2003). In addition, they are described as being more brand-conscious, influential, affluent, knowledgeable, opinionated and demanding than any previous generation and have more freedom to make their own decisions and influence others (Lindstrom, 2004). However, the complex and elusive nature of both markets remains a problem for marketers, as "their likes and dislikes change faster than any consumer group" (Dotson & Hyatt, 2005:35; Wolfman, 2005; Ellerton, 2004; Simpson, 2004).

Due to the technological epoch in which both older tweens and young teens were born, they have been inundated by brands and subsequently became brand aware from a very young age (Wolfman, 2005; Wiener, 2004; Tufte, 2003; Weller, 2002). Indeed, studies (Hansen & Hansen, 2005; Kurnit, 2004; McDougall & Chantrey, 2004; Sabino, 2002) have shown that a large percentage of older tweens and young teens have effortless access and exposure to many different forms of media – often found in their bedrooms – including television, the Internet, hi-fi systems, telephones/cellular phones and magazines. However, this heightened brand awareness and media savoir-faire (Wolfman, 2005) has made them somewhat sceptical about the messages the media bestow upon them (Lindstrom, 2004; Scamell-Katz, 2004; Wiener, 2004). As such they can be described as 'sophisticated' consumers (Scamell-Katz, 2004; Wiener, 2004), relatively speaking. They know exactly what they like (McDougall & Chantrey, 2004; Wiener, 2004) and if a product or brand fails to meet their expectations it is then rejected (Dammler, 2002:21). Likewise, if a product or brand enables them to move to a

slightly higher stage of development thus displaying their sophistication, then it is welcomed with open arms (Hansen & Hansen, 2005; Wiener, 2004; Dammler, 2002).

Furthermore, older tweens and young teens have an enormous amount of direct influence on their families when it comes to purchasing various products and brands, which often "extends well beyond what are considered traditional 'kid' categories" (Sabino, 2002:10; Wolfman, 2005; Lindstrom, 2004; Harper *et al.*, 2003; Tufte, 2003; Darian, 1998; Hogg *et al.*, 1998). The implications are twofold. Studies have shown that parents are encouraging their children to partake in various family purchase decisions (Dotson & Hyatt, 2005; Sabino, 2002); and when such encouragement is not presented, it shows the persuasive skills and the remarkable ability of both older tweens and young teens to form well thought out arguments and influencing techniques (Lindstrom, 2004; Hogg *et al.*, 1998). However, it should be noted that this influence comes in varying degrees. The greatest amount of influence is exerted regarding tween/teen-related purchases, while average levels and lower levels of influence are exerted for "family activities" and for "consumer durables and expensive items", respectively (Tufte, 2003:74). However, such classifications may be debatable, as Lindstrom (2004) indicates that tweens are increasingly included in the purchasing decisions regarding products such as cars.

In addition, it is well documented that children at this age also have a direct influence on one another (Wolfman, 2005; Wiener, 2004; Harper *et al.*, 2003), especially since they spend more of their time with their peers than their parents (Dotson & Hyatt, 2005). While older tweens and young teens enjoy visiting shopping malls (Dotson & Hyatt, 2005; Mayo, 2005; Darian, 1998), they are affected by peer pressure to wear the latest fashion and the 'right' brands and emphasis is placed on being part of a group (Dotson & Hyatt, 2005; McDougall & Chantrey, 2004; Wiener, 2004). As such, while parents may influence how much is spent on a particular shopping excursion, more often than not the children decide on the "color, style and brand" to be purchased (Darian, 1998:422). This engenders both age groups to use conspicuous consumption as a means for social acceptance and to express their 'individuality' (Dotson & Hyatt, 2005:37; Grant & Stephen, 2005; Wiener, 2004).

In general, the purchasing power of children has increased tremendously over the last decade (Dotson & Hyatt, 2005:35; Mayo, 2005; Rand, 2003). Tweens are said to be the last offspring from the Baby-Boomer generation; the large volume of children born after the Second World War (Dotson & Hyatt, 2005; Siegel *et al.*, 2004). Similar to their parents, it seems that tweens

are a powerful economic force to be reckoned with (McDougall & Chantrey, 204; Siegel *et al.*, 2004). Although older tweens have their own money, whether it is through pocket money, birthday money or money earned from odd jobs, their age makes them more reliant on their parents for financial support than young teens (Lindstrom, 2004; Siegel *et al.*, 2004). As such, the latter have historically enjoyed greater financial power and freedom than their younger counterparts (Dotson & Hyatt, 2005). Nevertheless, money is spent on a myriad of items from food, to music, magazines, clothes, and computer gadgetry to mention, but a few (Kurnit, 2004). However, purchases differ according to gender (Grant & Stephen, 2005; Tufte, 2003). Girls spend their money mainly on clothing, followed by cosmetics, magazines and CD's (Grant & Stephen, 2005; Tufte, 2003), while "boys buy consumer durables such as electronic equipment" (Tufte, 2003:73).

However, older tweens and young teens are also subjected to a number of environmental factors, which are beyond their control. Over the past decade children have experienced changes in household structures (Procter & Richards, 2002). The cliché of a father, mother and two children, where the mother stays at home to look after her children, has long become a minority situation. More prevalent household structures include single-parent families and dual income families (Dotson & Hyatt, 2005; Harper *et al.*, 2003; Procter & Richards, 2002). In addition, divorce has also become a common occurrence (Lindstrom, 2004; McDougall & Chantrey, 2004; Santrock, 2005). This has had an impact on the consumer behaviour of older tweens and young teens. When both parents work, divorced or not, there is often a greater household income (Darian, 1998), a portion of which is often lavished on the children due to the lack of family time (Scamell-Katz, 2004). As such the ability to purchase branded clothing becomes a reality for older tweens and young teens from privileged backgrounds.

Furthermore, these varying pressures facing children today have arguably resulted in what is known as the KGOY phenomenon (Kids Getting Older Younger) (Ellerton, 2004; Kurnit, 2004; Lindstrom, 2004; Young, 2004). As such, some authors claim that children are growing up quicker, are gaining more freedom, often have unsupervised access to volumes of information, and are assuming greater responsibility at a younger age (Ellerton, 2004; Lindstrom, 2004). Ellerton (2004:37) asserts that children are thus becoming "more advanced intellectually than emotionally." However while some market researchers affirm its existence (Ellerton, 2004; Lindstrom, 2004), others believe that it is a product of mere speculation (Kurnit, 2004; Young, 2004). Indeed some even claim the introduction of the 'tween'

category by marketers as conclusive evidence that the KGOY phenomenon exists (BratTrax, 2003). Others point to this phenomenon as the reason why older tweens and young teens are more brand-savvy and well informed, as they are "exposed to material that is targeted at older age groups" (Ellerton, 2004:37). However, one has to question whether it is not in fact various companies using the media to entice these children to 'grow up' faster through offering them an aspirational identity akin to teenagers – a luring picture painted rather attractively and vividly by the media (Geraci, 2004; Young, 2004).

2.2.3 The South African Reality

The above characterisation was comprised of research conducted in first-world countries such as the United Kingdom, United States of America and Denmark. As such, it is a representation of the international older tween and young teen markets, as the section heading indicates. However, one has to question whether such international findings are an accurate depiction of the South African older tween and young teen markets. Tufte (2003) acknowledges that geographic, economic and social differences impact on a child's ability to access various forms of media (and indeed products). In turn this could affect their consumer behaviour. South Africa suffers from high levels of poverty and unemployment, and is bearing the brunt of the AIDS pandemic. There is also a great income disparity between the rich and poor, as indicated by South Africa's Gini coefficient of 0.65 (Simpson, 2004), than seen in first-world countries. Consequently, while certain older tween and young teen characteristics may remain universal, some may indeed differ according to the country, which is being investigated – South Africa in this case.

2.3 The South African Older Tween and Young Teen Markets

The following information is commercial in nature and as such lacks academic rigor. However, it nonetheless provides one with an understanding of the South African older tween and young teen markets. In addition, while the research study is meant to be investigating older tweens and young teens in the South Western Cape, such area specific information is not available and thus the researcher has looked at South African older tweens and young teens for the literature review.

The older tweens (11-12 year olds) and young teens (13-15 year olds) of 2006 were born in 1991 to 1995. They are known as the Born Free Generation – a uniquely South African term that describes the generation that was born after Nelson Mandela's walk to freedom in 1990 (HotDogz Inc, 2005; Masland, 2004). Thus both older tweens and young teens have no recollection of apartheid and the oppression that it caused (Masland, 2004). In addition, they are the biggest generation South Africa has ever seen (Anon. 1, 2003) and constitute the "single largest proportion of South Africa's population" (HotDogz Inc, 2005:132). They have also been described as colour blind – where their parents still see Black, White, Coloured, Asian and Indian, older tweens and young teens see school friends and peers (Masland, 2004; Anon. 1, 2003). As such, one could rather say that divisions facing older tweens and young teens today are socio-economic and technological in nature, not racial (HotDogz Inc, 2005).

In trying to describe the South African youth market in general, the UCT Unilever Institute of Strategic Marketing explained the five journeys that children experience throughout their youth – the journey of identity, independence, indulgence, imagination and influence (TrendYouth 2, 2003). These will be explained in the context of the older tween and young teen markets.

Being an older tween or young teen, especially the latter, implies that one is in search for an identity and this often results in the formation of social groups (Santrock, 2006; Waddell, 2005; Young, 2004; Newman & Newman, 2003; Scriven & Stevenson, 1998). In addition, older tweens and young teens are striving for greater independence (journey of independence); to break away from what they perceive to be their 'childish' ways (Siegel *et al.*, 2004; Clarke, 2003; Rand, 2003; Scriven & Stevenson, 1998). During this confusing time (journey of identity), both age groups try to hide behind brands using them as a "social camouflage" so as to blend in with their social surroundings. But, as mentioned earlier, they have been inundated by brands since they were little. Thus both age groups have a voracious desire for new fashion, styles and popular brands (journey of indulgence), despite some youngsters only being able to afford a few items of brand-label clothing. While this may seem paradoxical, using brands as a camouflage yet having an unquenchable desire for newer and better brands, one has to realise that older tweens and young teens believe that brands can bring them the popularity and peer acceptance they are so desperately seeking (journey of imagination). However, brand-label clothing is expensive and thus older tweens and young teens try to influence and persuade their parents to purchase brand-label clothing for them,

even though some realise that due to financial circumstances they need to be patient (journey of influence) (TrendYouth 2, 2003). Thus in many ways South African older tweens and young teens display similar characteristics to their international contemporaries.

Similar to their international contemporaries, older tweens and young teens are opinionated, brand-conscious (Masland, 2004), knowledgeable, materialistic, influential, media savvy, "highly techno-literate" and wield an economic clout of between R4-billion to R6-billion or more per annum with their parents contributing a further R20-billion per annum (HotDogz Inc, 2005; Janse van Rensburg & Kühne, 2005; Simpson, 2004; Anon. 1, 2003). South African older tweens and young teens have also been inundated by the media and brands since they were very young – even those from families who do not own televisions have still been exposed to it through friends and other sources (HotDogz Inc, 2005). Essentially, the Born Free Generation forms part of the prevailing "global youth culture", however they do exhibit a few differences (Simpson, 2004:118).

As was mentioned earlier, South Africa suffers from a lack of adequate income distribution thus giving rise to what the Trend Youth 2 study calls the 'have lots' and the 'have nots' (Simpson, 2004). While first world countries focus on a child's age as a determinant for consumer behaviour, countries such as South Africa have to focus more on their affluence (Simpson, 2004). As such, while South African research has shown that the various racial groups exhibit similar aspirations and attitudes and desire the same brand labels (Masland, 2004; Simpson, 2004; Anon. 1, 2003), the determinant is the economic situation in which one lives – whether or not one can actually afford the item. However, one should never underestimate the importance and need for conspicuous consumption to display one's identity in both the older tween and young teen markets (Simpson, 2004). As such, poorer children will go to great lengths to purchase brand labels, even if it is only to own one branded item.

Furthermore, South African older tweens and young teens face the reality of the AIDS pandemic (Anon. 1, 2003), something that remains a somewhat distant concept to those living in first-world countries. Not only does this destroy the family unit, it has long lasting economic consequences, especially when the breadwinner dies. As such, this affects the consumer behaviour, not only of the whole family, but also the children. Other pressures include "urbanisation, 'westernisation', crime and violence" (Anon. 1, 2003; TrendYouth 2, 2003). These environmental factors have varying affects on the consumer behaviour of older

tweens and young teens. However, this does not curb the desire to own brand-label clothing – a channel through which peer group acceptance can be fostered (Simpson, 2004), similar to their peers overseas. Yet, South Africa has not even reached the materialistic heights witnessed overseas (Simpson, 2004).

So far older tweens and young teens have been classified together and the line between the two has been blurred, to say the least. Therefore in order to be able to compare the consumer behaviour of older tweens with young teens to identify any changes, the two markets need to be separated.

2.4 The Transition Phase

This section looks at the similarities and differences between older tweens and young teens, as well as the transition from primary school to high school and its consequences on their consumer behaviour and brand preferences.

2.4.1 Similar, yet Different

It has proven to be rather challenging to find information on how the two markets differ, especially when one considers that they are only one to two years apart. Nevertheless, while there may be distinct similarities between older tweens and young teens, termed "proto-teens" when these age groups share similarities (Ellerton, 2004:38), even documented research that combines the two age groups such as Waddell (2005) admit that there are differences between the two. Older tweens and young teens are therefore similar, yet different.

2.4.1.1 Similarities

Older tweens and young teens are both in the throws of change (Clarke, 2003; Scriven & Stevenson, 1998). Both groups are experiencing social, "physical, emotional and psychological change" (Clarke, 2003:27; Siegel *et al.*, 2004) and puberty can start in either age group (Waddell, 2005; Hardy *et al.*, 2002). Even though Piaget's work is viewed as being rather dated, both groups form part of what Piaget terms the Reflective Stage (Grant & Stephen, 2005), a stage in development that will be further discussed in section 2.6.2.1.

In addition, both groups yearn for independence and to experiment (Dammler *et al.*, 2005; Siegel *et al.*, 2004; Clarke, 2003; Rand, 2003; Scriven & Stevenson, 1998). Older tweens are starting to relinquish their childhood dependence on their parents and are becoming evermore dependent on their peers – a move "common among transitioning tweens" (Siegel *et al.*, 2004:83). In addition in their quest for independence, both older tweens and young teens start to test boundaries set by parents and other figures of authority (Waddell, 2005; Siegel *et al.*, 2004; Clarke, 2003). Yet this independence from parents results in a need for acceptance from another source, namely their peers (Dammler *et al.*, 2005). Consequently, they also start to develop closer relationships with their friends than their family (Waddell, 2005; Siegel *et al.*, 2004; Clarke, 2003).

Furthermore, both older tweens and young teens are more fashion conscious and brand aware than in the past (Grant & Stephen, 2005; Siegel *et al.*, 2004; Achenreiner & John, 2003; Beaudoin *et al.*, 2003). Both groups, especially the girls, are following fashion trends more closely and often imitate celebrities thus leading to another trend – the emergence of disposable fashion (Grant & Stephen, 2005). In addition, as both groups have been inundated by brands (Achenreiner & John, 2003) since they were at the "brand-impressionable" age of one (Weller, 2002:13), they have become somewhat brand savvy (Lindstrom, 2004, Siegel *et al.*, 2004).

2.4.1.2 Differences

Although both older tweens and young teens are undergoing emotional and psychological change (Siegel *et al.*, 2004; Clarke, 2003), the resulting behaviour can be rather different. Despite older tweens being perceived as somewhat fickle (Siegel *et al.*, 2004), their relationships with their parents are still relatively good (Grant & Stephen, 2005; Clarke, 2003). However, as Clarke (2003:27) suggests, "Teenagers grow from being at the cooperative, entertaining stage…to becoming something that those around them do not always recognize." They become more introspective; contemplating their identity, comparing themselves with others and searching for their purpose in life (Waddell, 2005; Rankin *et al.*, 2004; Young, 2004; Clarke, 2003; Scriven & Stevenson, 1998). Young teens often suffer from a lack of self-esteem and worry about their need for peer acceptance, problems which are only further exacerbated by the stress of going to a new school (Rankin *et al.*, 2004; Scriven & Stevenson, 1998).

Often the role models differ. Teenagers are often perceived as the behavioural role models for tweens (Grant & Stephen, 2005). Hence tweens are often encouraged by advertising and marketing campaigns "to dress and act like teenagers and young adults" (Grant & Stephen, 2005:451). As such, older tweens still admire and imitate older siblings in areas such as their style or brand of clothing worn and genre of music listened to (Clarke, 2003; Grant & Stephen, 2005). However as young teens, the admiration they had for their older siblings starts to disappear (Siegel *et al.*, 2004) and they imitate their role models, often celebrities and other peers, in both fashion sense and behaviour (Clarke, 2003).

Finally, current tweens and teenagers are cited as being more affluent and carrying more economic weight than any previous generation (Grant & Stephen, 2005). However, that is where the similarity stops. As was mentioned earlier, tweens acquire their own money from various sources, however their age makes them more reliant on their parents for financial and other support than young teens (Lindstrom, 2004; Siegel *et al.*, 2004). In addition, young teens have more of their *own* money as parents often increase their allowance once they've attained the status of 'teenager' and reach high school (Siegel *et al.*, 2004).

These differences highlight the view that consumer behaviour changes do occur between being an older tween and a young teen. Hence it is necessary to investigate this stage of transition – leaving primary school and becoming a young teenager – as it provides the context for this research thesis.

2.4.2 Leaving Primary School

As one advances through the education system, various transitions are encountered. Some are developmental and refer to one's increasing mental and physical capabilities and changes, others are systemic – a result of a structured school system (Anderson *et al.*, 2000:325). Yet these school structures differ from one country to the next. Some countries such as the USA use a three-tier schooling system; elementary, middle/junior high and high school (Akos & Galassi, 2004; Anderson *et al.*, 2000), while other countries such as South Africa and the UK use two - primary and high/secondary school.

However when researching school transitions, one encounters the problem that these transitions and developmental changes often occur simultaneously (Santrock, 2006; Wargo-

Aikins *et al.*, 2005; Hardy *et al.*, 2002; Anderson *et al.*, 2000). Thus not only are older tweens changing schools, they are also experiencing changes in their "cognitive reasoning (e.g. formal operations), physical development (e.g. puberty), and social-emotional functioning" (Wargo-Aikins *et al.*, 2005:43; Hardy *et al.*, 2002; Anderson *et al.*, 2000) due to their stage in human development. In addition, school transitions provide "institutional discontinuities," which can be divided into two categories, namely, organizational and social (Anderson *et al.*, 2000:326; Ward, 2000). Organizational discontinuities refer to increases in academic standards and expectations from teachers, greater school size and independence, and categorizing students through various streaming or tracking methods (Anderson *et al.*, 2000). Social discontinuities refer to the increased diversity of students, relating to 'new' teachers, and changes in peer relationships (Anderson *et al.*, 2000). While both areas will be discussed, emphasis is placed on the social category, as a young teen's social environment has an impact on the consumer behaviour and brand preferences displayed.

2.4.2.1 The Effects of the Transition

Often older tweens have conflicting feelings about entering high school. Some keenly anticipate the opportunity to meet new people and make new friends (social), gain more freedom, and to move to different venues for different classes to be taught by different teachers (organizational) (Akos & Galassi, 2004; Kvalsund, 2000). However, these very attractions often end up being their greatest concerns, especially ones relating to their social environment such as making new friends (Akos & Galassi, 2004; Ward, 2000). Other concerns are more procedural and academic in nature, such as getting lost, learning new school rules, being victimized, and having large volumes of homework (de Bruyn & van den Boom, 2005; Waddell, 2005; Akos & Galassi, 2004; Anderson *et al.*, 2000; Kvalsund, 2000; Ward, 2000). As Kvalsund (2000:411) suggests, for older tweens "it is not just a great transition, but also a great fall – in the feeling of social mastery, status, power and security – that occurs almost overnight."

As such, the challenges that going to high school creates and the shock often experienced takes some getting used to (Waddell, 2005; Ellerton, 2004). Young teens begin to realise what it means to be 'one year older' compared to those still in primary school and that the school transition has ushered in a new stage of life for them – taking "their first steps into the world of teenagers and adolescence" (Ellerton, 2004:38; Kvalsund, 2000). Furthermore, not only

does the enormity of the new school (both in physical size and student population) scare some, but also the realization that one has plummeted to the bottom of a new hierarchy is often met with much trepidation (Santrock, 2006; Waddell, 2005; Ellerton, 2004; Anderson *et al.*, 2000; Kvalsund, 2000). Consequently, the resulting challenges and pressures facing these young teenagers as they enter high school are different from those that they faced in primary school, despite the minor age difference.

While a few studies have tried to prove otherwise, by far most literature agrees that many difficulties may be encountered upon entering a new school environment (Wargo-Aikins *et al.*, 2005; Akos & Galassi, 2004; Anderson *et al.*, 2000; Fenzel, 2000) – the reasons for which relate to the organizational and social discontinuities mentioned earlier. These difficulties include a decrease in self-esteem, motivation and academic achievement, and an increase in psychological problems (Wargo-Aikins *et al.*, 2005; Akos & Galassi, 2004; Anderson *et al.*, 2000; Fenzel, 2000). It is estimated "that 10% of students [suffer] serious problems after the transfer to secondary school" (Akos & Galassi, 2004:212; Ward, 2000). Nevertheless, adjusting to this new school environment can take one month to the entire first year of high school (Waddell, 2005; Akos & Galassi, 2004; Anderson *et al.*, 2000; Kvalsund, 2000; Ward, 2000) depending on the young teen's level of personal maturity, perceived social and academic competence, and beliefs regarding their self-worth (Wargo-Aikins *et al.*, 2005; Hardy *et al.*, 2002; Fenzel, 2000). However, of greater relevance to this study is how the transition from primary school to high school along with their stage in human development affects a young teen's social environment and the subsequent impact it has on the consumer behaviour and brand preferences displayed in high school. Problems that may be occurring in one area of a young teen's life will have a knock-on effect in other areas; you cannot separate the psychological development of a child from their social development or environment.

2.4.2.2 Changing Social Environments

The various feeder schools for a particular high school yield a deluge of social groupings when one first enters high school in grade eight (de Bruyn & van den Boom, 2005). Thus despite the assortment of new peers to meet and befriend, one of the reported problems facing young teens as they enter high school is that they find it more challenging to make friends and to feel a sense of belonging (Anderson *et al.*, 2000). In addition, high school also has a different organizational structure, which ultimately affects friendships carried over from

primary school (Waddell, 2005; Hardy *et al.*, 2002). In primary school, classes remained seated while the teacher moved from venue to venue, however the roles are reversed in high school (Waddell, 2005; Hardy *et al.*, 2002). Thus close friends may not be allocated to the same teachers and due to the higher degree of movement and the number of new acquaintances, some friendships may be disrupted as they have less chance to interact with each other (de Bruyn & van den Boom, 2005; Hardy *et al.*, 2002). Simply being in the stage of early adolescence brings with it feelings of insecurity and uncertainty often accompanied by a drop in self-esteem (Scriven & Stevenson, 1998). However, when one adds the prospect of the loss of social intimacy and limited peer support due to a change in school structure, this only further exacerbates the situation (Wargo-Aikins *et al.*, 2005; Hardy *et al.*, 2002) and thus there is a need to make new friends.

Although research shows that young teens with greater social skills are better able to adjust to the school transition and make new friends (Wargo-Aikins *et al.*, 2005), girls remain particularly vulnerable after a school transition (Hardy *et al.*, 2002; Fenzel, 2000). Anderson *et al.* (2000:327-328) explain, "since peer relations are more important to them, girls may find it more difficult to adjust to the disruptions of friendship networks..." This in turn leads to lower levels of self-esteem, which is only made worse by other changes taking place simultaneously in the young teen's life such as puberty or divorce proceedings between parents (Anderson *et al.*, 2000). However, of interest is the assertion made by Hardy *et al* (2002:120) that "friendships are more vulnerable to school transitions than are peer social statuses." Thus while this stressful first year of high school often sees a high turnover of friendships, one's social status within various peer groups remains more constant upon entering high school (Waddell, 2005; Hardy *et al.*, 2002). Therefore, young teens may find it difficult to remove social labels even if their consumer behaviour and brand preferences change.

Consequently, the feelings of uncertainty, the stress of a new environment, the movement away from parents to peers, the longing to be accepted and the need for an identity culminates in the formation of new groups (Waddell, 2005:40; Young, 2004; Hardy *et al.,* 2002). For young teens, their school world is now divided up "into factions, hierarchies and cliques" (Waddell, 2005:32). Admittedly, while various friendship groups did occur in primary school, these new groups are of greater significance in high school, as each have varying fashion

styles, "vocabulary, music, interests and attitudes" that differentiate one from another (Waddell, 2005:32).

Yet, such group formation is important (Waddell, 2005) and a step in the right direction. Identity formation is a fundamental developmental task for young teens, as "dyadic friendships" are important for fostering "social-emotional development" and can also "be related to [positive] changes in feelings of self-worth" (Wargo-Aikins *et al.*, 2005:55; Fenzel, 2000:109). However, one needs to appreciate that there are "different arenas of social interaction" throughout the course of a given school day – class time, recess/break, and after school (Kvalsund, 2000:404). Research conducted in New Zealand showed that membership to a particular group was largely displayed through after-school activities (Ward, 2000). This relates to South Africa where school uniforms are worn and thus peers can only display their brand-label clothing, or the lack thereof, after school hours.

However, after the transition from primary school to high school, one can identify three types of students; those who maintain their close friendships from primary school, those who go in search of new friendships (Wargo-Aikins *et al.*, 2005), and those who are deemed outcasts and fail to find any close friends.

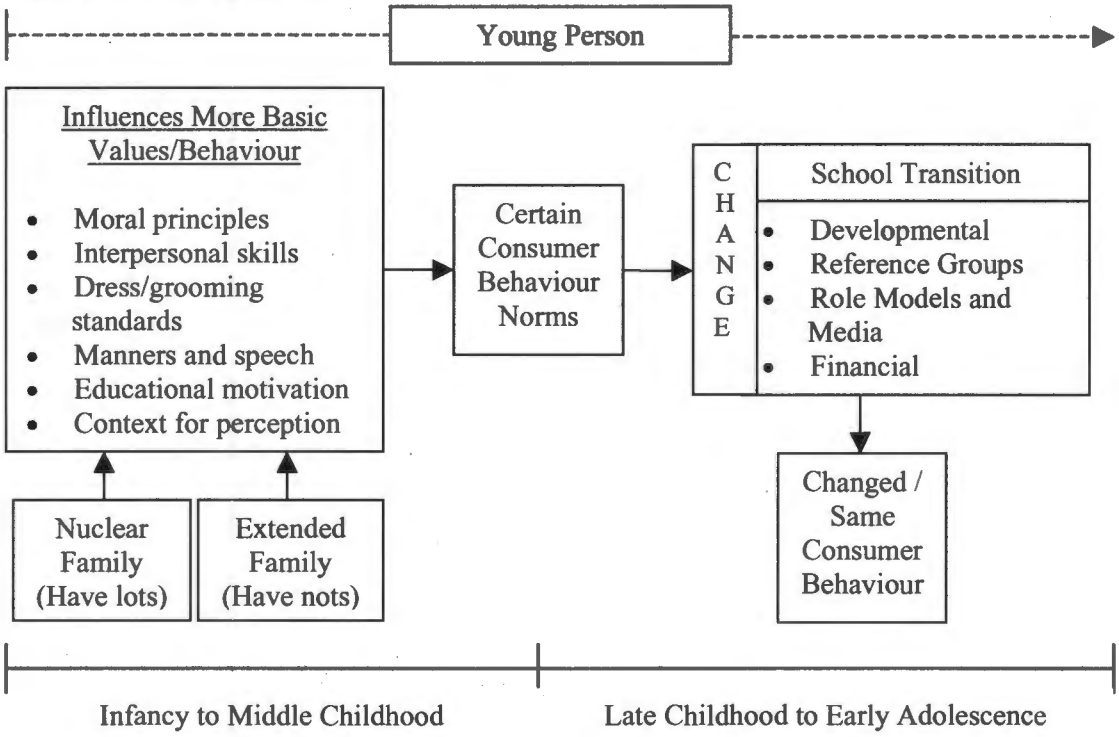
It is the researcher's hypothesis that out of these three groups the second one concerning new friendships may result in greater changes in consumer behaviour and brand preferences. While close friends from primary school may already adhere to some sort of dress code accepted by the group, change may occur in light of different styles worn by older teenagers, celebrities or as new members enter the group. However, those students searching for new friends may be required to adopt new dress codes in order to be accepted by the particular group and hence are more susceptible to changes in their consumer behaviour and brand preferences. Finally, the last group – the outcasts – are unlikely to adapt to a group's dress code in the first year of high school due to their lack of social skills, a friendship group and thus a necessity for a dress code.

2.5 Modelling the Changes of Older Tweens and Young Teens

The last section provided one with an overview of the older tween and young teen markets, both on an international and South African scale. In addition, the transition between primary

school and high school was investigated. Having reviewed this information, the following model, shown in Figure 2.5, is a hypothesis of how changes in the environment of older tweens and young teens may result in a change in their consumer behaviour.

Figure 2.5 Changing Consumer Behaviour Model



(Source: Adapted from Schiffman and Kanuk, 2000:279)

The original model, *A Simple Model of the Socialization Process*, can be viewed in Schiffman and Kanuk (2000:279). Figure 2.5, however, has been adapted for the purposes of this literature review by adding relevant child development theory and looking at the transition from primary school to high school. Thus while the left hand side of the model (with the exception of the dual family types) forms part of the original model, the right hand side has been independently proposed by the researcher. In addition the time line, regarding infancy to middle childhood and late childhood to early adolescence, has also been adapted for the purposes of this literature review. The original model merely displayed 'preadolescent', 'adolescent', 'teens' and 'older', which the researcher felt were inadequate and ambiguous divisions, as 'adolescent' and 'teens' essentially have the same meaning. Nevertheless, in order for the adapted model to be of any use, its contents need to be explained within the context of this research study.

2.5.1 Infancy to Middle Childhood

The first section of the model deals with the influence that the family, and in some cases extended family, has on a young member of society. In the poorer areas of South Africa the extended family may live with the traditional nuclear family under one roof (Santrock, 2005; TrendYouth 2, 2003; Blackwell *et al.,* 2001; Gardiner *et al.*, 1998) and thus all may influence a young child to one extent or another. Thus the family influences a young child, either directly or indirectly, in areas such as their basic value system, interpersonal etiquette, linguistic skills and clothing consumer behaviour patterns from birth to middle childhood (Schiffman & Kanuk, 2000; Blackwell *et al.*, 2001).

2.5.2 Late Childhood to Early Adolescence

However, the crucial aspect of this model is what happens thereafter. From the outset it should be stated that the following proposed changes take place within the context of a school transition - from primary school to high school. As such, the researcher has identified four areas that may influence one's clothing consumer behaviour and brand preferences as a result of the school transition to high school. These changes are *developmental* changes; the influence of one's *reference groups*; the *role models and the media* that one subscribes to, and the *financial* circumstances in which one lives. The researcher acknowledges that other changes such as a change in academic performance may also take place as a result of the school transition. However, these are less likely to influence one's clothing consumer behaviour and brand preferences and thus have not been incorporated into the model.

With the exception of *developmental* changes, the other three hypothesized changes are said to be as a direct result of a school transition. However, the developmental changes that will be discussed form part of the stage of development that these two age groups fall into. Thus while such changes cannot be directly attributed to a change in school, they nonetheless have an impact on the children and as such may contribute to a change in their consumer behaviour and brand preferences displayed.

With regards to *reference groups* the researcher will look at the changing roles of parents, siblings, peers, social class and subcultures and how the need for social acceptance and peer pressure influences a young teen's clothing consumer behaviour (Newman & Newman,

2003). Next, the researcher will try to discover the influence that changing *role models* and the various forms of *media* that young teens are exposed to have not only on fashion, but also the consumer behaviour and brand preferences of young teens (Grant & Stephen, 2005). Finally, the researcher will look at how *financial* changes may impact the consumer behaviour and brand preferences of young teens and how this affects the poorer echelons of society. One could also look at the pester power of young teens in purchasing clothing, however by this age it may have evolved into various forms of bargaining techniques (Siegel *et al.*, 2004).

2.5.3 Changing Consumer Behaviour

The last aspect of this model is whether a change in consumer behaviour is indeed realized and can be explained through the use of the above-seen model. While the above-mentioned changes may be identified as young teens progress through their first year of high school, this does not necessarily imply that a change in consumer behaviour will be witnessed. The researcher realizes that all children are unique and as such will have a unique response to various changes in their environment. Consequently, it is hypothesized that some children may indeed experience a change in their consumer behaviour and brand preferences as they make the transition from primary school to high school, while others may not. However, what is important to the researcher is what happens to the consumer behaviour of the majority of grade eights.

2.6 The Proposed Influences on the Clothing Consumer Behaviour and Brand Preferences of Young Teens

"For young people, these symbols [brands] are especially pertinent, as they are often in stages of uncertainty, gathering material possessions is a way of establishing their identity and gaining much-needed prestige" (Piacentini & Mailer, 2002:251).

Section 2.5 provided a general overview of the model and how it relates to the topic at hand. This section goes into greater detail of how the various components of change may result in a change of consumer behaviour. As such, the influence of family members will be investigated further before discussing the influence of the four factors proposed earlier – developmental changes, the influence of reference groups, role models and the media, and financial circumstances.

2.6.1 The Influence of Family Members

Traditionally, the family nurtures and protects its members and provides its young with role models (Rubin *et al.*, 2004; Martin & Bush, 2000). Newman and Newman (2003:50) go further to indicate that the "family is the universal primary social context of childhood." Thus one's ability to function in a social context is taught from the primary construct of the family – the interaction between parents and children (Neeley, 2005; Cole & Cole, 2001). It is within this social family unit that the basic values with regards to moral standpoints, social skills, etiquette and basic consumer behaviour are taught to the children (Rankin *et al.*, 2004; Schiffman & Kanuk, 2000).

2.6.1.1 Changing South African Families

There are various types of families that occur in South Africa. While some children belong to what is called a *nuclear family*; one containing parents (father and mother) and child(ren), in some collective cultures in South Africa it is also common to live with an *extended family* (Santrock, 2005; Blackwell *et al.,* 2001; Gardiner *et al.*, 1998). This is when other family members such as aunts, uncles, cousins and grandparents live with the nuclear family (Blackwell *et al.,* 2001:360). However, the sad reality in South Africa is that due to an ever-increasing divorce rate, the HIV/AIDS pandemic and other trauma's (Dotson & Hyatt, 2005; Geuens *et al.,* 2003), traditional family structures are being broken down and new types are forming for the purposes of survival. Thus families such as *single parent families* and *doughnut families* are emerging, the latter defining the existence of grandparents looking after grandchildren due to the absence (or death) of parents (BratTrax, 2003). As one can imagine, this places a large financial burden on the elderly who now not only have to find money for their own survival, but also for that of their grandchildren. In addition, this has resulted in children taking some of the responsibilities normally associated with adults, such as conducting the grocery shopping (Neeley, 2005; Geuens *et al.,* 2003). As such children are becoming exposed to the world of brands at a more intimate level than previously experienced by children their age. Thus while some children may have grown up in a 'have lots' environment and are able to afford branded clothing, there are numerous more who have grown up in a 'have not' environment (TrendYouth 2, 2003) and thus it could be hypothesized that clothing styles may play a greater role than brands.

2.6.1.2 The Socialisation of Young Children

When considering the influence of family members, one should consider the concept of consumer socialization. Consumer socialization has been defined as "the process by which young people acquire skills, knowledge and attitudes relevant to their functioning as consumers in the marketplace" (Geuens *et al.,* 2003:57). It is well known that young children imitate, learn and model certain behaviours taught to them by their parents through direct and indirect communication and observation (Grant & Stephen, 2005; Neeley, 2005; Geuens *et al.,* 2003; Newman & Newman, 2003; Gardiner *et al.*, 1998; Hogg *et al.*, 1998). Thus families, especially parents, are regarded as "primary socialization agent[s] for young children" (Neeley, 2005:63; Dotson & Hyatt, 2005; Grant & Stephen, 2005; Geuens *et al.,* 2003; Harper *et al.*, 2003; Gardiner *et al.*, 1998). Other key socialization agents that have been known to affect the consumer behaviour of children are "peers, school and shopping experiences," social milieu, siblings and the mass media (Harper *et al.*, 2003:197; Dotson & Hyatt, 2005; Tufte, 2003).

The age and gender of the child, the size of the family, and the social class to which one belongs results in parents engaging in different forms of consumer socialisation (Grant & Stephen, 2005; Neeley, 2005). For instance the older the child becomes, the more the parents encourage the child to make their own "consumer-related decisions" (Neeley, 2005:67). In addition, girls are socialised differently as consumers than boys, as girls are included in consumer discussions and shopping experiences more often than boys (Neeley, 2005). Once adolescence is reached, children then refer to their peers for consumer-related information, while the role of mass media remains somewhat consistent, though of lesser importance, throughout the child's development (Dotson & Hyatt, 2005). Consequently, parents, and the extended family, are seen as rational influencers on a child's consumer behaviour from infancy through to middle childhood, while peers and the media are seen as sources of irrational influence (Dotson & Hyatt, 2005).

However, Dotson and Hyatt (2005) point out that these traditional viewpoints regarding 'socialization agents' may need to be reconsidered as a result of changing household structures, media usage and the changing role children play in the decision making process – children have seemingly greater independence. Due to the change in family structures, less time is being spent with the children and thus there has been an increase in 'co-shopping'

amongst working mothers (Neeley, 2005; McDougall & Chantrey, 2004; Geuens *et al.,* 2003; Harper *et al.*, 2003; Procter & Richards, 2002). This has allowed children to "develop their own shopping skills" (Harper *et al.*, 2003:197), however while direct instruction may be used, most consumer skills learnt by children occur through indirect instruction – simply being part of the shopping trip, as communication is less due to the lack of time (Neeley, 2005; Geuens *et al.,* 2003; Harper *et al.*, 2003). Accordingly, Geuens *et al* (2003:57) argue that the extent to which a parent influences a child's consumer socialization depends on the "type, quantity and quality of consumer experiences" between the parent and the child.

Consequently, Darian (1998) highlights that "…parents generally encourage their children to consume as early as possible, and buy them well-known brand-name products." The reason can be twofold. Firstly, parents enjoy being able to consume "vicariously through their children" and secondly, being able to clothe one's children with brand-labelled clothing highlights one's 'favourable' financial situation, albeit an erroneous implication (Darian, 1998). Thus children often adopt their parents' or extended family's attitudes (which are learned biases) towards certain brands or items of clothing (Schiffman & Kanuk, 2000), as they learn from a young age about the value of brands.

In addition, due to the need for financial security or survival, there is a greater tendency for either both parents (or the only parent) to work (Lindstrom, 2004; Harper *et al.*, 2003). Thus children are either left in the care of a nanny or domestic worker, for those who can afford this luxury, or are left to their own devices upon returning from school – hence the term 'latchkey kid' (Santrock, 2005). Consequently, these children are experiencing more influence from their friends and the media (irrational and commercial) than their parents (Dotson & Hyatt, 2005).

Accordingly, children are turning to their friends as their primary reference group and thus role models are beginning to shift from being parent-oriented to peer-oriented (Lindstrom, 2004; du Plessis & Rousseau, 2003). One study showed that while children still valued family members the most, friends became increasingly important with children aged ten to fourteen (Blackwell *et al.,* 2001). Hence as the child grows older, peer reference groups play a greater role in their purchasing decisions, especially regarding branded clothing (Harper *et al.*, 2003). Nevertheless, change is an inevitable fact of life – especially with children. Children who have moved from primary school to high school are said to be undergoing four main changes

– developmental, reference groups (Santrock, 2006; Newman & Newman, 2003; Cole & Cole, 2001), role models and media (Grant & Stephen, 2005), and decreasing financial dependence on their parents (Siegel *et al.*, 2004). These will now be looked at individually.

2.6.2 The Influence of Developmental Changes

As was mentioned earlier, both older tweens and young teens are experiencing physical, cognitive, emotional and social changes (Santrock, 2006; Siegel *et al.*, 2004; Clarke, 2003; Newman & Newman, 2003). While each of these developmental changes impacts the lives of older tweens and young teens in various ways, the researcher is more concerned with how these may change the consumer behaviour and brand preferences of young teens once they have reached high school. However, it should be noted that the social changes are only dealt with in section 2.6.3.

2.6.2.1 The Relationship between Physical and Cognitive Changes

It is nearly impossible to give an exact indication of when one moves from being a child to being an early adolescent. While various authors have suggested age approximations, such as older tweens being eleven to twelve year olds and young teens being thirteen to fifteen year olds (Kurnit, 2004; Siegel *et al.*, 2004), Santrock (2006) suggests that the onset of puberty marks the beginning of adolescence. Yet children are different. Depending on genetics, nutritional intake, body mass and environmental factors, children may reach puberty at differing times (Santrock, 2006). Yet, pinpointing when someone has started or ended puberty is another problem altogether. What is known is that in general, girls and boys experience physical change at different times (Santrock, 2006; Waddell, 2005; Clarke, 2003).

On average, girls start their main pubertal growth spurt at approximately age nine and peak at age eleven and a half, while boys start their main pubertal growth spurt at approximately age eleven, but peak at thirteen and a half (Santrock, 2006). Similarly, girls experience an increase in weight before boys do, due to the earlier onset of puberty (Santrock, 2006; Waddell, 2005; Clarke, 2003). From a practical viewpoint, such growth spurts imply the need for new clothes; a possible reason for the trend of disposable fashion (Grant & Stephen, 2005) amongst older tween girls.

Due to these physical changes, early adolescents, especially girls, are very self-conscious regarding their body image and often view their bodies in a negative light resulting in young teens being preoccupied with their appearance (Santrock, 2006; de Bruyn & van den Boom, 2005; Rankin *et al.*, 2004). Essentially, girls are more intimately involved in social relationships and engage in more social comparison than boys (Rankin *et al.*, 2004; Rubin *et al.*, 2004; Blowers *et al.*, 2003). While this social orientation provides girls with greater emotional support from peers, it also makes them vulnerable to psychological hurt, friendship strains and "concerns about others' perceptions" (Rankin *et al.*, 2004:5; Waddell, 2005; Rubin *et al.*, 2004).

Self-consciousness, often spoken of in the context of adolescence, refers to the abnormal amount of attention given to one's external appearance and internal characteristics of one's self (Rankin *et al.*, 2004). Rankin *et al.* (2004) refer to two types of self-consciousness – public and private. The former refers to how adolescents, especially girls, respond to "social challenges," while the latter refers to how older adolescents are able to inwardly reflect on such aspects as their attitudes, emotions and their potential future and, as such, is seen as irrelevant for the purposes of this literature review (Rankin *et al.*, 2004:1).

The following is said concerning public self-consciousness. Due to the increasing importance of peer relationships, early adolescents experience anxiety concerning their acceptance and appearance, which is only further exacerbated by the transition from primary school to high school, where there are numerous unfamiliar faces (Rankin *et al.*, 2004). As Rankin *et al.* (2004:3) suggests, "Adolescents' self-concepts may be particularly dependent on reflected appraisals by peers, who are perceived to be important arbiters of social success." Consequently, public self-consciousness is said to slowly dissipate due to increases in "social cognitive abilities", as one moves further into adolescence, but is still particularly prominent in twelve to fifteen year olds (Rankin *et al.*, 2004:15; Scriven & Stevenson, 1998). Sadly as puberty progresses, girls become increasingly dissatisfied with their bodies due to a natural increase in body fat, unlike boys who start to view their own bodies in a more positive light due to increases in muscular weight (Santrock, 2006). As such, by the time some young teens enter high school, not only are they dissatisfied with their appearance, but they also have the added stress of a new environment (Hardy *et al.*, 2002). However, in order to understand how physical change relates to the thesis topic, one should also look at the cognitive development of early adolescents.

Jean Piaget (1896-1980), a developmental psychologist, contributed greatly to understanding the cognitive development of children (Santrock, 2006; Grant & Stephen, 2005; Siegel *et al.*, 2004; Scriven & Stevenson, 1998). However, some view his work as dated and culturally biased; research that lacks concern for the "broader array of biological, emotional, personality, social", and cultural differences experienced by early adolescents, as covered by other authors (Steinberg & Lerner, 2004:46; Gardiner *et al.*, 1998). It nevertheless provides some insight into the process of cognitive development, which he divided into four sequential stages. The last stage of formal operations is where children, approximately eleven to fifteen in age, begin to progressively fathom abstract ideas, hypotheses and make use of logical reasoning (Santrock, 2006; Grant & Stephen, 2005; Siegel *et al.*, 2004; Achenreiner & John, 2003; Gardiner *et al.*, 1998; Scriven & Stevenson, 1998). As such a child's decision-making skills develop, as they grow older (Santrock, 2006; Hogg *et al.*, 1998).

This increase in cognitive abilities allows young teens to increasingly distinguish between various types of self – they start to form images about their 'ideal self' as opposed to their 'actual self' (Santrock, 2006; Cole & Cole, 2001). While this may motivate some to initiate self-improvement, it may also lead to personal anguish especially if the discrepancy between the ideal and actual self has to do with an area of perceived importance such as social acceptance or physical attractiveness (Cole & Cole, 2001). This self-consciousness and dissatisfaction with one's body is only made worse by the media (Solomon & Rabolt, 2004; Blowers *et al.*, 2003). As Mayo (2005:43) explains, "...girls in particular, experience feelings of inadequacy and discomfort as a result of 'images of perfection' promoted by advertising." Consequently, this greater sense of public self-consciousness is often the root of problems such as eating disorders and drug addictions (Santrock, 2006; Blowers *et al.*, 2003; Clarke, 2003).

In addition, due to greater levels of self-consciousness, older tweens and young teens in this stage of cognitive development are more prone to egocentrism than before (Santrock, 2006; Siegel *et al.*, 2004). This egocentrism can be divided into two forms of social thinking – imaginary audience and personal fable (Santrock, 2006; Scriven & Stevenson, 1998). *Imaginary audience* is where early adolescents believe that they are the focal point of everyone's attention and scrutiny, while *personal fable* is the early adolescent's personal belief that their experiences are utterly unique (no one understands how they feel) and that they are entirely invincible (Santrock, 2006; Siegel *et al.*, 2004; Scriven & Stevenson, 1998).

As such, one could say that for young teens, it is imperative to wear the 'appropriate' clothing to avoid personal humiliation and reduce their anxiety (Solomon & Rabolt, 2004).

However, Siegel *et al.* (2004) emphasize that there is a distinct difference between older tweens and young teens in this regard. Young teens have a higher degree of public self-consciousness compared to older tweens who have just entered the stage of formal operations. As such, older tweens are more inclined to need validation regarding their decisions and beliefs, compared to young teens who believe that others are most probably going to view them in a negative light (Siegel *et al.*, 2004). This impacts friendships, relationships with parents, and more importantly it impacts consumer behaviour with regards to clothing due to their need for social acceptance.

Self-determination theory is useful in explaining what motivates children to behave in certain ways such as changing consumer behaviour. Richard and Schneider (2005) explain that one can be motivated either intrinsically or extrinsically. Intrinsic behaviour displays "an internal locus of causality" (i.e. a child chooses to behave in a certain way for personal/internal reasons), while extrinsic behaviour displays "an external locus of causality" (i.e. a child behaves in a certain way due to "perceived external reasons or pressures") (Richard & Schneider, 2005:369-370). As such one could say that due to older tweens and young teens experiencing peer pressure, any change in consumer behaviour would most probably be linked to extrinsic motivation.

Such cognitive decisions can be further explained by two of the four types of extrinsic motivation – external regulation and introjected regulation (Richard & Schneider, 2005:370). A young teen who engages in external regulation is behaving in a certain way, such as buying particular brands of clothing, solely due to external pressures (friends), the possibility of reward (joining an aspirational peer group) or to avoid humiliation and rejection (Richard & Schneider, 2005:370). However, a young teen who engages in introjected regulation is buying particular brands of clothing, not because such behaviour is of utmost importance to the young teen, but because it is socially accepted and would avoid any possible embarrassment (Richard & Schneider, 2005:370). Consequently, a young teen may cognitively choose to behave a certain way in order to be accepted by a group or to avoid embarrassment or humiliation. Hence, the 2003 TrendYouth 2 Study conducted by the UCT Unilever Institute of

Strategic Marketing describes twelve to fifteen year old children to be in the "age of acceptance" (Simpson, 2004:120).

As John (1999:184) acknowledges, "Age related improvements in cognitive abilities contribute to the development of consumer knowledge and decision-making skills." As older tweens and young teens increasingly come to terms with perspective taking, peer group viewpoints and their need for an identity, they start to realize the social implications of concepts such as brands and other consumer related decisions (John, 1999:187; Young, 2004). Thus there is often a 'need' to wear the right styles of clothing, if not the right brands in order to be socially accepted (Grant & Stephen, 2005). This is only further exacerbated when entering a new social environment such as a new school where projecting the right image could allow entrance into certain peer groups. As such one could hypothesize that consumer behaviour may change once a young teen has entered high school.

2.6.2.2 The Impact of Emotional Change on Consumer Behaviour

In terms of emotional change, early adolescents are more prone to extreme emotional variation than those in middle childhood (Santrock, 2006; Newman & Newman, 2003). Once again girls differ from boys. While both girls and boys experience heightened negative emotions as young teens, girls internalise their depression and anxiety, while boys externalise their emotions by directing aggression on others (Newman & Newman, 2003). As already mentioned, young teens become more introspective and early adolescence is characterized by the search for an identity – trying to discover who one is, why one exists, and what one wants to become (Santrock, 2006; Waddell, 2005; Rankin *et al.*, 2004; Young, 2004; Clarke, 2003; Newman & Newman, 2003; Scriven & Stevenson, 1998). Young teens are also prone to experimentation, sexually as well as with their identities, and their search for 'who am I' involves aspects such as group membership, music and clothes (Waddell, 2005). In addition, they are striving for independence from their parents, which often results in numerous confrontations (Santrock, 2006). As such research has shown that the moodiness and negativity often associated with early adolescents can be mainly attributed to their "environmental experiences" such as social relationships and stress and that pubertal changes only play a small role in the emotional turmoil they often face (Santrock, 2006:403; Newman & Newman, 2003).

In addition to an increase in self-consciousness, as mentioned earlier, they also experience another emotional disorder – deterioration in their self-esteem, especially amongst girls (Santrock, 2006; Newman & Newman, 2003; Scriven & Stevenson, 1998). Reasons for this decrease in self-esteem include the transition from primary school to high school, a negative body image and the increasing interest shown by girls in social relationships (Santrock, 2006; Santrock, 2005; Rankin *et al.*, 2004). This low self-esteem makes early adolescents more susceptible to peer pressure (Elliott & Leonard, 2002) and when one considers that young teens have to cope with the stresses of a new school environment and new social relationships (Waddell, 2005; de Bruyn & van den Boom, 2005; Rankin *et al.*, 2004; Hardy *et al.*, 2002), emotional changes may have a real impact on their lives.

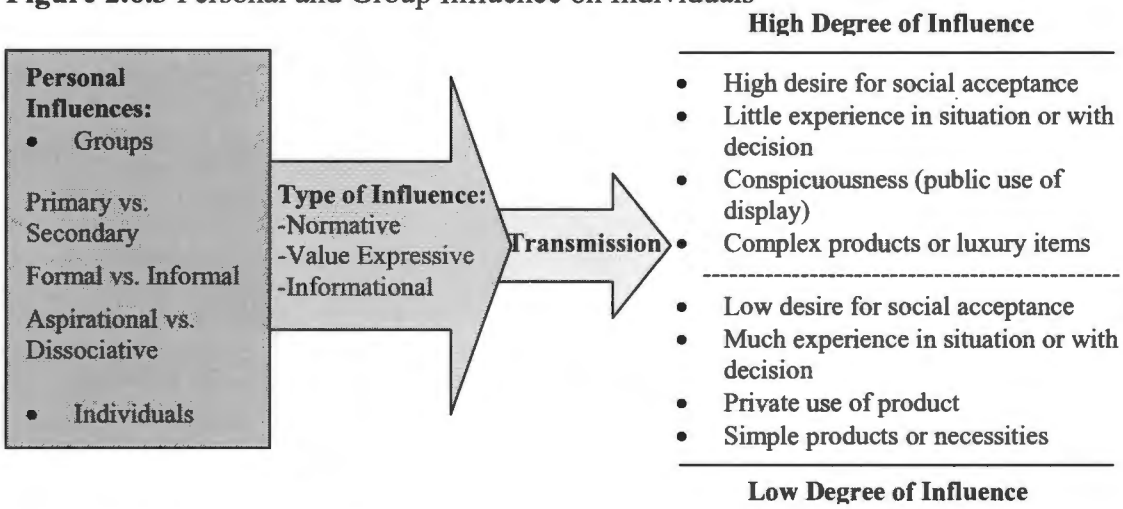
During this time, early adolescents are acutely aware of social expectations (Rankin *et al.*, 2004; Newman & Newman, 2003) and as such early adolescents try to deal with self-esteem and identity issues by finding shelter in groups – "whether they are called cliques, gangs or crowds" (Young, 2004:28). Due to the emotional investment in the group, their identity may be displayed in various ways from the clothes they wear, to the music subscribed to and unique language used (Young, 2004; Clarke, 2003; Newman & Newman, 2003). Thus one could hypothesize that group formations in high school may lead to a change in consumer behaviour with regards to clothes. However, one needs to take a closer look at the impact of friends and other members of one's reference groups in order to understand their impact.

2.6.3 The Influence of Reference Groups

"Humans are social animals" (Solomon & Rabolt, 2004:392). This statement highlights the inherent human need to belong to a group, to identify with others and through observation, to behave in a similar way to other group members (Solomon & Rabolt, 2004). As such the concept of reference groups comes to the fore. A reference group may be an individual person or group of people who are used as a means of comparison or who notably influence a person with regards to their values, aspirations, attitudes, or behaviour (Grant & Stephen, 2005; Solomon & Rabolt, 2004; Blackwell *et al.,* 2001; Schiffman & Kanuk, 2000). The main reference groups that influence individuals are family members, friends, social class, certain subcultures, one's own culture and the culture of others (Schiffman & Kanuk, 2000).

In terms of fashion and clothing purchases, reference groups are able to influence young teens in the following three ways. Reference groups provide *information* concerning particular clothing brands. Such information can be gathered through personal observations regarding the type of person who purchases the brand, or actual experiences or information relayed to them by members of the reference group (Solomon & Rabolt, 2004). Reference groups also serve a *utilitarian* function. When young teens purchase fashion and clothing brands, they will take into account the preferences of those with whom they socialise such as friends and family members, to satisfy their expectations (Solomon & Rabolt, 2004). Finally, reference groups serve a *value-expressive* purpose. Young teens will purchase a particular clothing brand or item of fashion in order to enhance their image and status by transferring the characteristics portrayed by those who wear the brand onto themselves (Solomon & Rabolt, 2004).

Figure 2.6.3 Personal and Group Influence on Individuals



Source: Blackwell et al. (2001:396)

In addition, the nature of reference groups may be primary or secondary, formal or informal, and aspirational or dissociative (Blackwell *et al.,* 2001), as can be seen in Figure 2.6.3 above. Yet it seems intuitive that some reference groups will exert more influence over the purchasing decisions of older tweens and young teens than others (Solomon & Rabolt, 2004). Consequently, the types of reference groups that would have the most influence would be their primary, informal and aspirational reference groups. It is only with regards to certain subcultures that formal reference groups, such as the Muslim faith, would directly impact an older tween's or young teen's clothing consumer behaviour.

The influence of family members has already been spoken about in section 2.6.1. Thus this section will look predominantly at the influence of friends, as an important part of both middle childhood and early adolescence involves friendships and group membership (Newman & Newman, 2003). While social class and subculture will be briefly discussed, they will not be the main focus of this section.

2.6.3.1 The Influence of Friends

During middle childhood, older tweens start to distance themselves from their family and gradually develop closer relationships with their friends – their *informal reference group* (Santrock, 2006; Dotson & Hyatt, 2005; Waddell, 2005; Rankin *et al.*, 2004; Siegel *et al.*, 2004; Clarke, 2003; Newman & Newman, 2003; Underwood & Hurley, 1999). For older tweens, having friends is important, however for young teens the need for friends is surpassed by the need to belong to a distinct group (Santrock, 2006; Newman & Newman, 2003). Elliott and Leonard (2002:348) suggest that the "strongest influence on children is their peer groups: friends and siblings."

Developmentally, friendships are important, as they assist in the emotional, social and cognitive growth of both older tweens and young teens and provide important opportunities for social comparison, "cooperativeness, sharing, perspective taking, altruism, emotional regulation, and conflict management" (Richard & Schneider, 2005:367-368; Santrock, 2005; Rubin *et al.*, 2004; Cole & Cole, 2001; Underwood & Hurley, 1999). In addition, friendship groups tend to be homogenous within. Younger children share superficial commonalities such as age, gender, and race, whereas older tweens and young teens tend to share more personal similarities such as intellectual capabilities, sporting abilities, and attitudes, to mention but a few – even negative personal traits attract some children to each other (Richard & Schneider, 2005:371; Santrock, 2005; Cole & Cole, 2001). In addition, boys tend to belong to crowds, while girls belong to cliques thus allowing for more intimate bonding (Richard & Schneider, 2005; Cole & Cole, 2001).

Popularity and Peer Pressure

As peer groups become increasingly important, a social hierarchy of leaders and followers becomes apparent and within every primary and high school some children gain more

popularity than others (de Bruyn & van den Boom, 2005; Young, 2004; Cole & Cole, 2001). While popularity has been correlated with better social skills, attractiveness, greater spending power and fashionable dress sense, amongst other variables, it also results in those less popular aspiring to become and imitating those early adolescents deemed to be popular (de Bruyn & van den Boom, 2005; Santrock, 2005; Cole & Cole, 2001).

As children grow older they start to realize the social implications of concepts such as brands and other consumer related decisions and learn what is considered to be acceptable consumer behaviour from their friends – what brands are 'in' and what styles should be worn (de Bruyn & van den Boom, 2005; Grant & Stephen, 2005; Young, 2004; Achenreiner & John, 2003; Elliott & Leonard, 2002; Schiffman & Kanuk, 2000; John, 1999). In fact, Elliott and Leonard (2002:347) state, "peer pressure is most likely to be experienced for 'public luxuries' such as branded fashion items" due to their symbolic and status value (de Bruyn & van den Boom, 2005; Solomon & Rabolt, 2004). Consequently, it is during the latter half of middle childhood (late childhood) and in early adolescence that peer pressure comes to the fore (Sessanna, 2004; Elliott & Leonard, 2002), especially regarding clothing.

A research study conducted in 2002 showed that of the twelve to thirteen year olds interviewed, 54% felt pressured by their friends to purchase certain clothes and other items, while this dropped substantially to only 30% amongst fourteen to fifteen year olds, and only 17% amongst sixteen to seventeen year olds (McDougall & Chantrey, 2004:13). This partially supports other research evidence showing that peer pressure reaches its zenith in the fifth and sixth grades, while other studies show that one's susceptibility to peer pressure peaks at thirteen to fourteen years of age due to the need for peer approval and greater autonomy from parents (Santrock, 2006; Newman & Newman, 2003). While this may seem contradictory, for both older tweens and young teens this need to conform in order to lessen the chance of peer rejection is a strong source of motivation to conform and accept the prescribed consumer behaviour and rules of the group (Lindstrom, 2004; Ross & Harradine, 2004; Sessanna, 2004; Wiener, 2004; Harper *et al.*, 2003; Elliott & Leonard, 2002). This shows the social, reward and coercive power of peer reference groups (Solomon & Rabolt, 2004).

Hence as children become young teens, peer reference groups play a greater role in their opinions, attitudes, perceptions and purchasing decisions, especially regarding fashion and branded clothing (Grant & Stephen, 2005; Santrock, 2005; Lindstrom, 2004; du Plessis &

Rousseau, 2003; Harper *et al.*, 2003; Schiffman & Lazar Kanuk, 2000). As such by the time older tweens reach grade seven, one could say that they have adopted certain consumer behaviours regarding fashion and brands.

Changing Social Environments of Young Teens

However, the inevitable happens. Older tweens pass grade seven and are allowed entrance into grade eight – they have now reached high school. This situational change has a direct impact on a young teen's social environment, as discussed in section 2.4.2 At this stage "early adolescents are extremely preoccupied with peer approval, acceptance, and popularity" all of which can directly affect one's self-esteem (de Bruyn & van den Boom, 2005:558; Santrock; 2005; Sessanna, 2004; Elliott & Leonard, 2002). As such, it may be useful to incorporate a section of Erik Erikson's Psychosocial Theory at this point to explain how early adolescents cope with their main crisis of 'group identity versus alienation' (Newman & Newman, 2003).

Erikson describes human development as the result of two ongoing entities – "the interaction between individual (psycho) needs and abilities, and societal (social) expectations and demands" (Newman & Newman, 2003: 40-41). Hence the theory provides some key insights into human social development. The theory postulates that every stage in human development experiences a unique crisis. As already mentioned, early adolescents are said to experience 'group identity versus alienation' (Newman & Newman, 2003). For early adolescents, being identified as a member of a clique or crowd is important for self-esteem and self-worth and heightens the feeling of acceptance, belonging and loyalty (Waddell, 2005; Young, 2004; Clarke, 2003; Newman & Newman, 2003). During early adolescence the quality of friendships formed and the intimacy increases and close friends are increasingly seen as a source of support, both socially and emotionally (Santrock, 2006; Richard & Schneider, 2005; Rubin *et al.*, 2004; Newman & Newman, 2003). However, not all young teens find solace, self-worth and belonging in groups; some are relegated to social alienation. While reasons for such alienation include the lack of social skills, aggression or introversion, it has long-lasting psychological effects on the young teen in question (Santrock, 2006; Newman & Newman, 2003; Cole & Cole, 2001). Nevertheless, according to Erikson, for every crisis there is a resolution. For early adolescents it comes in the form of peer pressure (Newman & Newman, 2003).

However, peer pressure often has negative connotations attached to it. It often conjures up images of a young person conforming to the whims of a group out of fear of rejection and victimization (Newman & Newman, 2003). Yet, peer pressure also has a positive side – it allows for those who socialize in the same circles to subtly adapt and guide each another to mutual regulation and understanding (Santrock, 2006; Newman & Newman, 2003). Although most peer groups do not dictate complete conformity, they do place importance on certain aspects, such as certain fashion or music preferences (Newman & Newman, 2003). Newman and Newman (2003:322) go further to explain through compliance, young teens are able "to state unambiguously that they are someone and that they belong somewhere." Although young teens do wish to display their individuality, for them to be excluded from their peer group due to this demonstration would be entirely disastrous (Grant & Stephen, 2005; Ross & Harradine, 2004).

Waddell (2005:39) describes young teen girls as, "...more powerful, generally more cliquish and condescending...more covert, subtle and deadly in their dominating behaviour and bullying techniques," when compared to boys. It seems that girl peer groups display tribal qualities that fuse the group together and engenders loyalty and unity (Waddell, 2005; Lindstrom, 2004). Such behaviour, one could argue, is indicative of those who are "concerned with [their] acceptance and popularity" status, which according to de Bruyn and van den Boom (2005:559), is of greater concern than their academic performance at this stage of their lives. Being recognised as a trendsetter and fashionable by the rest of the peer group results in heightened self-esteem, greater status and prestige (de Bruyn & van den Boom, 2005) – important perceptions for a young teen (Santrock, 2003).

As such, a peer group often has a more direct impact on the purchasing behaviour displayed by the members of the group especially when it comes to clothing brands (Grant & Stephen, 2005; Solomon & Rabolt, 2004; Beaudoin *et al.*, 2003; Clarke, 2003), as for young teens, "consumption symbolism becomes an integral part of their own individual and group identities" (Young, 2004:27). Thus for a young teen who has emerged from primary school to high school and is in the "stage of uncertainty", their body, appearance and image displayed, the clothes they wear, what their hair looks like, the music they listen to, and most importantly, being accepted by the group are of significant importance (Waddell, 2005:45; Piacentini & Mailer, 2002).

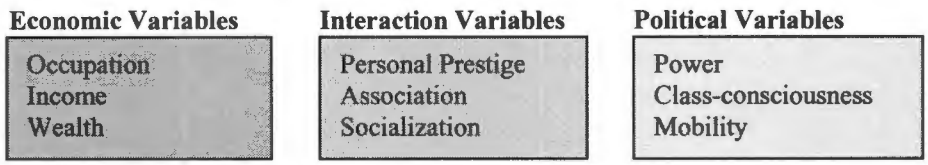
However, not all young teens form part of cliques or crowds, some become members of gangs. This is of particular relevance in the South Western Cape where there are numerous gangs on the Cape Flats, in areas such as Manenberg, and Mitchell's Plain. These groups are characterised "...by patterns of tyranny and submission, of rebellion and even criminality" (Waddell, 2005:46). While joining such gangs may stem from similar reasons for joining normal cliques or crowds – the longing for acceptance – these gangs headed by older adolescents or even adults (Waddell, 2005) lure young teens, and even younger children, by the display of prestige (having the right clothes and accessories) and power. Such gangs prescribe certain attitudes and behaviour; to leave such a group may be life threatening (Waddell, 2005).

Harper *et al.* (2003:198) citing Dodd *et al* (1998) explains, "on the basis of social comparisons...groups may be considered the primary influences of individual [consumer] behaviour." Consequently, brands are used to differentiate one social group from another – the popular from the unpopular, the rebel from the mainstream (Lindstrom, 2004). Research indicates that girls are more influenced by their peers than boys, especially with regards to clothing consumption (Dotson & Hyatt, 2005; Harper *et al.*, 2003). Consequently brands offer young teens security, an identity and the opportunity to be socially accepted by their peers and may result in a change in consumer behaviour (Grant & Stephen, 2005; Lindstrom, 2004; Ross & Harradine, 2004; Harper *et al.*, 2003). While certain peer groups may be seen as *aspirational reference groups*, this may also apply to celebrities and other role models, which will be dealt with in section 2.6.4.

2.6.3.2 The Influence of Social Class

Society has been divided into various hierarchical groups along a continuum based on social standing. Such groups are known as social classes and according to Blackwell *et al* (2001:346) are defined as "relatively permanent and homogenous divisions in a society into which individuals or families sharing similar values, lifestyles, interests, wealth, status, education, economic positions, and behavior can be categorized." As can be seen from the information provided in Figure 2.6.3.2 below, one's social class is largely dependent upon one's economic, interaction and political variables (Blackwell *et al.*, 2001).

Figure 2.6.3.2 Determining Social Class



Source: Blackwell *et al.* (2001:347)

In South Africa, different social classes usually stay in different areas. Example those wealthier members of society in the South Western Cape are more likely to live in Constantia or Bishopscourt, than Pinelands, or at the opposite extreme Mitchell's Plain or Bishop Lavis. As such young teens generally attend a high school, which falls within the same social class as their family due to economic and other situational reasons. However, this does not stop a young teen from a lower social class from trying to make use of conspicuous consumption to denote a higher social class (Solomon & Rabolt, 2004). One could argue that as a young teen reaches high school, the person may become more aware of their social class, as their cognitive abilities mature. Consequently, this need to be affiliated with a higher social class can result in a change in consumer behaviour fueled by brands, which market themselves as status brands (Solomon & Rabolt, 2004). Thus young teens desire to wear Levi or Diesel jeans, regardless of whether they can financially afford it. Thus one could argue that brands enable young teens to cross the social class boundary in order to enhance their status. However, the sad reality is that many cannot afford the expensive brand-label clothing and as such one's social class influences not only what clothing is bought, but also how one behaves, the type of education received, and often the dialect spoken (Schiffman & Kanuk, 2000).

2.6.3.3 The Influence of Subculture

Although South Africa has not, as yet, identified a unique culture of its own, there are many subcultures within its borders, which could be seen as a determinant for the clothing buying behaviour (du Plessis & Rousseau, 2003) amongst older tweens and young teens. Such subcultures can be based on demographic and socio-cultural factors or along other lines such as diversified music genres and sport (Lindstrom, 2004; Schiffman & Kanuk, 2000). Different youth could thus fall into different subcultures due to their ancestral nationality, religious preference, race, social class, geographical location, gender (Schiffman & Kanuk, 2000) or all older tweens and young teens could even fall under the youth subculture; having their own

attitudes and behaviour towards issues when compared to their parents (du Plessis & Rousseau, 2003).

An example would be the Muslim faith. While Muslim young teen girls are not allowed to wear any revealing clothing due to dress codes stipulated by their faith, wearing brand-label jeans or ethnic clothing may be of great importance due to the symbolism portrayed (Rajagopalan & Heitmeyer, 2005). Thus despite unifying entities such as sport and television, Shoham and Dalakas (2005:153) assert that subcultural and "cultural differences are considered…critical in shaping the identity of teens across the globe and responsible for their attitudes and behaviors as consumers." Consequently, even if the same brand is purchased by young teens in different subcultures, the reasons may be completely different – conformity versus self-expression. Thus one's subculture may influence the brand preferences of young teens. Yet even within a particular subculture, the transition to high school and the accompanying peer pressure and need for group identification may still influence and change a young teen's consumer behaviour and brand preferences.

Thus when one revisits Figure 2.6.3 and looks at the small chart on the right hand side, it may become more apparent that when it comes to branded clothing, reference groups have a relatively high degree of influence over young teens. This is due to, as indicated on the list, there being a strong desire to be socially accepted and that branded clothing is not only conspicuous, but also deemed a luxury. In addition, the situation in which young teens find themselves, having made the transition from primary school to high school, aids the influence reference groups have over their clothing purchasing decisions.

2.6.4 The Influence of Role Models and the Media

As was mentioned earlier the role models of older tweens change as they become young teens. Role models are seen as important for the development of self-esteem (HotDogz Inc, 2005). Martin and Bush (2000:443) describe role models as anyone who influences the consumption decision of others. As this thesis topic deals with clothing consumption changes, the researcher will look at the following role models with regards to older tweens and young teens: parents, siblings, peers, celebrities and the media (Martin & Bush, 2000).

2.6.4.1 The Role of Parents

As children grow older and become more peer-oriented (Santrock, 2006; Rubin *et al.*, 2004; Siegel *et al.*, 2004; Newman & Newman, 2003), one could hypothesize that parents start to lose their role model status, as friends, older teenagers and celebrities replace them. Research conducted by Grant and Stephen (2005:459) showed that the role of mothers was limited to "choosing the clothes bought for school and for special occasions," as older tweens and young teens needed the financial assistance and advice for such occasions. Although young teens may not see their parents as role models, they nevertheless require their parent's support in order to cope with the social and personal stresses and strains, which plague them (Rubin *et al.*, 2004). However, as has been noted in South African research, it seems that there is a definite lack of male role models, especially in the townships (TrendYouth 2, 2003). While fathers do generally spend less time with their children compared to mothers, their input "involve[s] relatively more physical and outdoor play" (Rubin *et al.*, 2004:351). Thus for this research study, parents are unlikely to be seen as role models, as they may lack the necessary fashion sense required by their brand-savvy, fashion-conscious young teens.

2.6.4.2 The Role of Siblings and Peers

The advertising industry has been designing campaigns that encourage older tweens to look up to older teenage siblings and young adults for their fashion sense (Grant & Stephen, 2005). In order to mimic the behaviour of teenagers, tweens have started to demand "their own fashion brands in an attempt to demonstrate their own sophistication" (Grant & Stephen, 2005:451). As such, both tweens and early adolescents have become far more fashion-conscious than previous generations (Grant & Stephen, 2005; Beaudoin *el al.*, 2003).

There is some debate regarding the role older siblings have concerning the fashion choices of young teens. While some authors state that older siblings, especially sisters, are regarded as clothing role models to young teens (Grant & Stephen, 2005), there are others who disagree and state that young teens often feel the need to differentiate themselves from other age groups, even older siblings, and as such their clothing role models change (Siegel *et al.*, 2004; Clarke, 2003). Nevertheless, popular peers may be regarded as clothing and behavioural role models, especially by those who aspire particular group membership (Grant & Stephen, 2005; Martin & Bush, 2000; Schiffman & Kanuk, 2000). In fact, some companies producing clothes

for teens make use of "peer-to-peer marketing" where certain peers or volunteers are used as opinion leaders to influence the brand purchasing behaviour of others through viral marketing (Dotson & Hyatt, 2005:36). Opinion leaders are said to influence the clothing purchasing decisions of others due to their fashion-forward nature and their social status, but are still within the same social class as those who seek their opinions (Solomon & Rabolt, 2004). Thus members within a peer group may approach a particular young teen (opinion leader) to ask for their advice regarding fashion, to find out the latest trends, or to help make a fashion decision (Solomon & Rabolt, 2004). Such advice may be responsible for a change in the clothing consumer behaviour and brand preferences of a young teen (Solomon & Rabolt, 2004).

Consequently, this greater peer orientation is "seen as being an important source of influence on clothing purchases and brands" (Beaudoin *el al.*, 2003:24; Dotson & Hyatt, 2005; Grant & Stephen, 2005; Clarke, 2003; de Chernatony & McDonald, 2003) when young teens reach high school. Consequently, the role models of young teens change from being amongst others, parents and siblings (although this is debatable), to being their peers and prominent soap stars and celebrities (Clarke, 2003).

2.6.4.3 The Role of Celebrities and the Media

As children grow older their celebrity role models also change. There is an "increasing convergence of role models and influence" in South Africa, with most children looking to "role models outside of the home", such as international celebrities (Simpson, 2004:120). While older tweens may look up to Avril Levine (Grant & Stephen, 2005), Connie Masilo (TrendYouth 2, 2003) and other celebrities whom they aspire to be like, as young teens reach high school such role models may change depending on the group of friends and the media that they come into contact with. In fact, Simpson (2004) asserts that role models are susceptible to change; celebrities mean different things to different children and celebrities who may be popular now, may be discarded next week. Thus one could say that the celebrities that are admired are dependent on a young teen's social class, subculture and peer group, as each have a different reason for aspiring to be like the celebrity – to escape poverty, to become a world-famous soccer player, or to gain popularity and fame. Nevertheless, the TrendYouth 2 study (2003) highlights that celebrities directly influence the fashion styles and brands adopted by young teens.

As such "celebrity endorsements with their favourite sports, music and entertainment stars [such as David Beckham or Jennifer Lopez] pitching well-known name brand products" influence the clothing purchasing decisions and behaviour of young teens (Dotson & Hyatt, 2005; Grant & Stephen, 2005; Clarke, 2003; Rand, 2003; Martin & Bush, 2000). Celebrities represent the idealistic way of life and young teens use these cues in order to know which brands to surround themselves with (Lindstrom, 2004; Blackwell *et al.,* 2001). This is a form of social learning as young teens observe how people in general treat celebrities and thus they try to imitate brand preferences and behaviour in order to gain recognition and admiration from their peers (Newman & Newman, 2003; Lindstrom, 2004). Interestingly, Martin and Bush (2000) found that family members and celebrities were more influential in convincing a young teen to switch brands than to stay loyal to a brand.

One could say that celebrities and the media are interlinked; whether or not a celebrity ends up being a young teen's role model may depend on the media they interact with. South African children are "very media literate" and are exposed to many types of media and for some that includes media which is intended for adult consumption (Janse van Rensburg & Kühne, 2005; TrendYouth 2, 2003). However, South African older tweens and young teens have reached the point of media saturation and due to their multi-tasking abilities, they "spend less quality time" with the various types of media they consume (HotDogz Inc, 2005:134; Janse van Rensburg & Kühne, 2005). Yet despite the array of media, in general older tweens and young teens are said to be best targeted through television (HotDogz Inc, 2005; Janse van Rensburg & Kühne, 2005), although one may question this finding in light of the current topic – that of brand-label clothing. However, research conducted by Grant and Stephen (2005) showed that while media such as television and magazine advertisements regarding fashion were seen as informative and interesting, the opinions of peers had a far more influential role in clothing purchasing decisions.

Nevertheless, international marketing research shows that 75% of American teenagers, and 65% and 72% of Danish eleven to twelve year olds and thirteen to fifteen year olds, respectively, have a television set in their bedrooms (Dotson & Hyatt, 2005:36; Tufte, 2003:70). In fact, watching television is rated as the number one after-school activity, followed by going to the shopping mall (Dotson & Hyatt, 2005). In addition, research shows that the more one watches television and is subject to commercials, the more one is inclined to believe the claims (Dotson & Hyatt, 2005:36). As such, despite the abundance of media that

surround older tweens and young teens today, including cell phones and the Internet, they still enjoy watching television and are subsequently influenced by it, albeit only indirectly. Today television has become "less monolithic and increasingly more fragmented, targeting more specialized segments" (Dotson & Hyatt, 2005:37), as can be seen from the variety of channels offered on DSTV and various programs on the SABC channels and eTV in South Africa targeting the older tween and young teen segments (Janse van Rensburg & Kühne, 2005).

Research conducted by Dotson and Hyatt (2005) indicated that boys are more influenced by what they see on television than girls. Yet no research was found concerning the media that influenced the fashion and brand preferences of boys. Out of the various forms of media, girls glean most of their information regarding fashion from magazines – especially the fashion sections in "teenager and younger women magazines" (Grant & Stephen, 2005:460; Janse van Rensburg & Kühne, 2005). Tweens read magazines such as Saltwater Girl and Seventeen, showing their aspiration to be teenagers, while young teen girls enjoy gossip-filled magazines such as YOU, Drum, True Love, People Magazine and Heat (Janse van Rensburg & Kühne, 2005: 147). One could suggest that this also shows their obsession with celebrities and the latest fashion. The media emphasises that one is defined by the possessions one owns (O'Cass & Frost, 2002) and young teens may be lured into conspicuous consumption to show allegiance to a particular peer group.

Although other forms of media such as radio, cellular phones and the Internet have not been covered in this literature review, the researcher acknowledges that they are of significant value to South African older tweens and young teens. Music is of great importance to young teens and the fashion sense of their favourite brand may well be imitated, however radio in itself is perceived to have little influence on the clothing consumer behaviour of older tweens and young teens. Similarly, while the Internet is of great use for school projects, most South Africans do not have easy access to this medium and its entertainment use is perceived as low for both age groups in question (Janse van Rensburg & Kühne, 2005). Finally, cellular phones are rather seen as fashion accessories and a means of outwardly displaying one's identity (Simpson, 2004) than a determinant for clothing consumer behaviour.

2.6.5 The Influence of Finances

As was mentioned earlier, both older tweens and young teens have greater access to financial resources than ever before (Grant & Stephen, 2005; Mayo, 2005; McDougall & Chantrey, 2004; Siegel *et al.*, 2004; Rand, 2003). South African research in 2003 showed that on average 'have lots' twelve to seventeen year olds received R105 in pocket money per month (with a maximum of R550), while 'have nots' of the same age received R50 per month (with a maximum of R175) (TrendYouth 2, 2003). While this may highlight the discrepancy between the wealthier and poorer members of society, the increase in monthly pocket money between those under twelve and those above is rather significant – it almost doubles in the amount (TrendYouth 2, 2003). Thus by the time a young teen enters high school, their disposable income has increased rather significantly thus enabling them to entirely or partially afford the brand-label clothing they desire.

Internationally, McDougall and Chantrey (2004:9) indicate that in the UK, children aged eleven to fourteen received approximately £34 per month in 2004, with girls receiving slightly higher amounts of spending money than boys. While Grant and Stephen (2005:452) report that on average older tweens and young teens in the UK are spending £31.70 per month on clothing alone. Despite these discrepancies it still gives one a feel for how much spending power both markets have. Furthermore, according to Danish research in 2001, eleven to twelve year olds received 36 Euros per month, while thirteen to fifteen year olds received 185 Euros per month (Tufte, 2003:73). As can be seen from both South African and Danish research, young teens have the financial benefit that parents may increase their allowance once they reach high school or become a teenager (Siegel *et al.*, 2004). While this may indeed give young teens greater financial spending power than older tweens, other factors also need to be considered.

2.6.5.1 Social Factors

Social trends regarding the number of children per family, the martial status of parents, and whether both or one parent works also contributes towards the spending power of older tweens and young teens (Grant & Stephen, 2005). There is a trend that couples are purposefully having smaller families (Neeley, 2005) and as such, more money can be spent on the children (Geuens *et al.*, 2003). In addition, often both parents have full-time careers and

divorce is a far more common phenomenon than it was in the past (Siegel *et al.*, 2004). Consequently, "the 'guilt factor' is leading many to indulge tweens [and teens'] well-publicized passion for designer clothes" (Grant & Stephen, 2005:451; Scamell-Katz, 2004). In addition, the study conducted by Siegel *et al.* (2004:75) showed that 25% of older tweens purchased their own clothing, which most probably increases when looking at young teens. Thus of greater relevance would be that while both age groups, especially girls, enjoy purchasing new clothes and shoes (Grant & Stephen, 2005), more often than not it is accomplished with the aid of their parents' credit cards or cash (Siegel *et al.*, 2004).

However, Shoham and Dalakas (2005) highlight various tactics used by older tweens and young teens to achieve the desired purchase. Such include emotional tactics (whining or begging) also known as pester power or the 'nag factor', and rational or 'just ask' (logical reasoning and deal-making) tactics in order to get parents to comply with the request (Shoham & Dalakas, 2005; Harper *et al.*, 2003; Procter & Richards, 2002). Pester power is where children, after being "targeted with commercial messages harass their parents into buying products" such as branded clothing (Darian, 1998:421). While this emotional tactic is annoying to parents, pester power has been eagerly exploited by the marketing fraternity, as a means of selling to children (Geraci, 2004; Procter & Richards, 2002).

This may to some degree explain how older tweens manage to afford expensive items of branded clothing even when one considers the amount of money received as pocket money. One also has to consider that children who frequent shopping malls are also exposed to in-store promotions and displays, often appealing to their ideal self-concept, and thus affecting their consumer behaviour (Dotson & Hyatt, 2005; Darian, 1998). However, as older tweens become young teens and their cognitive development progresses, they are better able to negotiate and make use of rational tactics (Siegel *et al.*, 2004; Harper *et al.*, 2003) to acquire the desired branded item of clothing. Accordingly, Procter and Richards (2002) emphasize that "pester power is not the main driving influence in purchasing behaviour…purchasing is more a process of negotiation within the family unit…" In addition, Shoham and Dalakas (2005) explain that the likelihood of parents yielding to rational tactics is far greater than yielding to emotional ones, thus encouraging young teens to make use of the former and not the latter.

Research conducted by Dotson and Hyatt (2005:39) showed that "the more spending money available to children, the more susceptible they [were] to irrational and market-based factors...the less money available, the more susceptible they [were] to rational parental influence." As such there may be a correlation between one's socio-economic status and one's spending ability as a young teen (Dotson & Hyatt, 2005). Those from wealthier families have more money at their disposal and can afford to indulge in recreational spending, especially on brand-labelled clothing (Dotson & Hyatt, 2005). While those from poorer homes are more dependent on their parents for money (Dotson & Hyatt, 2005; Elliott & Leonard, 2002), or if they do earn some money it may go towards household expenditure and not personal gain. Thus one has to bring into question the argument of brand versus styles. For young teens brands may be of phenomenal importance, however some can only afford popular styles (Elliott & Leonard, 2002) such as that sold at Mr Price. The debate concerning brands versus styles will be reviewed in section 2.7.4.1.

2.6.5.2 Poverty and Finance

As such, one should consider the economic structure of South African society. Most research focuses on those who can afford brand-labelled clothing, and consequently marketers tend to treat the poor as outsiders (Elliott & Leonard, 2002). Poverty is rife in the country and those who earn a meagre living are restricted in their purchasing abilities. The ability to purchase brand-label clothing often boils down to whether one belongs to the 'have lot' or 'have not' category (Simpson, 2004). However, this does not automatically preclude poor people from purchasing branded clothing, but it does restrict the amount purchased (Elliott & Leonard, 2002). Mayo (2005:44) asserts that parents who are struggling financially in Britain still strive to give their children pocket money, however the same children will probably be most "disappointed when birthdays come round."

The poor in South Africa, when financially able, tend to purchase popular brands not only because their children desire such labels, but also because they trust these brands (Elliott & Leonard, 2002). Once again while young teens, both wealthy and poor, desire brand-label or fashionable clothes, it once again depends on one's financial circumstances (Simpson, 2004; O'Cass & McEwen, 2003). In addition, the poor "are aware of the absence of money in their life and are using the symbolic meaning of branded goods to fill the gap" (Elliott & Leonard, 2002:349; O'Cass & McEwen, 2003). However, clothing is often only purchased on a need

basis and even then one may only be financially able to afford the latest style, not the brand (Elliott & Leonard, 2002). As such, those who can afford brand-label clothing are admired and cause "others to attempt to emulate them" (Elliott & Leonard, 2002:357; Mayo, 2005). This situation is only made worse by the onslaught of advertising. As Mayo (2005:43) suggests, "Advertising makes poverty bite." This highlights the inability of the poor to afford the coveted brands in order to bridge the 'aspiration gap'. Unfortunately studies have shown that some children resort to peddling narcotics in order to finance their need for fashion and material wealth to avoid ridicule (Elliott & Leonard, 2002).

Nevertheless, it remains that young teens do end up with a greater financial ability due to their newly acquired status of 'teenager' no matter their socio-economic status. As such, one could hypothesize that this may lead to a change in consumer behaviour especially in light of changing social groups in high school and the influence of peers.

2.7 Branding and the Clothing Market

"Fashion reflects our society and our culture; as a symbolic innovation, it reflects how people define themselves" (Solomon and Rabolt, 2004:4).

From the model, which has just been explained, one can now see how specific factors of change could result in a change in clothing consumer behaviour as one moves from primary school to high school. However, one needs to grasp how these factors will affect the brand preferences of the two markets in question. Brand behaviour is said to form part of consumption behaviour and as such this section deals with the fashion industry, brands and how influences on consumer behaviour affect the brand preferences of older tweens and young teens.

2.7.1 Understanding Fashion and Fashion Diffusion

From the outset it should be understood that the term 'fashion' can be used in describing a variety of product categories besides clothing, such as "home furnishings, music, food, and art" to name but a few (Solomon & Rabolt, 2004:2). However, when referring to the clothing industry, the terms *fashion*, *trend* and *style* are often used interchangeably, despite there being distinct differences in meaning. While *fashion* refers to a widely accepted style of clothing,

style refers to a certain type of clothing, within a category, that characteristically does not change through the years, such as bell-bottom jeans or mini skirts (Solomon & Rabolt, 2004). A *trend* is related to a *style* in that once a style gains acceptance it is considered a trend (Solomon & Rabolt, 2004). Hence styles can stop being a trend and can go in and out of fashion.

Retailers plan for two seasons (summer and winter) and for two transitional periods (autumn and spring) (O'Cass & Frost, 2002). Those who are fashion-forward would be the innovators and early adopters of new styles and trends and through price manipulation retailers are able to clear the stock at the end of the season to the laggards or money-conscious individuals (O'Cass & Frost, 2002). However, females are the more fashion-conscious and appearance-oriented gender (Beaudoin *et al.*, 2003), which is evident from the number of fashion and women's magazines to the number of female-only retail stores in any given shopping mall in South Africa and around the world (O'Cass, 2004). In addition, fashion appeals more to the younger generations due to the emphasis they place on their appearance (O'Cass, 2004). Thus the fact that older tweens and young teens are avid consumers of fashion should come as no surprise. While reference group influence regarding a particular product category is said to be weak, reference groups or individuals are significantly influential when it comes to choosing a brand (Hogg *et al.*, 1998).

Yet one may wonder how fashion diffusion occurs within a short space of time – especially with regards to young teens dressing similarly according to the latest fashion. The 2006 Wildfire study conducted by the UCT Unilever Institute of Strategic Marketing is particularly useful in explaining the diffusion concept. However, it is important to understand the dynamics in which this diffusion operates.

The Internet has made the world a smaller place, especially for techno-savvy older tweens and young teens. The establishment of "interpersonal networks" with other teens their own age across the world may result in simultaneous assimilation of the latest overseas clothing trends (Wildfire Study, 2006; Lindstrom, 2004). Traditional media is also proving to be ineffective in various markets and one just has to look at the tween and young teen segments to realise that there has been an increase in media fragmentation and market segmentation in order to target markets more precisely (Wildfire Study, 2006). These above-mentioned factors have

been instrumental in bringing about various new marketing practices and theories, many of which are encompassed by Wildfire marketing (Wildfire Study, 2006).

Opinion leaders, or 'igniters', are crucial in disseminating information regarding brands (Wildfire Study, 2006). According to Hansen and Hansen (2005:56), older tweens receive most of their information regarding new products from friends and family (44%), television (24%) and advertising (20%), while the Internet is only responsible for 5.8%. Even when it comes to the clothing category, friends and family are still the most influential (Hansen & Hansen, 2005). Consequently, older tweens and young teens "...do not have to take a chance on new, untried [brands or clothing trends] when [friends] whom they trust have shared that risk" (Procter & Richards, 2002:6). Thus these interpersonal networks offer greater credibility than clever marketing messages on television or from salespeople.

However, Wildfire marketing suggests that one's interpersonal networks, optimism and state of mind, and influence over these networks play a crucial role in information dissemination (Wildfire Study, 2006). Thus the ability of an older tween or young teen to influence the clothing preferences of others depends on whether that person has a large friendship network, has built close relationships with people, and is secure in who they are (good self-esteem and sense of belonging), is optimistic and respected by others (Wildfire Study, 2006). Thus the positive or negative opinions of 'igniters' regarding brands and clothing carries much weight with those looking for advice and similar to a virus, the information spreads likes wildfire across the various interpersonal networks (Wildfire Study, 2006; Hansen & Hansen, 2005; Procter & Richards, 2002). These igniters are then followed by older tweens and young teens who are divided into early adopters, early majority, late majority and laggards depending on when they adopt the clothing trends (Hansen & Hansen, 2005).

Other theories have been proposed over the years to try and answer the question regarding fashion diffusion. The Trickle-Down Theory describes how young teens in a lower class structure would try to wear brand-label clothing and other status symbols associated with those in a higher class to gain social mobility (Solomon & Rabolt, 2004). However, in order to re-establish their higher status, those in the upper class abandon the fashion imitated by others and adopt newer ones (Solomon & Rabolt, 2004). While one could use this theory to explain why older tweens and young teens imitate the fashionable clothing worn by their

favourite celebrities (Solomon & Rabolt, 2004) such fashion diffusion takes time and does not explain how trends are picked up so quickly.

Yet not everyone in society dresses the same; different groups adopt different styles and not everyone looks to the upper class for fashion guidance (Solomon & Rabolt, 2004). Consequently, the Trickle-Across Theory acknowledges that due to increases in information technology, young teens in different social classes can become aware of the latest fashion simultaneously and often the *haute couture*, as displayed on international catwalks, is imitated quicker and sold in a variety of retail chains at varying prices faster than the original designers can actually make them available (Solomon & Rabolt, 2004). Consequently, young teens from the same social class will look to familiar opinion leaders for fashion guidance (Solomon & Rabolt, 2004). This is, to a certain extent, similar to the Wildfire marketing theory.

Finally, the Trickle-Up Theory postulates that fashion does not need to originate with the rich and famous, but can start with the poor or a particular subculture (Rajagopalan & Heitmeyer, 2005; Solomon & Rabolt, 2004). This theory is not particularly relevant to this research study, however recent subcultural influences, such as Indian and African beadwork, clothing styles and textiles, have been used in the clothing manufacturing industry (Rajagopalan & Heitmeyer, 2005). However, before the discussion can continue, it seems pertinent to explain more about brands.

2.7.2 Understanding Brands

When someone mentions the word 'brand', various images may come to mind – from the red and white Coca-Cola design to the Nike 'swoosh' or the 'windows' of Microsoft. Whether the connotations attached to these images are positive or negative, brands play an important role in the lives of consumers (de Chernatony & McDonald, 2003; Simões & Dibb, 2001) and are often used by consumers to perform various functions (Kapferer, 2004; Belén del Río *et al.*, 2001).

2.7.2.1 What is a Brand?

From the outset it would seem necessary to first identify what constitutes a brand. In 1960, the American Marketing Association defined a brand as "A name, term, sign, symbol, or design, or a combination of them, intended to identify the goods or services of one seller or group of sellers and to differentiate them from those of competitors" (de Chernatony & Dall'olmo Riley, 1997:90). While this definition is still quoted in textbooks and brand literature the world over, it has evolved over the years (North *et al.*, 2003; de Chernatony & Dall'olmo Riley, 1997). Due to much criticism, it no longer focuses on merely providing a means of identification and differentiation from competitors, but rather encompasses the more intangible qualities such as brand image and acknowledges the influence that consumer perception, emotion and experiences have on a brand (Kapferer, 2004; North *et al.*, 2003; Simões & Dibb, 2001; de Chernatony & Dall'olmo Riley, 1997). However, one could argue that consumers, even older tweens and young teens, have gained a greater understanding of and appreciation for brands and their implications over the years and thus while the original definition may seem incongruous now, its relevance was not questioned in 1960 (North *et al.*, 2003; de Chernatony & Dall'olmo Riley, 1997). Yet despite various experts in this field, little agreement has been reached as to the definition of a brand, as it is still a contentious issue (Kapferer, 2004; de Chernatony & McDonald, 2003; Levine, 2003; North *et al.*, 2003; Weller, 2002).

Nevertheless, brands can be divided into three groups – national brands, private brands and store brands (Solomon & Rabolt, 2004). *National brands*, also known as manufacturer's brands, are the well-known, expensive brand names that older tweens and young teens desire to own. The higher price tag denotes their superiority and exclusivity thus retaining their image as a status brand (Kapferer, 2004; Solomon & Rabolt, 2004; de Chernatony & McDonald, 2003; O'Cass & Frost, 2002). These include Nike, Abercrombie & Fitch, Diesel, Soviet and Levi (Solomon & Rabolt, 2004; North *et al.*, 2003). *Private brands* are in-house brands produced by retailers and sold in their stores (Cateora & Graham, 2005; Solomon & Rabolt, 2004; North *et al.*, 2003). Examples include Mr Price producing Red and RT; and Edgars producing the Free 2BU range of clothing. These retail-owned brands are becoming a strong opposition for other manufacturer brands, as they tend to be more affordable and are more profitable to the retailer (Cateora & Graham, 2005; Solomon & Rabolt, 2004). As such, Mr Price is seen as a purveyor of affordable, yet stylish clothing. Finally, *store brands* are

similar to national brands, but are only sold "in one store that [carries] the store name" such as Hip Hop Clothing (Solomon & Rabolt, 2004:18) – not a particularly common type of brand in South Africa.

Lindstrom (2004) identified another type of brand, namely, personal brands. According to Lindstrom (2004) there is a difference between personal brands and those discussed above. Personal brands include slogans such as 'Girls Kick Butt', images and logos such as angels and dinosaurs that aren't commercial brands (Lindstrom, 2004: 116-117). The slight difference between commercial and personal brands is that commercially branded clothing will only be purchased if the brand image displays how they feel about themselves, while personal brands enable older tweens and young teens to construct their own image, as well as how they wish to be perceived by others (Lindstrom, 2004). Thus personal brands relate to self-image and how the young person is perceived, while commercial brands relate to the actual brand and how people will react to it (Lindstrom, 2004).

Nevertheless, marketers are concerned with the value that the older tween and young teen markets place on the brands they purchase – the bond, belief and willingness to buy the brand despite the price (Kapferer, 2004). However, a brand is not an island; it has numerous associations that older tweens and young teens make use of when deciding to purchase it. In the broadest sense brands satisfy two needs – functional and emotional needs (de Chernatony & McDonald, 2003; de Chernatony, 1999).

2.7.2.2 Brand Image and its Associations

When talking about brands, older tweens and young teens a useful topic to discuss is brand image, as this is a strong source of motivation for purchasing a brand – along with the sought after social acceptance it brings. However, for the purposes of clarification it may be advantageous to differentiate between the two terms 'brand image' and 'brand identity' to avoid confusion later on. Brand image refers to the constantly changing perceptions that consumers have regarding the brand (North *et al.*, 2003; de Chernatony, 1999) shown by its various brand associations in the mind of the consumer (Belén del Río *et al.*, 2001; de Chernatony & Dall'olmo Riley, 1997) such as its social acceptability and whether or not it will provide the older tween or young teen with the necessary prestige and status (Achenreiner & John, 2003; Grace & O'Cass, 2002). Brand identity, on the other hand,

describes brand personality; how a company such as Diesel would like the brand and its brand associations to be perceived by the older tween or young teen, such as the uniqueness and status of the brand (Kapferer, 2004; North *et al.*, 2003; de Chernatony, 1999).

In order to understand why older tweens and young teens place such importance on brand image, it may be useful to take a closer look at the different categories of brand associations as identified by Keller (1998) and cited in Belén del Río *et al.* (2001) and Grace and O'Cass (2002). When purchasing brand-label clothing an older tween or young teen may look at the following three types of brand associations – attributes, benefits and attitudes (Grace & O'Cass, 2002; Belén del Río *et al.*, 2001).

Brand attributes include the price of the branded clothing, characteristics of the brand, the meaning of the brand to the older tween or young teen, and previous experiences with the brand such as its durability (Grace & O'Cass, 2002; Belén del Río *et al.*, 2001). Brand benefits refer to what an older tween or young teen can derive through purchasing the brand, such as the fundamental needs of social belonging and approval, and the ego needs of status and self-esteem (Achenreiner & John, 2003; Tan & Ming, 2003; Weller, 2002; Doyle, 2001) as described by Maslow's Hierarchy of Needs. Thus, strong brands, especially those desired by older tweens or young teens, are able to influence the "behaviours, thoughts and feelings" of not only those who wear the brand, but also those who are observing them or those who the young person thinks are observing them (imaginary audience) (North *et al.*, 2003:163; Simões & Dibb, 2001). Brand attitude is more holistic and is the older tween or young teen's "overall evaluation of a brand" (Belén del Río *et al.*, 2001:411), which is influenced by peers and other reference groups (O'Cass & McEwen, 2003). Thus studies have shown that brand associations positively impact consumer "preferences and intention of purchase, their willingness to pay a price premium for the brand, accept brand extensions and recommend the brand to others" (Belén del Río *et al.*, 2001:413).

However, when one refers to the brand image of a particular brand of clothing, one also needs to look at the functions of the brand. While this is more abstract than the three categories of brand association mentioned above, it is nonetheless pertinent in explaining why an older tween or young teen may purchase a particular brand (North *et al.*, 2003; O'Cass & Frost, 2002; Belén del Río *et al.*, 2001).

2.7.2.3 The Functions of Brands

Numerous authors have listed various functions of brands and of the three models shown in Figure 2.7.2.3, the researcher has decided to make use of the model suggested by Belén del Río *et al.* (2001). While the three models share commonalities, the one proffered by Belén del Río *et al.* (2001) is most relevant to the older tween and young teen markets due to its emphasis on the social and status functions. Belén del Río *et al.* (2001) suggest that there are four functions of a brand, namely a guarantee, personal identification, social identification and status function – which, according the authors, can be related to Maslow's Hierarchy of Needs.

Figure 2.7.2.3 Comparison of Brand Function Models

Kapferer (2004:23)	Belén del Río *et al.* (2001:411-412)	De Chernatony & Dall'olmo Riley (1997:93-94)
• Identification • Practicality • Guarantee • Optimisation • Badge • Continuity • Hedonistic • Ethical	• Guarantee • Personal Identification • Social Identification • Status Function	• Identify an offering • Risk Reduction • Shorthand Device • Project aspects of Self-Concepts

The lowest and most basic of these functions is the *guarantee function*. Much literature agrees that a brand conveys a certain level of quality, reliability and expectation regarding its performance (McDougall & Chantrey, 2004; North *et al.*, 2003; Grace & O'Cass, 2002; Belén del Río *et al.*, 2001; de Chernatony & Dall'olmo Riley, 1997). However, this function is often surpassed by the desire to gain more symbolic benefits from wearing the brand (de Chernatony & McDonald, 2003). The *personal identification function* enables older tweens and young teens to enhance their self-esteem and self-image. It should come as no surprise that young consumers not only purchase brands for its functional use such as warmth, but also for the symbolic benefits that are attached to the brands, which is often of more value to them (Govers & Schoormans, 2005; Ross & Harradine, 2004; de Chernatony & McDonald, 2003; North *et al.*, 2003; Tan & Ming, 2003; Grace & O'Cass, 2002; O'Cass & Frost, 2002; Piacentini & Mailer, 2002; Weller, 2002; Belén del Río *et al.*, 2001; Doyle, 2001; Simões &

Dibb, 2001; de Chernatony, 1999; de Chernatony & Dall'olmo Riley, 1997). Thus when an older tween or young teen decides to purchase a pair of brand-label jeans, it is not purchased merely because it is a pair of jeans (a product), but because of the image attached to wearing a specific brand of jeans such as Diesel, Soviet, Levi or Abercrombie & Fitch (Dotson & Hyatt, 2005; Simões & Dibb, 2001).

The *social identification function* enables older tweens and young teens to be socially accepted by their group or the group they aspire to belong to due the message that the brand communicates to those around them (Achenreiner & John, 2003; de Chernatony & McDonald, 2003; Piacentini & Mailer, 2002; Weller, 2002; Belén del Río *et al.*, 2001; Simões & Dibb, 2001; de Chernatony & Dall'olmo Riley, 1997). However, it should be added that with an ever-evolving society, the meanings behind various forms of symbolism have changed in the last few decades and thus symbolism is only effective when the group has been socialized to understand the benefits (O'Cass, 2004; Tan & Ming, 2003). Thus brands reflect and form part of an older tween or young teen's culture (de Chernatony & McDonald, 2003). As more people become aware of and desire the brand, the more power the brand wields (Kapferer, 2004). Finally, the *status function* of a brand enables older tweens and young teens to achieve the prestige, social status, power and recognition they desire (de Chernatony & McDonald, 2003; Belén del Río *et al.*, 2001).

The last two functions can be related to Maslow's Hierarchy of Needs. The social identification function relates to the social need – the intrinsic need for acceptance, belonging and friendship, while the status function relates to the ego needs – the extrinsic need for prestige, status and recognition (Dammler *et al.*, 2005; Solomon & Rabolt, 2004; Schiffman & Kanuk, 2000). Both of these needs, and thus functions of brands, are important to older tweens and young teens. Piacentini and Mailer (2002:251) highlight, "For young people, these symbols [brands] are especially pertinent, as they are often in stages of uncertainty, gathering material possessions is a way of establishing their identity and gaining much-needed prestige."

2.7.2.4 Brand Loyalty and Young Consumers

Brand loyalty is defined as being a habitual decision made by consumers (Levy & Weitz, 2004) through their "consistent preference and/or purchase of the same brand" within a

certain product category (Schiffman & Lazar Kanuk, 2000: G-2). Theoretically, one of the rationales behind brands is to build relationships with one's customers over extended periods of time (de Chernatony & McDonald, 2003). As such, brand loyalty is created through forming "strong attitudinal foundations" (McDougall & Chantrey, 2004:11). Many companies have adopted the strategy that brand loyalty can be generated through exposing children to brands from a young age – a "cradle to grave strategy" (Grant & Stephen, 2005:456). Consequently, older tweens and young teens have been inundated by brands and subsequently became brand aware from a very young age (Dotson & Hyatt, 2005; Wolfman, 2005; Wiener, 2004; Tufte, 2003; Weller, 2002). However, merely being aware of a particular brand in the clothing market does not imply that an older tween or young teen will purchase it and awareness is pointless if the perceptions regarding the brand are unfavourable (Ross & Harradine, 2004). In fact, various authors acknowledge that both older tweens and young teens "are an audience that has shown no particular brand loyalty" (Grant & Stephen, 2005:456; Lindstrom, 2004; McDougall & Chantrey, 2004).

Various explanations for this lack of commitment can be proffered. One could highlight the current trend of disposable fashion. On a personal level, an older tween or young teen may prefer a certain brand, however becoming brand loyal may result in them being considered old-fashioned should brand preferences in fashion change (Grant & Stephen, 2005). On a social level, members of a particular social group will only remain loyal to a specific brand as long as the group accepts it (McDougall & Chantrey, 2004). Once members start preferring another brand, the rest of the group will follow suit by switching brand loyalties. No one member of the group is above reproach – one's popularity, acceptance and self-worth hang in the balance if the change is not made (Grant & Stephen, 2005; Lindstrom, 2004; Harper *et al.*, 2003). In addition, the risk attached to being brand loyal is heightened when the young teen enters high school. Making friends is very important and thus it is important to be seen as fashionable, after school hours in South Africa, so as to portray the necessary image to enter the desired peer group. Changing role models may also greatly influence the brand preferences and pseudo-loyalty of older tweens and young teens (Grant & Stephen, 2005). Accordingly, Grant and Stephen (2005:461) indicate, "...they are prepared to switch to other brands, which reflect their changing tastes, preferences and stage of development."

Although it has been found that the fundamentals for building relationships with brands are identical regardless of age, country or product category, one must realize the allegiance that

older tweens and young teens have towards brands is significantly weaker than those displayed by adults (Lindstrom, 2004; McDougall & Chantrey, 2004). It is not due to misunderstanding a brand promise or the inability to choose or differentiate, but rather due to external factors such as peer pressure and their inherent desire to experiment and explore (McDougall & Chantrey, 2004). However, this allegiance does strengthen dramatically during their teenage years (Lindstrom, 2004; McDougall & Chantrey, 2004). Thus brand loyalty amongst these markets could be described as superficial – the 'cradle-to-grave' marketing strategy once eagerly employed by companies no longer applies (Grant & Stephen, 2005; Lindstrom, 2004).

2.7.3 How Fashion and Brands Influence Consumer Behaviour

Having looked at fashion and brands, it seems pertinent to now explain how they influence the consumer behaviour of older tweens and young teens. As such, it is important to investigate self-concept and conspicuous consumption, as numerous authors acknowledge that the way in which consumers view themselves (their self-image) directly influences their purchasing behaviour (Solomon & Rabolt, 2004; Heath & Scott, 1998:1110). Tan and Ming (2003:208) define self-concept as an "individual's definition of the situation" and it is this subjectivity that allows one's self-concept to be adjusted due to a change in circumstances such a school transition.

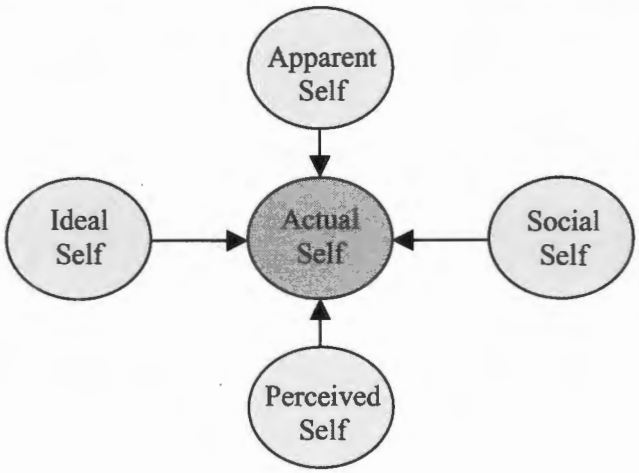
2.7.3.1 The Impact of Self-Concept on Brand Preferences

Self-concept "is a multi-dimensional construct, related to the attitudes and perceptions people have of themselves" (O'Cass & Frost, 2002:70; Heath & Scott, 1998). The way in which people view themselves and the way in which they think others view them, influences their consumer behaviour and purchasing decisions (O'Cass & Frost, 2002; Heath & Scott, 1998). Govers and Schoormans (2005:190) explain that image congruency, which occurs when the symbolic image of a brand is similar to one's self-image (Heath & Scott, 1998; Aaker, 1997), motivates consumers to purchase brands "because they see themselves as similar to the kind of people that are generally thought to use this [brand]."

According to Heath and Scott (1998), one's self-concept consists of five parts as can be seen in Figure 2.7.3.1. Applying this concept to a young teen the following could be said. A young

teen's actual self is comprised of – the model person that the young teen aspires to be (ideal self); the reality of how others view the young teen (apparent self); the perception of how others view the young teen (social self); and the self-perception of the young teen (perceived self) (Heath & Scott, 1998:1111).

Figure 2.7.3.1 The Five Components of One's Self-Concept



When young teens reach high school they may purchase a certain brand or style of clothing to establish a certain identity, which is consistent with their actual self or used to enhance their self-image or the perception they have concerning themselves thus bringing them closer to their ideal self (Solomon & Rabolt, 2004; de Chernatony & McDonald, 2003; Heath & Scott, 1998). One's ideal self, with regards to fashion or appearance, is influenced by people who serve as role models within a particular culture, such as celebrities or heroes (Solomon & Rabolt, 2004). As such, young teen girls may see their favourite celebrity on television or in a magazine and mimic the style of fashion worn in order to move closer to their perceived ideal self. Consequently, these different facets of self-concept may to a certain extent explain why young teens who have made the transition to high school are influenced by reference groups and choose certain brands (Heath & Scott, 1998).

In addition, self-esteem and self-concept are inextricably linked – the one has a direct impact on the other. Early adolescents often use fashionable clothing to maintain or boost their self-esteem and, in so doing, their self-concept (Solomon & Rabolt, 2004; de Chernatony & McDonald, 2003). Thus for young teens, purchasing brand-label clothing is a high involvement purchase due to the high level of personal significance attached to the brand in meeting various needs such as the social and ego needs (Rajagopalan & Heitmeyer, 2005;

O'Cass, 2004). However, this high involvement is unrelated to the level of fashion clothing knowledge they possess (O'Cass, 2004).

Tan and Ming (2003:209) assert, "...we are what we have and possess." Being able to wear fashionable and brand-label clothing provides young teens with a social role, which helps create their identity (Solomon & Rabolt, 2004; O'Cass & McEwen, 2003; Tan & Ming, 2003; Piacentini & Mailer, 2002; Heath & Scott, 1998). Solomon and Rabolt (2004:142) explain, "Whenever we clothe ourselves, we dress 'toward' or address some audience whose validating responses are essential to the establishment of our self." For young teens who have just entered a new social environment such as high school, this 'audience' is their peer group and in order to be socially accepted, the right fashion and brand-label clothing needs to be worn. Thus clothes can become an identity security blanket; a coping mechanism (Solomon & Rabolt, 2004; Piacentini & Mailer, 2002) as the symbolism behind brands aids role transition (Tan & Ming, 2003). Hence conspicuous consumption is drawn into the discussion.

2.7.3.2 The Use of Conspicuous Consumption

'Conspicuous consumption', a term coined by "social analyst Thorstein Veblen at the turn of the twentieth century" describes the desire to display one's financial capability to purchase luxury goods (Solomon & Rabolt, 2004:240). The motivation behind the conspicuous consumption of brand-label clothing is two-fold – intrinsic and extrinsic. It enhances the self-concept of the person in question (intrinsic), but more importantly it enables the person to symbolically communicate certain aspects regarding themselves to others such as group identity, social status, individuality and any role transition that is being undertaken (extrinsic) (Dammler *et al.*, 2005; Govers & Schoormans, 2005; Solomon & Rabolt, 2004; de Chernatony & McDonald, 2003; Tan & Ming, 2003; O'Cass & Frost, 2002; Piacentini & Mailer, 2002; Heath & Scott, 1998). Consequently, strong brands are often perceived as 'public luxuries' due to perceptions concerning their quality, association with social class or prestigious nature (status), and alluring image (O'Cass & McEwen, 2003; Elliott & Leonard, 2002; O'Cass & Frost, 2002). Three aspects affect the way in which people make use of conspicuous consumption – their self-concept, the use of symbolism, and impact others have on their purchasing decisions (O'Cass & Frost, 2002).

However, in order for them to be able to gain the symbolic benefit attached to a particular brand, the rest of the group to which they belong or aspire to belong must have been socialized in such a way that the symbolic meaning is socially shared and understood (Tan & Ming, 2003; Piacentini & Mailer, 2002). Consequently, a young teen's self-identity and brand preferences are derived and endorsed through their social interaction (Tan & Ming, 2003; Piacentini & Mailer, 2002; Hogg *et al.*, 1998). Thus upon entering high school, a young teen may encounter a new group of friends who may have different brand preferences to their own. Non-verbal communication takes place when others look at how one is dressed (O'Cass, 2004; Solomon & Rabolt, 2004; de Chernatony & McDonald, 2003). Thus conspicuous consumption allows these young consumers to reduce their purchase risk (de Chernatony & McDonald, 2003).

Piacentini and Mailer (2002) cite Bourdieu (1984) to explain how one vies for status. Symbolic capital is comprised of three parts – economic capital, social capital and cultural capital (Piacentini & Mailer, 2002:252). Economic capital refers to the young teen's financial capability to afford the branded clothing required for social acceptance; social capital concerns the young teen's social networks and those who influence the purchasing decisions such as peers and celebrities; and cultural capital is acquired through the young teen's rearing and education and the resulting "tastes, skills, knowledge and practices" a person attains along the way (Piacentini & Mailer, 2002:252). Thus symbolism aids in differentiating one social group from another – the popular from the unpopular, the rich from the poor (Lindstrom, 2004; Tan & Ming, 2003; Piacentini & Mailer, 2002; Hogg *et al.*, 1998). O'Cass and Frost (2002:72) assert, "The more a society focuses on economic status differences, the more emphasis it will place on symbolic goods that mark those differences."

Yet one could say that young teens may make use of conspicuous consumption for different reasons. For some young teens, conspicuous consumption provides a means of showing ostentatious social class and wealth (Solomon & Rabolt, 2004; O'Cass & McEwen, 2003; O'Cass & Frost, 2002). Some authors argue that even those living in third-world countries, such as South Africa, have a desire to "indulge in aspects of conspicuous consumption before they have secured adequate food, clothing and shelter" (O'Cass & McEwen, 2003:29; O'Cass & Frost, 2002:81). While for others conspicuous consumption is a means to an end – being socially accepted by peers (O'Cass & Frost, 2002). Yet regardless of the reason for conspicuous consumption, cultural capital is seen as crucial in "the communication of social

position through symbolic consumption" (Piacentini & Mailer, 2002:253). As the conspicuousness of the product increases, people become more reliant on and are more influenced by their reference groups (O'Cass & McEwen, 2003; Piacentini & Mailer, 2002). Consequently, "Symbolic brands...stress intangible benefits and fulfil internally generated needs for self-enhancement, role position, group membership or ego identification" (de Chernatony & McDonald, 2003:82; O'Cass & McEwen, 2003).

2.7.4 Brands, Older Tweens and Young Teens in South Africa

Now that one has taken into account the influence of fashion and brands on the consumer behaviour of young teens who have entered high school, it may be useful to bring the subject closer to home.

2.7.4.1 Brands versus Styles in South Africa

Due to the dichotomous wealth of South Africans, there are those young teens (and their parents) who can afford status-enhancing, prestige-exhibiting, brand-label clothing, yet for many more young teens the most they can hope for is a fashionable style. South African tweens and teens can be divided into two groups – the 'have lots' and the 'have nots' (TrendYouth 2, 2003). Thus one may have to question whether older tweens and young teens find it more important to purchase the actual brands or the fashionable styles available in retail outlets.

Although Lindstrom (2004) argues that in the research conducted by Millward Brown it was found that it is more important to wear the 'correct' brand than it is to wear the right style of clothing, Grant and Stephen (2005) argue that girls can be style or brand oriented and will often go bargain shopping. In addition, in poorer families branded clothing is either passed down to younger siblings or worn until it no longer fits or is broken (Elliott & Leonard, 2002). Thus in order to keep up with fashion trends poorer people may rather purchase fashionable styles, such as those sold at Mr Price, as these are cheaper, yet still trendy. Thus it reverts back to the matter of socio-economic status.

However, Clancy and Trout (2002) identified the trend that consumers are finding it increasingly difficult to differentiate between brands within the same product category.

Instead, brands are becoming commodities with more imitation than innovation due to shortsighted short-term goals and few idiosyncratic messages (Clancy & Trout, 2002). Yet traditional brand theory seems to presuppose that consumers can only be 'loyal' to a brand, reduce risk and gain status by wearing branded clothing and not unbranded items. Unbranded items are only seen as commodity items that lack the ability to satisfy the emotional needs of consumers (de Chernatony & McDonald, 2003). This beckons the question – what is the difference between branded clothing and unbranded clothing to older tweens and young teens?

While marketers continue to debate this matter, there is no clear-cut answer to the question. It remains to be seen what older tweens and young teens in the South Western Cape indicate concerning this matter later on in the research study. Despite the brand versus style debate, there certainly are brands that older tweens and young teens would *like* to own.

2.7.4.2 Prominent Brands amongst South African Tweens and Teens

When HotDogz Inc. (2005) conducted research with South African ten to thirteen year olds, the most coveted fashion label was found to be Nike. This is in accordance with findings from international studies conducted with children of a similar or the same age (Grant & Stephens, 2005; Siegel *et al.*, 2004; Achenreiner & John, 2003). The rest of the top ten brands, in order of preference, are Billabong, Bad Boy/Bad Girl, Adidas, Roxy, Levi's, Quicksilver, Red, Diesel and No Fear (HotDogz Inc., 2003:137). It is interesting to note that while there are numerous home-grown brands in South Africa such as "Loxion Kulca", older tweens and young teens still mainly prefer international labels (Masland, 2004).

Looking at the above brand names it is also interesting to note that the surfing clothing category is the most popular by far, followed by sporting brands. One has to wonder how many South African older tweens and young teens have ever been to the beach, let alone bought a surfboard to partake in the sport. The same could be said for Nike and Adidas; not all older tweens and young teens are athletes, yet Nike is the number one brand according to both age groups. Thus one could say that this preference has to do with the image attached to the various surfing and sporting brands and how older tweens and young teens wish to be perceived by those around them. This supports the volume of literature concerning brands and fashion and their influence on the clothing consumer behaviour of young teens. To quote

Piacentini & Mailer (2002:251), yet again, who so eloquently sum it up in one sentence, "For young people, these symbols [brands] are especially pertinent, as they are often in stages of uncertainty, gathering material possessions is a way of establishing their identity and gaining much-needed prestige."

3 RESEARCH METHODOLOGY

This chapter identifies the exact research methodology that was used for this study. It includes the use of exploratory, descriptive and causal research techniques. In addition, three methods of sourcing information were used for this study – qualitative, quantitative, and secondary data sources.

3.1 The Types of Research

Exploratory, descriptive and causal research methods were used for this study (Aaker *et al.*, 2001). Although these three differed substantially with regards to the purpose of the research, hypotheses formed, and means of collecting data, they complemented each other when conducting research (Aaker *et al.*, 2001).

The exploratory research was mainly qualitative in nature, as little knowledge concerning the topic was known prior to conducting research (Aaker *et al.*, 2001). Thus the researcher compiled a literature review, and conducted experience interviews and informal focus groups to gain a better understanding of the research topic.

The descriptive research identified potential relationships between variables being researched. However, the existence of such associations was purely speculative in nature, as causal research was needed to prove whether or not such relationships existed (Aaker *et al.*, 2001). The primary collection method of administering surveys was seen as the most appropriate method to use (Aaker *et al.*, 2001: 77). Thus the researcher administered two hundred and eighty four questionnaires to grade sevens and grade eights to gather in-depth information concerning the tween and young teen markets. However, only two hundred and seventy four questionnaires were fit for use.

Causal research, as mentioned above, was used to prove whether or not there was a relationship between two or more variables or factors. This was a useful research method, considering that the researcher was trying to ascertain whether a change in consumer behaviour and brand preferences occurred between grade sevens and grade eights (descriptive research). Should changes be found, the researcher could then identify the factors that were causing such a change to take place (causal research).

In addition, primary and secondary data were used in this research study. The primary data collected for this thesis was obtained from completed questionnaires, experience interviews and focus groups. Secondary data included all sources used to write the literature review such as journal articles, books and other research studies. However, some well-known sources such as AMPS (All Media and Product Survey) were not used, as AMPS only recorded information pertaining to respondents over the age of sixteen and this study looked at twelve to fourteen year olds.

3.2 The Research Procedure

The researcher commenced the research process by compiling a research proposal containing an introduction to the study, the proposed research problem, objectives and hypotheses, the potential scope and limitations, proposed methodologies, a preliminary literature review and tentative conclusions. This gave the researcher an idea of what needed to be accomplished for the study. This was followed by the literature review.

As was mentioned earlier, the literature review formed part of the exploratory research technique and thus secondary data was used to compile this chapter. These sources included books, journal articles, unpublished work and so forth, which can be viewed in the bibliography. These sources allowed the researcher to gain a deeper knowledge and understanding of consumer behaviour, child development, branding, tweens and young teens. It also aided in the development of the theoretical model on which the rest of the literature review and research study was based. The researcher used a funnel approach in constructing the literature review by discussing the broader issues at hand before narrowing the scholarly debate down to the specific topic of this research study. This enabled the literature review to be more structured and focused in its contents and the application of information.

It was decided that it would be more advantageous to conduct the qualitative phase of the research (experience interviews and focus groups) before the quantitative phase of designing and administering the questionnaires. This enabled the researcher to test the validity of the information obtained from experience interviews, gain further insight into the topic at hand from older tweens and young teens, and uncover appropriate language styles for the questionnaires. Consequently, the researcher conducted nine experience interviews with members of the business and academic community whom the researcher deemed

knowledgeable on the topic of tweens, young teens, branding, child development and consumer behaviour. In addition, three focus groups were held. Permission was obtained from the principals and parents concerned.

The next phase was to administer the questionnaires to ten schools in the South Western Cape – five primary and five high schools. This took place in February and March 2007, with the permission of the Western Cape Education Department, the principals and parents concerned.

Finally, both qualitative and quantitative information was amalgamated, debated and analyzed in this research report and the objectives and hypotheses have been answered according to the research presented.

3.3 Qualitative Research and Design

Qualitative data allowed the researcher to uncover issues that could not be statistically measured or observed such as intentions and feelings (Aaker *et al.*, 2001:184). The researcher made use of experience interviews and focus groups.

3.3.1 Experience Interviews

Experience interviews were semi-structured, as this style of questioning offered the researcher interactivity and flexibility in terms of the length of the interview and number of questions asked of the businessmen or women as well as members of academia. Those with chaotic schedules were asked the essential questions in their field of expertise, while those with more time were encouraged to enter into a discussion regarding various topics that they were knowledgeable on. The general structure of these interviews included general introduction questions followed by a funnel approach, similar to that used in the literature review, as the questions became more applicable to the research study. The following people were identified and interviewed by the researcher.

- Dr Lauren Wild, a lecturer on Developmental Psychology at the University of Cape Town, was interviewed on 17 August 2006.
- Associate Professor Ernest North, from the Department of Marketing and Communication Management at the University of Pretoria, was interviewed on 31 August 2006.

- Mr Justin Meyer, acting marketing manager of Nike South Africa, was interviewed on 1 September 2006.
- Mrs Angela Te Roller, a guidance counselor at Fairmont High School, was interviewed on 4 September 2006.
- Professor John Simpson, the director of the UCT Unilever Institute of Strategic Marketing and a lecturer on Marketing at the University of Cape Town was interviewed on 5 September 2006.
- Ms Marion Campbell, the Senior Clinical Psychologist at the William Slater Hospital, was interviewed on 7 September 2006.
- Professor Andy Dawes, who works at the Human Sciences Research Council, was interviewed on 8 September 2006.
- Ms Tammy Lederle, marketing manager of Seventeen Magazine, was interviewed on 11 September 2006.
- Mr Tony Miek, the Managing Director of YDE, was interviewed on 24 November 2006.

Although the researcher tried to interview other members of the business community, their lack of interest prevented this from taking place. Furthermore, the researcher decided not to conduct any in-depth interviews with older tweens and young teens. While such interviews may have been beneficial, as the respondent may have provided more honest answers on a one-to-one basis than in a group scenario, the researcher did not want to run the risk of the respondent feeling intimidated or providing certain answers in order to impress the researcher (Mahon *et al.,* 1996). Thus it was decided to rather conduct three focus groups.

3.3.2 Focus Groups

Three focus groups were held; one concerning each of the following schools: De Kuilen Primary School, De Kuilen High School and Kenridge Primary School. Although a fourth one had been planned, the inability to find students who were willing to participate prevented this from taking place. It was ensured that primary schools were feeder schools to the corresponding two high schools to ensure social and cultural consistency. In addition, according to the South African Marketing Map (SAMM), both of these sets of schools fell into the broad middle-income category, thus ensuring that the responses depicted the average South African young teen.

The researcher combined the advice of various authors who suggested that five to six children be used in a focus group, with that of the customary eight to twelve participants (Hill *et al.,* 1996). In addition, the researcher acknowledged the authors who suggested that single-sex focus groups be used when dealing with pubescent children (Hill *et al.,* 1996). It was decided that girls and boys may have different reasons for any changes in their consumer behaviour and thus single-sex focus groups were used. Conversely, however, the researcher felt that combined focus groups should be used to see whether any further information could be extrapolated due to both sexes being present. Consequently, the researcher conducted three focus groups; one comprised of girls and two comprised of both girls and boys. Each group had between six and ten participants depending on the structure and availability of students to participate.

Permission was obtained from the relevant principals, teachers in charge and parents to conduct the focus groups. While the researcher had anticipated other challenges such as establishing rapport with the children, ensuring the confidentiality of their answers; interacting with them on their own "cognitive and linguistic" level; and being alert to children giving the 'correct' answer instead of conveying what they felt (Hill *et al.,* 1996:133, Mahon *et al.,* 1996), these were not as problematic as expected. Some of the young teens were excited to participate and some were extremely eager to share their "knowledge" of brands and their opinions. However, others were more reserved and questions had to be addressed to them personally to gain information, while a few individuals failed to take the session seriously and proceeded to provide farcical responses that were inappropriate. Nevertheless, the overall response was positive and information was gleaned from those sessions.

The duration of each focus group was an hour to an hour and a half, although one was restricted to fifteen minutes due to miscommunication between the school principal and grade seven teachers. Each focus group had the same structure. After each student had said their name they were asked, as a group, what brands came to mind when "clothing brands" was mentioned. This drew their attention to what was going to be discussed and allowed for initial interaction concerning their choices. Thereafter, the students were involved in three activities: Spending Spree, The Card Game and Role Models.

In Spending Spree, the group was told to imagine that their mothers had given them R500 for their birthday, but that they could only spend it on clothing. They were then asked three

questions: what clothes they would buy (shoes, jeans, tops etc.), whether they would buy brands or rather a cool style, and finally where they would shop. Three scenarios were brought into the equation: firstly shopping by themselves, then with a best friend, and then with their mom/dad. The aim of this activity was to find out what clothing students would buy if there were limited financial restraints and whether grade sevens differed in their clothing opinions to the grade eights. The activity took approximately ten to fifteen minutes.

In The Card Game, the students were asked to work in groups of two and take a pile of cards containing twenty four brands (either clothing brands or store names) and pick out the stores/brands that they buy from the most. They then divided the cards up into 'cool', 'ok', and 'not cool' piles. Blank cards were used to add any stores/brands that had not been provided. The students were asked to explain their decision. The aim of this activity was to find out where students actually bought their clothes and which clothing brands were popular and why, and whether the brands supported by grade sevens differed to those of the grade eights. The activity took approximately twenty minutes.

The idea behind Role Models was to get the students to make a collage of their role models by cutting out celebrities, pictures and words from magazines that had been provided. The students divided themselves into two groups, in the co-ed focus groups this meant dividing according to gender, and pens, scissors, glue and magazines were provided for them to use. The aim of this activity was to discover whether there was a difference in role models between the grade sevens and grade eights. This activity took approximately thirty minutes, depending on how long it took the group to deliberate over the role models chosen.

Where possible these focus groups were held on the school premises after school, usually in one of the classrooms. It was hoped that this would enable the children to attend the focus groups and not place a restriction on their attendance due to transportation problems. The focus group, which was shortened to fifteen minutes, still participated in the three activities, however they were shortened and they did not make a collage – they completed the task verbally.

3.4 Quantitative Research and Design

There are an immense number of schools, both primary and secondary, in the South Western Cape. However, for this study the primary schools needed to be the main feeder school to their corresponding high school so that variables such as social class and culture were kept constant thus enabling a comparison to be made between the two schools. Thus a decision was taken to only make use of ten schools – five primary and five high schools. Consequently a non-probability sample was used, as a systematic approach was needed in order to ensure sampling consistency. This resulted in a somewhat small sample compared to the whole and thus these results cannot be projected onto the province.

As has already been mentioned, two hundred and seventy four questionnaires were successfully administered to young teens in five primary schools and five high schools located in the South Western Cape. While the initial plan was to ask twenty-five young teens per grade per school (i.e. twenty-five children per school) to complete the questionnaire, some principals asked that one whole register class complete the questionnaire to simplify venue matters. Thus the researcher decided to accommodate this request by surveying the whole class. However, in order to correctly analyze this data one had to realize that this data set actually comprised of five data sets – five sets of primary and high schools. Thus the researcher had five opportunities to see whether there was a change in consumer behaviour and brand preferences between these specific grade sevens and grade eights.

Permission was obtained from the Western Cape Education Department to approach schools for conducting the quantitative research phase, which can be viewed in Appendix A. This was received in November 2006 and in January 2007 the principals of each school were contacted in order to obtain the necessary permission to approach its students. Once permission was granted, a letter was sent out to the parents of the grade sevens and grade eights informing them of the research project and requesting their child's participation in the research process. The parent(s) then filled out the form and sent it back to the school granting or rejecting their permission for their child to participate.

Although questionnaires are not often regarded as child-friendly (Barker & Weller, 2003), the researcher tried to make them as child-friendly and simple as possible by using simple language and minimizing the length of the questionnaire. However, one should not

underestimate the ability children have to complete questionnaires – open-ended questions are often welcomed, as they offer the child some freedom in their response (Barker & Weller, 2003).

Two questionnaires were designed – one for the grade sevens and the other for the grade eights. It was decided that employing skip patterns in one questionnaire would only confuse the students and result in them taking longer to complete it. In addition due to the researcher being unable to personally go to the schools due to work commitments, it was important that the questionnaires be as hassle free as possible for the research assistant present. The two questionnaires were virtually identical except that one was geared towards those in grade seven, while the other was specifically for grade eights.

Both questionnaires were three and a half pages in length and comprised of four sections. The first section was relatively short and centered on the anticipated or actual challenges experienced upon entering high school. As the study was comparing grade sevens with grade eights it was important to find out how the transition or anticipated transition from the one school to the other affected the young teens, as this may have had an effect on friendships and subsequently their consumer behaviour and brand preferences. The second section was important, as to a large extent it tested the validity of the theoretical model that was developed in the literature review. Here the questions looked at the influence of reference groups (parents, siblings, friends, and role models) on clothing choices, popularity and brands, and the spending patterns of young teens. The third section asked students to evaluate why they wore certain popular brands and questioned their brand loyalty. While it was expected that the popular brands might differ according to area or social circumstances, the researcher was interested in establishing the reasons for these brands being purchased and whether or not peer pressure and other influences were at play. The fourth and final section asked for two demographic variables – the student's gender and age – and the name of their specific primary or high school for reference purposes. It was felt that no further demographic variables would be of any use to this study and so they were kept to a minimum.

While the questionnaires were administered during school time, the researcher was specifically instructed by the Western Cape Education Department that no academic time be jeopardized by the study. Thus the questionnaires were administered during break time or a register class period, in a classroom so that there were no distractions from scholars who were

not completing the questionnaires. The teacher in charge was also invited to be present during the survey. As was mentioned earlier the researcher was unable to be present at the schools during the surveys due to work commitments, however the research assistant was well briefed on the required procedure and all went smoothly.

Upon arrival at the classroom, the research assistant gave the children an overview of the research project. The children completed the questionnaires and any questions they had regarding questions were answered on an individual basis. Once completed the children were asked to hand in their questionnaires, all of which were then placed into an envelope and sealed so as to ensure confidentiality (Barker & Weller, 2003) until it was data captured by the researcher. On average the children took under ten minutes to complete the questionnaire and the whole process from the time the research assistant gave the overview until the students had finished completing the questionnaire took approximately twenty minutes. The schools were chosen so that a broad spectrum of society would be incorporated into the study. Table 3.4 showed the twelve schools that were used in the research study:

Table 3.4 Schools Involved in the Research Study

Primary Schools	*High Schools*
Grove Primary School (Affluent)	Westerford High School (Affluent)
Kenridge Primary School (Middle Class)	Fairmont High School (Middle Class)
De Kuilen Primary School (Middle Class)	De Kuilen High School (Middle Class)
Edgemead Primary School (Middle Class)	Edgemead High School (Middle Class)
Kuils River Primary School (Poor)	Sarepta Senior Secondary School (Poor)

3.5 Secondary Data Sources

It is preferable to draw research information from a wide variety of sources when conducting a research study. However, some sources of information were not peer-reviewed and as such were not included in the study due to the lack of academic rigor. Such data sources include Marketing Mix, Newsweek, Marketing Federation of South Africa (MFSA) and other such popular press. Nevertheless, various books and academic journal articles were used to gather information on marketing research, researching with children, consumer behaviour, school transitions, branding, child development, tweens and young teens. All these sources of

information can be viewed in the bibliography, however a few journals that were used have been listed for perusal and convenience.

- Brand Management
- International Journal of Advertising and Marketing to Children
- Journal of Consumer Behavior
- Journal of Consumer Marketing
- Journal of Consumer Research
- Journal of Consumer Psychology
- Journal of Early Adolescence
- Journal of Fashion Marketing and Management
- Journal of Marketing Management
- Journal of Research on Adolescence
- South African Journal of Economic and Management Sciences
- Young Consumers

4 RESEARCH FINDINGS

This chapter explains the research findings obtained from the primary school and high school questionnaire administered to primary and high school students in this study. These findings have then been used to answer the hypotheses proposed due to the literature review. Although the information gathered from the qualitative section of research (the focus groups and in-depth interviews) was useful in constructing both questionnaires, their ability to answer the hypotheses was limited. Qualitative information is not statistical in nature, but rather subjective and can only be used to confirm or oppose the statistical findings gathered from the questionnaires.

4.1 The Format of the Research Findings

With the aid of the quantitative data the researcher first determined the suitability of each primary and high school set as feeder schools before attempting to answer any hypotheses. Such useful background information enabled the researcher to objectively analyze the findings of the rest of this chapter. Furthermore, due to the structure of the research study five mini-studies were conducted (each of the five primary schools with their corresponding high schools). The researcher also included an overall view by comparing the five primary schools with the five high schools to see if any overall differences could be found.

The hypotheses statistically tested in this chapter followed from the proposed model, as seen in Figure 2.5 and suggested in the literature review. These hypotheses stemmed from the four main areas that were under investigation – potential developmental changes experienced by older tweens and young teens; potential changes in reference groups in high school; potential changes in role models or the role of role models in high school; and potential differences in the financial resources available to older tweens and young teens – and whether changes in their consumer behaviour and brand preferences existed after the transition from primary school to high school. Other hypotheses tested included whether older tweens and young teens showed any brand loyalty in the choices of clothing they buy, and potential differences in peer pressure experienced when purchasing clothing.

4.2 The Accurateness of Each School Set

The five primary schools in this study needed to be the main feeder schools to their respective high schools. This enabled factors such as sub-culture and their influence on consumer behaviour to be as consistent as possible within these school sets. It also allowed for a more accurate assessment to be made on whether any changes in consumer behaviour or brand preferences of young teens occurred after the transition from primary school to high school. However, if the researcher had been misguided and a large portion of a particular grade seven class that completed the questionnaire were not going to the assumed high school then one would have to treat the results of that school set with much caution, as its usefulness in this research study would be questionable. Table 4.2 shows the percentage of respondents in primary school that intended on going to the corresponding high school, and those in high school who attended the corresponding primary school.

Table 4.2 The Accurateness of Each School Set

School Set	Name of School	Number of Respondents	Correct School Match	Correct Percentage
1	Grove Primary	29	16	55.17
	Westerford High	30	10	33.33
2	Kenridge Primary	19	12	63.16
	Fairmont High	23	8	34.78
3	De Kuilen Primary	29	24	82.76
	De Kuilen High	29	14	48.28
4	Edgemead Primary	29	22	75.86
	Edgemead High	31	12	38.71
5	Kuils River Primary	29	8	27.59
	Sarepta Senior Secondary	26	19	73.08

The best-matched school set was De Kuilen Primary with 82.76% of the students intending on going to De Kuilen High the following year, and De Kuilen High with 48.28% of the students having attended De Kuilen Primary the previous year. A reason for such a good match could be their close proximity, as the two schools are across the road from each other. On the other hand, the school set with the worst result was Grove Primary and Westerford High. Only 55.17% of the students questioned at Grove Primary intended on going to Westerford High,

while only 33.33% of those questioned at Westerford High came from Grove Primary. However, it could be suggested that Westerford High draws grade eights from numerous primary schools found in the southern suburbs and beyond due to its reputation as a good academic high school. In addition, the grade eight classes were most probably mixed with students from different primary schools.

Kuils River Primary and Sarepta Senior Secondary seemed to be the outliers of the group. While the primary school received a particularly poor matching result of 27.59%, the high school received a phenomenal match of 73.08% - the best out of all the school sets. However, one had to take into account that ten students (34.5% of the respondents) from Kuils River Primary had no idea which high school they were going to the following year. Thus the primary results were considerably skewed. The high school on the other hand drew its students predominantly from Kuils River Primary, as there were basically two sets of schools in the same area, each with their specific high school in close proximity.

Despite these results, one had to keep in mind that these students questioned in the ten schools were only from one of the grade seven or grade eight classes in each school. Thus results might have varied should the headmaster have chosen another grade class. With the exception of Kuils River Primary, a 55.17% to 82.76% school match was achieved when asked about the intended high school, while lower results of 33.33% to 48.28% were achieved by the respective high schools, with the exception of Sarepta Senior Secondary. Thus one could argue that the primary schools were indeed good feeder schools to their respective high schools. However, one had to take into account that the high schools mixed their grade eight classes with students from their various feeder schools. Thus to have expected a high correlation from each high school would have been foolish. Nevertheless, the results in Table 4.2 suggested that Grove Primary and Westerford High school set needed to be treated with some caution when analyzing the rest of their results due to the lower correlation.

4.3 Developmental Changes and their affect on Consumer Behaviour and Brand Preferences

In the literature review it was mentioned that physical, cognitive, emotional and social changes experienced by older tweens and young teens often occurred simultaneously with the transition from primary school to high school (Santrock, 2006; Siegel *et al.*, 2004; Clarke,

2003; Newman & Newman, 2003, Hardy *et al.*, 2002). Thus part of the research study was to ascertain whether developmental changes experienced by older tweens and young teens affected their consumer behaviour and brand preferences. Questions relating to developmental changes in both questionnaires looked at the cognitive and emotional changes of grade sevens versus grade eights, while social changes were investigated in section 4.4. As such, the overall null hypothesis (H_0) tested was: developmental changes affect the consumer behaviour and brand preferences of young teens as they enter high school, but to a lesser extent than reference groups, role models and the media, and financial changes. The statistical results of this section of the study were given first, followed by a discussion of the implications of these results.

4.3.1 Statistical Findings

Questions five and six of both questionnaires, which can be viewed in Appendix B, asked each student to state their level of agreement with each of the twenty nine statements, nine of which related to their cognitive and emotional developmental changes. In order to try and determine whether there were statistical differences between the answers given by students in primary school and those in high school, the researcher ran multiple discriminant analysis tests on each of the school sets and the overall primary school and high school results. In each case, the specific null hypothesis (H_0) was that there would be statistically significant developmental differences between those in grade seven and those in grade eight in each of the school sets. The researcher used a stepwise analysis requiring the F-to-enter to be greater than 3.5 for the results to be at an approximated significance level of 5%. Looking at the five school sets, the following results were obtained.

Only De Kuilen Primary and De Kuilen High, and Kuils River Primary and Sarepta Senior Secondary had statistically significant results at a 5% significance level. The variable that best discriminated within both sets of schools was "wearing the right style of clothing is more important to me than wearing popular brands." De Kuilen Primary students were mainly neutral (27.59%) with regards to this statement, although some strongly disagreed with it (17.24%). Kuils River Primary students, on the other hand, had conflicting viewpoints as 31.03% of the students agreed with the statement, while 20.69% disagreed. However, both sets of high school students vehemently agreed that the right style of clothing was more important than the brand. Consequently, 34.48% of the students at De Kuilen High and

23.08% of those at Sarepta strongly agreed, while 20.69% of those at De Kuilen and 19.23% of the students at Sarepta agreed with the statement. Thus in both school sets the null hypothesis was accepted implying that statistically significant developmental differences were found between grade sevens and grade eights. Box and whisker plots of these results, as well as discriminant function analysis summaries, classification matrices and other relevant statistical tables, can also be viewed in Appendix C.

The results from the multiple discriminant analysis tests were more statistically significant for the De Kuilen school set who had a higher F-value and a lower p-level ($F(1,53)=8.4747$; $p<0.0053$), compared to the Kuils River school set ($F(1,46)=4.6038$; $p<0.0372$). However, when looking at the Squared Mahalanobis Distance (the distance between the centroid of each primary and high school) the significance of the discriminant variables was thrown into question. In both the De Kuilen school set (0.62) and the Kuils River school set (0.38), the Squared Mahalanobis Distance was small indicating that while the distance might have been sufficient for the discriminant variable to be statistically significant, its usefulness was questionable. Furthermore, with regards to Wilks' Lambda, the closer to 0, the more significant the discriminant variable becomes. However, Wilks' Lambda was 0.86214 and 0.90902 for the De Kuilen school set and the Kuils River school set, respectively confirming the observation made from the Squared Mahalanobis Distance.

The ability to classify the students into their respective *a priori* groups of either a primary school or a high school also differed between the two school sets. De Kuilen Primary and De Kuilen High achieved a relatively good correct classification percentage of 75.86% and 65.52% respectively, with a good average of 70.69%. However, Kuils River Primary and Sarepta Senior Secondary only achieved 44.83% and 61.54% correct classifications respectively, with a poor average of 52.73%. While this research study did not require a classification model to classify future students, the substantially lower classification ability of the Kuils River school set did further question the significance of the discriminant variable.

No variables entered the multiple discriminant analysis models for Grove Primary and Westerford High, Kenridge Primary and Fairmont High, and Edgemead Primary and Edgemead High thus in each case the null hypothesis was rejected. At a 5% significance level no statistically significant developmental differences were found to exist between the grade sevens and grade eights in these three school sets.

The researcher also ran the same multiple discriminant analysis test to compare all the primary schools with all the high schools to see whether any statistically significant development differences would be found overall. Once again, the variable that best discriminated between primary schools and high schools was "wearing the right style of clothing is more important to me than wearing popular brands." It was found that 26.67% of the primary school students agreed and 30.37% were neutral regarding the statement, while more high school students strongly agreed (23.02%) and agreed (20.14%) with the statement, although a fair amount remained neutral (26.62%). Thus the null hypothesis was accepted implying that statistically significant developmental differences were found between grade sevens and grade eights. Results can be viewed in Appendix C.

However, the results were not as significant as those found within the De Kuilen school set ($F(1,252)=6.5719$; $p<0.0109$). However, the Squared Mahalanobis Distance (0.10) and Wilks' Lambda (0.9748) were worse than before indicating once again that the discriminant variable was not as significant as initially presumed. While the ability of this model to correctly classify was 56.82% and 54.68% for primary schools and high schools respectively, it still gave a dismal average of 55.72%.

In general, the following trends were noticed across the five school sets, although only two were statistically significant. Both the grade sevens and grade eights strongly agreed that their friends were important to them, and both agreed that they were self-conscious about what they looked like and wore. Both were neutral about often comparing what they looked like with other people, that it was important for them to be seen wearing popular brands, and that they wore popular brands to feel good about themselves. The grade eights disagreed more than the grade sevens that wearing popular brands showed one's social status and that they wore popular brands to be accepted by their friends. These can be seen in Appendix D.

4.3.2 Discussion on Developmental Changes

From the statistical findings it was clear that only two out of the five school sets showed any statistical differences in developmental changes between grade sevens and grade eights. However, only one discriminant variable entered each model and the significance of the respective discriminant variables were thrown into question due to the low F-values, Squared Mahalanobis Distances and high Wilks' Lambdas. Nevertheless, the results from the De

Kuilen and Kuils River school sets were interesting in that the primary school students were the ones who weren't sure if the right style was more important than the brand. Yet those in grade eight vehemently agreed with the statement; the opposite from what the researcher had anticipated.

Although physical changes were not specifically questioned in either of the questionnaires due to such changes happening regardless of gender or grade, the implications were tested, which related to their cognitive changes. Cognitive changes experienced by young teens allow them to come to terms with perspective taking, peer group viewpoints and their need for an identity. During this time young teens should also experience an increase in their self-consciousness and a preoccupation with their appearance, as they are increasingly able to distinguish between their actual and ideal self, which heightens the need to be accepted by peers (Santrock 2006; de Bruyn & van den Boom, 2005; Rankin *et al.*, 2004; Cole & Cole, 2001). Consequently, there is often a 'need' to wear the right styles of clothing, if not the right brands in order to be socially accepted and reduce anxiety (Grant & Stephen, 2005; Solomon & Rabolt, 2004).

As such the researcher included five statements into question five concerning the above-mentioned issues: "I often compare what I look like with other people," "It is important to me to be seen wearing popular brands," "I wear popular brands to be accepted by my friends," "I am self-conscious about what I look like and wear," and "I wear popular brands to feel good about myself." However, according to the multiple discriminant analysis tests performed, the grade sevens and grade eights in the various school sets failed to show any statistically significant differences concerning these statements. Both grade sevens and grade eights agreed they were self-conscious of what they looked like and wore, yet both disagreed that they wore popular brands to be accepted by their friends. Both grades were neutral regarding the other three statements. In addition, the statement in which there was a statistically significant difference showed that grade eights, in two of the school sets, found it more important to the right style of clothing than the brand. This disagreed with the literature review where understanding symbolism and wearing branded clothing was meant to increase in high school.

Thus perhaps the young teens were merely displaying the reality of their age group; being self-conscious, unsure of themselves, and searching for an identity. Perhaps the grade eights

hadn't had sufficient opportunity to find a new identity when they were surveyed – finding an identity is very important for young teens (Dawes, 2006). Although differences were mentioned in the literature review between those in late childhood and early adolescence, those categories were conveniently used to organize information and the generalisations and age approximations were subjective (Wild, 2006). Thus perhaps there was too small a difference between the grade sevens and grades eights that one could actually draw a solid conclusion regarding developmental changes and the transition from primary school to high school. There was also insufficient evidence to support the null hypothesis, as the other areas that were compared to developmental changes in the hypothesis still had to be investigated.

4.4 Reference Group Changes and their affect on Consumer Behaviour and Brand Preferences

The main reference groups that influence individuals are family members, friends, one's social class, certain subcultures, one's own culture and the culture of others (Schiffman & Kanuk, 2000). For older tweens having friends is important, however for young teens the need for friends is surpassed by the need to belong to a distinct group (Santrock, 2006; Newman & Newman, 2003). Thus part of the research study was to determine whether or not there were changes in reference groups subscribed to, as young teens entered high school. Questions relating to reference group changes in both questionnaires looked at friendship changes, popularity, and the need for acceptance of grade sevens versus grade eights. As such, the overall null hypothesis (H_0) tested was: peer groups influence young teens the most when buying clothing and as such young teens change their consumer behaviour and brand preferences to conform to the group. The statistical results of this section of the study were given first, followed by a discussion of the implications of these results.

4.4.1 Multiple Discriminant Analysis Findings

As was mentioned in section 4.3, questions five and six of both questionnaires asked each student to state their level of agreement with each of the twenty nine statements. Eight of the statements related to potential reference group changes. Once again the researcher ran multiple discriminant analysis tests on the school sets and the overall primary school and high school results. In each case, the specific null hypothesis (H_0) was that there would be statistically significant reference group changes between those in grade seven and those in

grade eight in each of the school sets. The researcher used a stepwise analysis requiring the F-to-enter to be greater than 3.5 for the results to be at an approximated significance level of 5%. Looking at the five school sets, the following results were obtained.

Only De Kuilen Primary and De Kuilen High, and Edgemead Primary and Edgemead High had statistically significant results at a 5% significance level. The two discriminant variables for the De Kuilen school set were: "being accepted by my group of friends is important to me" and "I prefer being with my friends than my family," while the discriminant variable for the Edgemead school set was "being popular is important to me."

De Kuilen Primary students strongly agreed (44.83%) and agreed (27.59%) that being accepted by their group of friends was important to them. However, De Kuilen High students agreed to a lesser extent with the statement, as only 24.14% strongly agreed, 37.93% agreed and 20.69% remained neutral. De Kuilen Primary students tended to disagree with the statement that they preferred being with their friends than their family. As such, only 6.9% of De Kuilen Primary students agreed while 31.03% remained neutral and 44.83% disagreed or strongly disagreed with the statement. However, De Kuilen High students did not disagree so vehemently, as 27.59% strongly agreed or agreed, 20.69% remained neutral and 41.37% disagreed or strongly disagreed. Students at Edgemead Primary disagreed with the statement that being popular was important to them. As such 13.79% remained neutral, 20.69% disagreed and 37.93% strongly disagreed with the statement. However, at Edgemead High there was mixed reaction, as 16.13% agreed, 19.35% remained neutral, 16.13% disagreed, and 25.81% strongly disagreed with the statement. Thus in both school sets the null hypotheses were accepted implying that statistically significant reference group changes were found between these grade sevens and grade eights. Once again, Box and whisker plots of these results, as well as discriminant function analysis summaries, classification matrices and other relevant statistical tables, can be viewed in Appendix E.

Once again, the results were more statistically significant for the De Kuilen school set who had a higher F-value and a lower p-level ($F(2,51)=5.3074$; $p<0.0081$), compared to the Edgemead school set ($F(1,53)=4.0880$; $p<0.0482$). However, in both the De Kuilen school set (0.80) and the Edgemead school set (0.30), the Squared Mahalanobis Distance was small thus indicating that while the distance might have been sufficient for the discriminant variable to be statistically significant, its usefulness was questionable. Again the Wilks' Lambda for both

school sets was considerably close to 1 at 0.8277 (De Kuilen) and 0.9284 (Edgemead). Thus the discriminant variables were not as significant in their ability to differentiate between the primary and high schools.

The discriminant variables identified from the De Kuilen school set were able to better classify students into their respective *a priori* groups, than the discriminant variable from the Edgemead school set. De Kuilen Primary and De Kuilen High achieved a relatively good correct classification percentage of 71.43% and 68.97% respectively, with a good average of 70.18%. While Edgemead Primary and Edgemead High achieved a good correct classification percentage of 75.86% and a dismal percentage of 48.39%, respectively, with an average of 61.67%. Thus the inability of the model to differentiate between the students at the Edgemead school set threw doubt on the significance of the discriminant variable.

No variables entered the multiple discriminant analysis models for Grove Primary and Westerford High, Kenridge Primary and Fairmont High, and Kuils River Primary and Sarepta Senior Secondary thus rejecting the null hypothesis at a 5% significance level implying that no statistically significant reference group changes were found to exist between the grade sevens and grade eights in these three school sets.

The researcher ran the same multiple discriminant analysis to compare all the primary schools with all the high schools to see whether any statistically significant reference group changes would be found overall. Although one variable entered the model ("The reason why some teens are popular is because they wear popular brands") with F (1,252)=3.6714, the null hypothesis had to be rejected as the p-level (0.0565) was greater than 0.05, the 5% significance level. Thus no statistically significant reference group changes were found overall between grade sevens and grade eights.

In general, the following trends were noticed across the five school sets, although only three were statistically significant. Both the grade sevens and the grade eights agreed that their friends liked the same clothing brands. Both were neutral regarding their friends' opinions about their clothes being important to them, and wearing popular brands being the reason why some teens were popular. The grade sevens agreed more than the grade eights that being accepted by their groups of friends was important to them, and that their family was more important to them than their friends. The grade eights disagreed more than the grade sevens

that they felt pressured by their friends to wear popular brands, while their was mixed reaction about preferring to be with friends rather than family.

4.4.2 Friendship Groups

Question three in both the questionnaires asked the students to describe their anticipated or actual friendship group in high school – whether they would be or were with the same group of friends they had in primary school, a new group of friends, a mixed group of both primary and high school friends, or not belong to any group. The following was said regarding the five school sets and the overall primary school and high school results.

Table 4.4.2 Friendship Groups in High School

	% Same	% New	% Mixed	% No group	% Other
All Primary	31.11	16.30	51.11	0.74	0.74
All High	15.94	27.54	56.52	0.00	0.00
Grove Primary	17.24	10.34	68.97	3.45	0.00
Westerford High	0.00	26.67	73.33	0.00	0.00
Kenridge Primary	21.05	10.53	68.42	0.00	0.00
Fairmont High	13.04	21.74	65.22	0.00	0.00
De Kuilen Primary	44.83	6.90	44.83	0.00	3.45
De Kuilen High	17.86	32.14	50.00	0.00	0.00
Edgemead Primary	48.28	17.24	34.48	0.00	0.00
Edgemead High	19.35	19.35	61.29	0.00	0.00
Kuils River Primary	20.69	34.48	44.83	0.00	0.00
Sarepta Senior Secondary	30.77	38.46	30.77	0.00	0.00

As can be seen in Table 4.4.2, the majority of the students questioned at Grove Primary and Westerford High anticipated (68.97%) and actually had (73.33%) a mixed friendship group in high school. Although some students from Grove Primary wished to remain in the same friendship groups (17.24%) none of the students (0%) questioned at Westerford High had the same friendship groups from primary school. At Grove Primary 10.34% of the students wanted to join a new group of friends, none of whom were going to Westerford, however 26.67% of those questioned at Westerford High had joined a new friendship group. It should be noted that only 33.33% of students questioned at Westerford High came from Grove Primary and only one of the students (3.33%) who joined a new group of friends in high

school was from Grove Primary. The rest came from other schools thus the majority of students in this school set anticipated and actually had mixed friendship groups in high school.

For Kenridge Primary and Fairmont High, the majority of students anticipated (68.42%) and actually had (65.22%) mixed friendship groups in high school. Of those students who joined a new group at Fairmont High (21.74%), none of them came from Kenridge Primary. While there were those at Kenridge Primary who anticipated remaining in the same friendship group (21.05%), less actually experienced it (13.04%) at Fairmont High. Fairmont High had two or three good feeder schools and the school did make a concerted effort to mix their grade eight classes to avoid primary school cliques. Thus the majority of students in this school set anticipated and actually had mixed friendship groups in high school.

De Kuilen Primary and De Kuilen High had interesting results for this question. The number of anticipated (44.83%) and actual same friendship groups (17.24%, all from De Kuilen Primary) in high school was lower than one would have expected considering they were the best feeder school set. However, the number of anticipated (44.83%) and actual (48.28%) mixed friendship groups was far more consistent from both the primary and high school. Although only 6.90% of students at De Kuilen Primary anticipated joining a new group in high school, a surprising 31.03% of the grade eights at De Kuilen High actually did. However, it should be noted that only one of the students (3.70%) from De Kuilen Primary actually joined a new group, the rest were from other schools. Once again, one had to realize that grade eight classes were mixed with students from varying primary schools, and thus one had to carefully examine the results to avoid misinterpreting them. As such, the majority of students in this school set anticipated and actually had mixed friendship groups in high school.

Most of the students from Edgemead Primary anticipated either remaining in their same friendship groups (48.28%) or having a mixed group of friends in high school (34.48%), while few anticipated joining a new group (17.24%). However, the majority of students at Edgemead High had a mixed friendship group (61.29%), with few remaining in the same friendship groups as primary school (19.35%) or joining new ones (19.35%) in high school. The differing results with regards to same friendship groups (48.28% and 19.35%) could be explained in that only 38.71% of the students questioned at Edgemead High came from

Edgemead Primary, while the vast majority of students questioned at Edgemead Primary (75.86%) planned on attending Edgemead High. Consequently, the majority of the primary school students in this school set anticipated remaining in the same friendship groups, while those from high school actually had mixed friendship groups.

At Kuils River Primary and Sarepta Senior Secondary, 44.83% of the students anticipated and 30.77% (all from Kuils River Primary) actually had a mixed group of friends in high school. However, the most prevalent occurrence at Sarepta Senior Secondary was 38.46% joining a new group of friends (although less than half had attended Kuils River Primary), while 34.48% of the students at Kuils River Primary had anticipated this. Of those questioned at Kuils River Primary only 20.69% wanted to remain with the same group of friends, while 30.77% students at Sarepta Senior Secondary (all from Kuils River Primary) had the same group of friends in high school. Consequently, the majority of the primary school students in this school set anticipated having mixed friendship groups, while those from high school actually had joined new friendship groups.

Overall, most primary school students questioned (51.11%) anticipated being in a mixed group of friends in high school, which was confirmed by the majority of high school students questioned (56.12%) belonging to a mixed group of friends. However, while some primary school students (31.11%) had hoped to remain with the same group of friends in high school, the reality (15.83%) was that this was not always the case. Rather, more students joined new friendship groups (27.34%) in high school than was expected by primary school students (16.30%).

4.4.3 Discussion on Reference Group Changes

From the findings in section 4.4.1 it was clear that only two out of the five school sets showed any statistically significant differences between primary school and high school with regards to reference groups. However, the significance of the discriminant variables was thrown into question due to the low F-values, Squared Mahalanobis Distances and high Wilks' Lambdas. Nevertheless, the results still proved useful in explaining some of the behaviour and opinions shown by the grade sevens and grade eights in the research study.

The results obtained from the De Kuilen school set showed that peer group acceptance was more important to the grade sevens than the grade eights, contrary to what was expected. Even though Elliott and Leonard (2002:348) suggested that the "strongest influence on children is their peer groups: friends and siblings," for older tweens having friends was important, however for young teens the need for friends was meant to be surpassed by the need to belong to a distinct group (Santrock, 2006; Newman & Newman, 2003). Consequently, the need for acceptance was meant to heighten in high school, not dissipate in grade eight.

In addition, the statistical findings showed that grade sevens preferred being with their family rather than their friends, while the grade eights were beginning to change – a finding that matched expectations and was found in two other school sets. As was mentioned in the literature review, older tweens started to distance themselves from their family and gradually developed closer relationships with their friends, as they became young teens (Santrock, 2006; Dotson & Hyatt, 2005; Waddell, 2005; Rankin *et al.*, 2004; Siegel *et al.*, 2004; Clarke, 2003; Newman & Newman, 2003; Underwood & Hurley, 1999). However, contrary to popular opinion, family relationships were still important during adolescence as they provided support and helped young teens to positively adapt to their environment (Dawes, 2006; Wild, 2006). Although for some young teens, poor family relationships often resulted in peers becoming their family with their own set of norms (Campbell, 2006; Dawes, 2006). Nevertheless, conflict still arose between parents and young teens, as young teens were trying to find their identity and the importance of friendships at this stage rendered young teens more susceptible to peer pressure than before (Campbell, 2006; Te Roller, 2006; Wild, 2006).

Another finding was that grade sevens at Edgemead Primary said that popularity was unimportant to them, while there was mixed reaction at Edgemead High. This also corroborated what was mentioned in the literature review. Young teens became increasingly "preoccupied with peer approval, acceptance, and popularity" (de Bruyn & van den Boom, 2005:558; Grant & Stephen, 2005; Santrock; 2005; Sessanna, 2004; Solomon & Rabolt, 2004; Beaudoin *et al.*, 2003; Clarke, 2003; Elliott & Leonard, 2002). In high school a young teen was a small fish in a big pond, unlike primary school where they were the gatekeepers, so popularity amongst one's peers boosted one's self-esteem and gave one a sense of identity and belonging (Campbell, 2006; Dawes, 2006; Simpson, 2006). However, popularity was not always about one's appearance, although being fashionably dressed was still important. Being

self-confident, friendly and the ability to interact with others caused some young teens to be well liked (Campbell, 2006; Te Roller, 2006).

In addition, the results regarding friendship groups in high school showed that a larger percentage of students in the Grove, Kenridge and De Kuilen school sets anticipated and actually joined mixed friendship groups. While two of the school sets, Edgemead and Kuils River, showed conflicting opinions regarding friendship groups in high school. Thus for all school sets one could suggest that reference groups changed at some point due to the majority of grade eights joining a mixed group of friends in high school (Grove, Kenridge, De Kuilen, Edgemead school sets), or a new group of friends (Kuils River school set). Consequently, the friendship group changes might have caused a change in consumer behaviour or brand preferences of young teens. However, minimal behavioural change was actually shown between grade sevens and grade eights in this section and when there was change it was specific to the De Kuilen and Edgemead school sets. Thus with the exception of the De Kuilen and Edgemead school sets, the null hypothesis for this research objective would have to be rejected, implying that peer groups did not result in young teens changing their consumer behaviour after the transition from primary school to high school. However, changes in brand preferences were analyzed in section 4.7.

4.5 Role Model Changes and their affect on Consumer Behaviour and Brand Preferences

In the literature review it was mentioned that as children grew older and became more peer-oriented (Santrock, 2006; Rubin *et al.*, 2004; Siegel *et al.*, 2004; Newman & Newman, 2003), parents started to lose their role model status, as friends, older teenagers and celebrities replaced them. Thus part of the research study was to discover whether or not there was a change in role models or their role, as older tweens progressed from primary school to high school. Questions relating to role model changes in both questionnaires looked at parents, peers, celebrities or sports stars (both local and international), and music bands as role models with regards to grade sevens and grade eights. As such, the there were two null hypotheses (H_0) tested. Firstly, young teenagers have different role models in high school and as such their consumer behaviour changes. Secondly, older siblings and older teenagers do not influence young teens when buying clothes, as much as celebrities. The statistical results of

this section of the study were given first, followed by a discussion of the implications of these results.

4.5.1 Multiple Discriminant Analysis Findings

Nine of the twenty nine statements found in questions five and six of both questionnaires related to role models and the media. A multiple discriminant analysis test was used on each of the school sets and the overall primary school and high school results and in each case the specific null hypothesis (H_0) was that there would be statistically significant role model changes between those in grade seven and those in grade eight in each of the school sets. The researcher used a stepwise analysis requiring the F-to-enter to be greater than 3.5 for the results to be at an approximated significance level of 5%. Looking at the five school sets, the following results were obtained.

Only Grove Primary and Westerford High, and Kuils River Primary and Sarepta Senior Secondary had statistically significant results at a 5% significance level. The discriminant variable for the Grove school set was "I'm the one who gives my friends advice on what to buy or wear," while the one for the Kuils River school set was "I'm normally the first one in my group of friends to buy the latest fashion."

With regards to Grove Primary, the students were more neutral on giving their friends advice on what to buy or wear. Thus 3.44% strongly agreed, 24.14% agreed, 27.59% remained neutral, 27.59% disagreed and 6.90% strongly agreed with the statement. However, students at Westerford High disagreed that they gave their friends advice on what to buy or wear. In this case, 3.33% strongly agree, 3.33% agreed, 30% remained neutral, while 26.67% disagreed and 16.67% strongly disagreed. At Kuils River Primary, the students ended up being more neutral on being the ones in their friendship groups to buy the latest fashion. While some strongly agreed (17.24%) or agreed (6.90%), there were more who remained neutral (31.03%) and those who disagreed (20.69%) or strongly disagreed (3.44%) with the statement. Students at Sarepta Senior Secondary were more inclined to disagree that they were the ones in their friendship groups to buy the latest fashion. Thus no one strongly agreed, 3.84% agreed, 23.08% remained neutral, while 30.77% disagreed and 11.54% strongly disagreed with the statement.

Thus in both school sets the null hypothesis was accepted implying that statistically significant reference group changes were found between these grade sevens and grade eights. Box and whisker plots of these results, as well as discriminant function analysis summaries, classification matrices and other relevant statistical tables, can be viewed in Appendix F.

The results were more statistically significant for the Kuils River school set who had a higher F-value and a lower p-level ($F(1,47)=7.1330$; $p<0.0104$), compared to the Grove school set ($F(1,55)=5.2273$; $p<0.0261$). However, in both the Kuils River school set (0.59) and the Grove school set (0.37), the small Squared Mahalanobis Distances questioned the significance of the two discriminant variables. Again the Wilks' Lambda for both school sets was considerably close to 1 at 0.8682 (Kuils River) and 0.9132 (Grove) showing that the discriminant variables were not as significant in their ability to differentiate between the primary and high schools.

Both the Kuils River and the Grove school sets were unable to classify students into their respective *a priori* groups particularly well. The Kuils River school set achieved an overall correct classification percentage of 58.18%, with Kuils River Primary at a reasonably good 68.97% and Sarepta Senior Secondary at a dismal 46.15%. The Grove school set achieved an overall correct classification percentage of 59.32%, with Grove Primary obtaining a reasonable 65.52% and Westerford High at 53.33%. Thus the usefulness of the two discriminant variables to classify students into either primary or high school was questionable.

No variables entered the multiple discriminant analysis models for Kenridge Primary and Fairmont High, and Edgemead Primary and Edgemead High. Although one variable "my favourite music band influences the way I dress" entered the model for De Kuilen Primary and De Kuilen High, it was rejected at the 5% significance level as $p<0.0564$ was greater than 0.05. Thus for all three school sets the null hypothesis was rejected at a 5% significance level implying that no statistically significant role model changes were found to exist between the grade sevens and grade eights.

The researcher also ran the same multiple discriminant analysis to compare all the primary schools with all the high schools. One variable entered the model ("I'm normally the first one in my group of friends to buy the latest fashion") with $F(1,261)=7.4716$ and $p<0.0067$. Primary school students tended to disagree that they were the first in their friendship group to

buy the latest fashion. As such 11.85% agreed, 37.78% remained neutral, and 20% disagreed with the statement. High school students on the other hand, disagreed more vehemently with being the first ones in their friendship groups to buy the latest fashion. Thus 33.81% remained neutral, 25.18% disagreed, and 10.79% strongly disagreed. Thus the null hypothesis was accepted implying that statistically significant developmental differences were found between grade sevens and grade eights.

Even though the F-value and p-level for the overall multiple discriminant analysis was higher and lower, respectively, than the individual school sets, the Squared Mahalanobis Distance of 0.11 was still very low. In addition, the Wilks' Lambda (0.9722) was worse than before indicating that this discriminant variable was not as significant as initially presumed. While the ability of this model to correctly classify was a respectable 71.85% for primary schools, the dismal 41.73% for high schools dragged the average down to 56.57%.

In general, the following trends were noticed across the five school sets, although only two were statistically significant. Grade eights disagreed more than the grade sevens that they asked their friends for advice on what clothing to wear or buy, that they were the first ones in the group to buy the latest fashion, that they gave their friends advice on what to wear or buy, that music bands influenced the way they dressed, and that they preferred local to international celebrities. Both the grade sevens and eights tended to agree that they often changed their mind about who their favourite celebrity or sports person was, and both disagreed that they had no role models. The grade sevens agreed more so than the grade eights that their parents were their role models, and that they'd have the same role models in high school.

4.5.2 Influencing Clothing Choices

Question four in both the questionnaires asked the students how they normally found out what clothing was fashionable or trendy. This particular question was a multiple response question thus students were able to choose more than one answer. The following results, viewed in Table 4.5.2, regarding the five school sets and the overall primary and high school results were as follows.

Four of the five school sets walked around the shopping centre to see what was in fashion as their first choice in finding out what clothing was fashionable or trendy. However, thereafter the choices started to differ somewhat. It was interesting to note that Grove Primary and Westerford High had the exact same three choices in the same order, although the percentages differed slightly with more grade eight students walking around shopping centres to look at the latest fashion than grade sevens. Thus little change in consumer behaviour with regards to clothing influences could be identified for this school set.

Table 4.5.2 Influencing Clothing Choices

	First Choice	%	Second Choice	%	Third Choice	%
All Primary	Shopping centre	54.81	Magazines	37.78	Look at friends or others	30.37
All High	Shopping centre	48.20	Not interested in fashion	31.65	Magazines	28.78
Grove Primary	Shopping centre	41.38	Look at friends or others	34.48	Magazines	31.03
Westerford High	Shopping centre	50.00	Look at friends or others	33.33	Magazines	26.67
Kenridge Primary	Look at friends or others	57.89	Shopping centre	42.11	Not interested in fashion	26.32
Fairmont High	Magazines/Not interested in fashion	43.48	Shopping centre/Look at friends or others	34.78	Look at older teenagers	21.74
De Kuilen Primary	Shopping centre	51.72	Magazines/Ask older siblings	34.48	Ask my friends/Not interested in fashion	27.59
De Kuilen High	Shopping centre	58.62	Not interested in fashion	41.38	Look at older teenagers	24.14
Edgemead Primary	Shopping centre	58.62	Look at friends or others	37.93	Magazines	34.48
Edgemead High	Shopping centre/Magazines	35.48	Not interested in fashion	29.03	Ask my friends/Look at older teenagers	22.58
Kuils River Primary	Shopping centre	75.86	Magazines	62.07	Celebrities	34.48
Sarepta Senior Secondary	Shopping centre	61.54	Look at friends or others/Magazines	30.77	Ask my friends/Not interested in fashion	23.08

Kenridge Primary and Fairmont High differed from the rest of the school sets as well as with each other in their choices. While 57.89% of the students at Kenridge were more inclined to look at what their friends or other people were wearing, this became less important at Fairmont as it dropped to 34.78% as the second choice. Looking at magazines and having one's own style of fashion (43.48%) was more important for the students at Fairmont. An interesting observation was that even though students would choose the "not interested in fashion" option, they would still provide another answer as well. Thus, rather ironically, while

they may have had their 'unique' style, they were nonetheless influenced in their clothing choices. The students at both Kenridge and Fairmont walked around the shopping centre to see what was in fashion (34.78%) as their second option, although the percentage dropped from primary school to high school. The third choice for both schools differed, as 26.67% of those at Kenridge had their own style and weren't interested in fashion (this increased when they arrived in high school), while 21.74% of those at Fairmont asked their older brother or sister for advice. Thus some change in consumer behaviour with regards to clothing influences could be identified for this school set.

Students from both De Kuilen Primary and De Kuilen High walked around the shopping centre to see what was in fashion, although this increased slightly from 51.72% in primary school to 58.62% in high school. However, thereafter their choices differed. While those in primary school were more inclined to look at magazines or ask their older siblings (34.48%) as their second choice these didn't even feature in high school. Those in high school were more inclined to have their own style of fashion (41.38%), as their second choice, something that was (along with asking friends) less important in primary school (27.59%). Those in high school looked to older teenagers (21.74%), as a third choice, to identify what was in fashion or trendy. It was interesting to note in this school set that those in primary school were more proactive in finding out what was fashionable, as they asked others such as friends or older siblings, while those in high school observed or had their own style. Thus some change in consumer behaviour with regards to clothing influences could be identified for this school set.

Students from both Edgemead Primary and Edgemead High walked around the shopping centre to see what was in fashion, although this decreased substantially from 58.62% in primary school to 35.48% in high school. While those in high school also nominated looking at magazines as their first choice (58.62%), this was seen as less important in primary school, as it was only their third most used option (34.48%) to identify what was fashionable or trendy. Students in primary school preferred to look at friends or others (37.93%) as their second choice, while those in high school preferred to have their own style (29.03%) and not be interested in fashion. The third option for those in high school was to ask friends or look at older teenagers (22.58%) to see what was in fashion or trendy, something that those in primary school didn't even consider. Thus some change in consumer behaviour with regards to clothing influences was identified for this school set.

Students from both Kuils River Primary and Sarepta Senior Secondary strongly believed in walking around the shopping centre, as a means of identifying what was fashionable or trendy, although the percentage dropped from 75.86% in primary school to 61.54% in high school. While those in primary school felt strongly about looking in magazines (62.07%) as their second option, those in high school also looked at magazines and their friends and others (30.77%) as their second option, although to a far lesser extent. However, those in primary school differed with those in high school on their third option. While the students in primary school noted what celebrities were wearing (34.48%), this didn't even feature in high school where the students were more interested in asking their friends or having their own style of fashion (23.08%). Although there were similarities between the grade sevens and grade eights, grade sevens had more definite choices (higher percentages), while grade eights were more diversified in their choices. Thus some change in consumer behaviour with regards to clothing influences was identified for this school set.

4.5.3 Discussion on Role Model Changes

From the findings in section 4.5.1 it was clear that only two out of the five school sets showed any statistically significant differences between primary school and high school with regards to role model changes. However, the significance of the two discriminant variables was thrown into question due to the low F-values, Squared Mahalanobis Distances and high Wilks' Lambdas. Nevertheless, the results still proved useful in explaining some of the behaviour and opinions shown by the grade sevens and grade eights in the research study.

It was interesting that the only two variables found to differ between grade sevens and grade eights were those relating to providing friends with fashion or trend information. This implied that no statistically significant differences were found to exist between grade sevens and grade eights with regards to changing one's role model in high school, parents being role models, the influence of music bands, local versus international celebrities and sports stars, or even asking a friend for fashion advice.

However, the results showed that some grade sevens were more confident and agreed that they gave their friends advice on what to buy or wear (27.58%), or were the ones in their friendship groups to buy the latest fashion (24.14%), while there were very few grade eights who agreed with this (6.66% and 3.84%, respectively). The effects of the transition from

primary school to high school could explain these results. In the literature review, it was mentioned that for older tweens "it is not just a great transition, but also a great fall – in the feeling of social mastery, status, power and security – that occurs almost overnight" (Kvalsund, 2000:411). Thus one could say that the seniority and status of being a grade seven (and perhaps their friendship group status) gave some the confidence to perceive themselves as knowledgeable and trend leaders. The greater need for acceptance in grade seven, as opposed to grade eight (one of the findings in section 4.4) may have resulted in information sharing or trying to be the 'coolest' by wearing the latest fashion. However, when they reached high school they fell in their status and security, as mixed friendship groups evolved.

According to the results in section 4.5.2, the grade sevens and eights in four of the five school sets walked around shopping centres to discover what was in fashion. Other popular methods included looking at what friends and others were wearing followed by paging through magazines or not being interested in fashion. This agreed with research conducted by Grant and Stephen (2005) showing that while media such as television and magazine advertisements regarding fashion were seen as informative, the opinions of peers had a far more influential role in clothing purchasing decisions. The results regarding magazines were also interesting in that one would have thought that high school students would have been more interested in them for their fashion tips and glamorising of celebrities, yet magazines seemed to be preferred by primary school students. However, one could suggest that those in high school started to develop their own preferences and styles of fashion and were less caught up with what their friends looked like, the third option for primary schools.

Furthermore, the grade sevens in only one school set mentioned asking their older siblings for fashion advice. According to the literature review, the lack of sibling influence could be explained in that young teens often feel the need to differentiate themselves from other age groups, even older siblings (Siegel *et al.*, 2004; Clarke, 2003). Although one could have argued that older siblings were fashion role models to young teens (aspirational), as they socialised with older teenagers (Simpson, 2006; Te Roller, 2006). It was however interesting to note that the grade eights in three of the school sets included looking at older teenagers as a means of identifying fashionable or trendy clothing (all were the third option). This showed that grade eights aspired to dress like older teenagers. In addition, the grade sevens in only one school set mentioned looking at celebrities or sports stars for fashion advice, which is contrary to the literature review where it highlighted that celebrities directly influenced the

fashion styles and brands adopted by young teens (TrendYouth 2 Study, 2003; Te Roller, 2006). However, one could argue that young teens still looked to their favourite celebrities in the magazines they read for inspiration and dress sense, especially teenage celebrities (Lederle, 2006). Yet young teens "...don't say Mischa Barton is my idol. They think she's cool and look to her for inspiration, but like they would do from their friends, so they regard her on the same level" (Lederle, 2006).

Thus it seemed that besides the shopping centres, both the grade sevens and eights tended to look at what other people were wearing – whether it was their friends, older teenagers, pictures in magazines, siblings or celebrities. While the concept of looking at others remained across the three choices of both the grade sevens and eights, differences in particular choices were noted within various school sets. These differences could be seen in the second and third choices, often with varying percentage changes. Grove Primary and Westerford High had the same three choices in the same order with very similar weightings and thus no change in consumer behaviour could be identified between those grade sevens and eights. The rest of the school sets showed changes in consumer behaviour between the grade sevens and the grade eights, despite most preferring to walk around the shopping centre.

Overall, however, while no statistically significant findings could be found to confirm that role models changed between grade seven and grade eight, evidence was found to show that the way in which fashionable clothing was found differed in four of the five school sets. Such means included walking around shopping centres, but more importantly for this section of research it showed that older siblings and celebrities played a smaller role in the clothing decision making process of both grade sevens and grade eights than was initially presumed. It contradicted the literature review, which stated that the role models of young teens change from being amongst others, parents and siblings, to being their peers and prominent soap stars and celebrities (Clarke, 2003). However, a concrete decision regarding a change in role models will only be made once the section on branded clothing and brand loyalty has been reviewed, as some of the information in that section was needed for this one.

4.6 Financial Changes and their affect on Consumer Behaviour and Brand Preferences

In the literature review it was mentioned that by the time a young teen entered high school, their disposable income had increased rather significantly thus enabling them to entirely or partially afford the brand-label clothing they desired. Thus part of the research study was to investigate whether there was any difference in the financial resources available to older tweens versus young teens. Questions relating to financial changes in both questionnaires looked at how much pocket money grade sevens and grade eights received, what they spent their pocket money on, and with whom they normally went shopping. As such, the there were two null hypotheses (H_0) tested. Firstly, grade eights received more pocket money in high school thus allowing their consumer behaviour to change. Secondly, parents still paid for large portions of young teen clothing allowing for a change in consumer behaviour. The statistical results of this section of the study were given first, followed by a discussion of the implications of these results.

4.6.1 Multiple Discriminant Analysis

Only three of the twenty nine statements found in questions five and six of both questionnaires related to financial changes that may affect the consumer behaviour and brand preferences of young teens. Multiple discriminant analysis tests were run on each of the school sets and the overall primary school and high school results. In each case, the specific null hypothesis (H_0) was that there would be statistically significant financial changes between those in grade seven and those in grade eight in each of the school sets. The researcher used a stepwise analysis. Looking at the five school sets, the following results were obtained.

Only Kenridge Primary and Fairmont High, and De Kuilen Primary and De Kuilen High had statistically significant results at a 5% significance level. The two variables that best discriminated within the Kenridge school set were "I buy cheaper clothes because I'll probably only wear it for one season" and "I spend most of my money on clothes," while the discriminant variable found in the De Kuilen school set was "I'll probably get more pocket money when I'm in grade 8 next year." Students at Kenridge Primary tended to disagree with buying cheaper clothes because they'd only wear it for one season. Students mainly chose to

either remain neutral (36.84%) or disagree (36.84%) with the statement. On the other hand, students had Fairmont High agreed that they buy cheaper clothes as they'd probably only wear it for one season. As such 17.39% strongly agreed, 21.74% agreed and 30.43% remained neutral.

With regards to the second statement, students at Kenridge Primary disagreed with spending most of their money on clothing. Thus 15.79% agreed, 10.53% remained neutral, and 36.84% disagreed. At Fairmont High, the students had opposing viewpoints, although they tended to disagree with the statement. While 47.82% strongly disagreed with spending most of their money on clothing, 26.08% either strongly agreed or agreed. At De Kuilen Primary, the students agreed that they would get more pocket money in grade eight. Thus 17.24% strongly agreed, 24.14% agreed, and 27.59% remained neutral. The students at De Kuilen High had mixed reactions with regards to receiving more pocket money in grade eight, although they tended to disagree slightly. While 31.03% strongly agreed or agreed with the statement, 10.34% remained neutral and 48.27% disagreed or strongly disagreed.

Thus in both school sets the null hypotheses were accepted implying that statistically significant financial changes were found between grade sevens and grade eights. Box and whisker plots of these results, as well as discriminant function analysis summaries, classification matrices and other relevant statistical tables, could be viewed in Appendix G.

The results from the multiple discriminant analysis were more statistically significant for the De Kuilen school set who had a higher F-value and a lower p-level ($F(1,53)=9.6799$; $p<0.0030$), compared to the Kenridge school set ($F(2,38)=4.9634$; $p<0.0122$). However, when looking at the Squared Mahalanobis Distance the significance of the discriminant variables were thrown into question. In both the De Kuilen school set (0.70) and the Kenridge school set (1.009), the Squared Mahalanobis Distances were small thus the usefulness of the discriminant variable was questionable. Furthermore, with regards to Wilks' Lambda, while the values for the De Kuilen school set (0.8456) and the Kenridge school set (0.7929) were lower than the other multiple discriminant analysis models, they were still high and confirmed the observation made regarding the significance of the discriminant variables.

The ability to classify the students into their respective *a priori* groups of either a primary school or a high school also differed between the two school sets. Kenridge Primary and

Fairmont High achieved a good correct classification percentage average of 75.61%, with each obtaining 61.11% and an excellent 86.96%, respectively. However, De Kuilen Primary and De Kuilen High achieved a reasonable average of 65.52%, with each obtaining a dismal 57.14% and good 73.33%, respectively.

No variables entered the multiple discriminant analysis models for Grove Primary and Westerford High, Edgemead Primary and Edgemead High, and Kuils River Primary and Sarepta Senior Secondary thus rejecting the null hypothesis. At a 5% significance level no statistically significant financial changes were found to exist between the grade sevens and grade eights in these three school sets.

Once again, the researcher ran the same multiple discriminant analysis to compare all the primary schools with all the high schools to see whether any statistically significant financial changes would be found overall between grade sevens and grade eights. However, no variables entered the model and thus the null hypothesis was rejected as no statistically significant financial changes were found overall between grade sevens and grade eights.

Thus on the whole, grade sevens agreed that they would get more pocket money when they reached high school, while the grade eights remained neutral on the matter. The grade sevens were neutral that they spent most of their pocket money on clothes, while the grade eights disagreed. Both grades disagreed that they would buy cheaper clothing because they would only wear it for one season.

4.6.2 Receiving Pocket Money

Question eight in both questionnaires asked the students how much pocket money they received per month. Some students did not wish to disclose this information, while others wrote exorbitant amounts that realistically were disbelieving thus the researcher chose to use some discretion. The information seen in Table 4.6.2 was a compilation of the descriptive statistics per school regarding pocket money received.

Table 4.6.2 Receiving Pocket Money

	Valid N	**Missing**	**Mean**	**Min**	**Max**	**Std Dev.**
All Primary Schools	117	18	116.11	0.00	550.00	110.35
All High Schools	121	18	143.55	0.00	1000.00	143.98
Grove Primary	25	4	92.60	0.00	250.00	68.89
Westerford High	29	1	151.72	0.00	500.00	131.50
Kenridge Primary	17	2	76.47	0.00	175.00	56.29
Fairmont High	23	0	127.39	0.00	280.00	65.59
De Kuilen Primary	24	5	162.71	0.00	550.00	173.68
De Kuilen High	23	6	149.35	0.00	500.00	155.20
Edgemead Primary	27	2	100.19	0.00	300.00	65.21
Edgemead High	26	5	169.23	0.00	1000.00	204.74
Kuils River Primary	24	5	140.00	0.00	400.00	119.85
Sarepta Senior Secondary	20	6	110.25	0.00	400.00	122.05

At Grove Primary and Westerford High there was quite a significant difference between the average pocket money received by grade seven students (R92.60) and those in grade eight (R151.72). The standard deviation in pocket money was also less for those in grade seven (68.89), with a minimum of R0 and a maximum of R250, compared to those in grade eight (131.50), who had a minimum of R0 and maximum of R500. The implication was that parents gave similar values in pocket money to grade sevens, mainly in the R50 to R150 range, while there were greater differences in pocket money given to grade eights, as students mainly received R50 to R100 or R150 to R200 per month. Thus a change in consumer behaviour in this school set may have occurred after the transition from primary school to high school, from a financial point of view.

At Kenridge Primary and Fairmont High there was also quite a significant difference between the average pocket money received by grade seven students (R76.47) and those in grade eight (R127.39). However, the standard deviation in pocket money was similar for both the primary and high school although it was slightly less for those in grade seven (56.29), with a minimum of R0 and a maximum of R175, compared to those in grade eight (65.59), who had a minimum of R0 and maximum of R280 (incidentally, the lowest maximum of all the school sets). The implication was that the relevant parents gave similar values in pocket money to grade sevens, (mainly in the R50 to R100 range) and grade eights (mainly R50 to R150) per month, although overall those in grade eight received more. Thus a change in consumer behaviour in this school set may have occurred after the transition from primary school to high school, from a financial point of view.

De Kuilen Primary and De Kuilen High were the first of two sets of schools to have those in grade seven (R162.71) receive more pocket money on average than those in grade eight (R149.35). The reason was two-fold. Six students (20.69%) at De Kuilen High did not answer the question and seven of the students (24.14%) questioned did not receive pocket money, thus skewing the results seen in Table 4.6.2. In addition, the average pocket money received by grade seven students at De Kuilen Primary was the highest of all the school sets, with a minimum of R0 and a maximum of R550 and a standard deviation of 173.68. While those in grade eight received a minimum of R0 and a maximum of R500 with a standard deviation of 155.20. However, grade sevens had a higher standard deviation due to three students (10.34%) receiving R500 or more per month when the majority of grade sevens received between R0 and R100. The majority of grade eights, on the other hand, either received no pocket money or R100 to R200 per month, although two students (6.90%) received R500 or more per month in pocket money. Thus the pocket money averages in this school set were misleading and having taken a closer look at the results there was evidence that a change in consumer behaviour in this school set may have occurred after the transition from primary school to high school, from a financial point of view.

At Edgemead Primary and Edgemead High there was quite a significant difference between the average pocket money received by grade seven students (R100.19) and those in grade eight (R169.23). The standard deviation in pocket money was considerably less for those in grade seven (65.21), with a minimum of R0 and a maximum of R300, compared to those in grade eight (204.74), who had a minimum of R0 and maximum of R1000 (the highest maximum of all the school sets). The implication was that parents gave similar values in pocket money to grade sevens, mainly in the R0 to R150 range. There were greater differences in pocket money given to grade eights, mainly attributed to the two students (6.45%) who received R500 or more per month, while most students mainly received R0 to R200 per month in pocket money. Thus a change in consumer behaviour in this school set may have occurred after the transition from primary school to high school, from a financial point of view.

Kuils River Primary and Sarepta Senior Secondary were the second of two sets of schools to have those in grade seven (R140.00) receive more pocket money on average than those in grade eight (R110.25). The reason was also two-fold. Six students (23.08%) from Sarepta did not answer the question and four of the students (15.38%) questioned did not receive pocket

money, thus skewing the results seen in Table 4.6.2. However, the standard deviation in pocket money was similar for both the primary and high school although it was slightly less for those in grade seven (119.85), with a minimum of R0 and a maximum of R400, compared to those in grade eight (122.05), who also had a minimum of R0 and maximum of R400. The standard deviations showed that there was considerable variance in the pocket money for both the grade sevens and eights. Grade sevens mainly received pocket money in the R0 to R150 and the R200 to R400 range, while grade eights also mainly received R0 to R150 per month, with a few students receiving R200 to R400 per month. Thus this was the only school set where a change in consumer behaviour did not occur after the transition from primary school to high school, from a financial point of view.

Overall however, the average amount of pocket money received per month increased from primary school (R116.11) to high school (R143.55), with some students in both primary school and high school still not receiving pocket money, while the maximum increased from R550 to R1000 per month. The standard deviation for the primary schools (110.35) was less than that of the high schools (143.98) indicating that there was less variance in the amounts received by primary school students, while the amount varied more in high school. Consequently, there was overall evidence that high school students received more pocket money than those in primary school, although this differed according to specific school sets. However, one still needed to ascertain what primary and high school students actually spent their pocket money on.

4.6.3 Spending Pocket Money

Question seven in both questionnaires asked the students, if they received pocket money, to list three categories that they spent most of it on. The results seen below in Table 4.6.3 were the three main categories that grade sevens and grade eights in the ten schools spent their pocket money on.

Table 4.6.3 Spending Pocket Money

	First Choice	%	Second Choice	%	Third Choice	%
All Primary	Clothing	60.00	Food or Sweets	23.70	Shoes	21.48
All High	Clothing	44.60	Food or Sweets	37.41	Going out	20.14
Grove Primary	Clothing	48.28	Computer Games or Playstation / Accessories or Jewellery	24.14	Food or Sweets	20.69
Westerford High	Clothing	46.67	Food or Sweets	33.33	Computer Games or Playstation / Movies or DVDs	26.67
Kenridge Primary	Clothing	42.11	Food or Sweets	26.32	Going out / Save it / Don't receive	21.05
Fairmont High	Clothing	47.83	Food or Sweets	43.48	Movies / DVDs	30.43
De Kuilen Primary	Clothing	68.97	Computer Games or Playstation	34.48	Food or Sweets	31.03
De Kuilen High	Food or Sweets	44.83	Clothing	34.48	Cellphone or Airtime	27.59
Edgemead Primary	Clothing	65.52	Cellphone or Airtime / Shoes / Save it	20.69	Computer Games or Playstation / Music or CDs	17.24
Edgemead High	Clothing	51.62	Food or Sweets / Cellphone or Airtime / Save it	22.58	Don't receive	19.35
Kuils River Primary	Clothing	68.97	Shoes	41.38	Food or Sweets	31.03
Sarepta Senior Secondary	Food or Sweets	46.15	Clothing	42.31	Going out	30.77

The most frequently mentioned category by students in three of the five school sets was that they all spent part of their pocket money on clothing. However, thereafter the choices started to differ somewhat. At Grove Primary and Westerford High, most spent part of their pocket money on clothing, although there was a very slight drop in percentage from primary school (48.28%) to high school (46.67%). In primary school more emphasis was placed on purchasing computer games or playstation and accessories or jewellery (24.14%) with food and sweets (20.69%) in third place. However, in high school this was reversed as computer games or playstation moved down to third place (along with movies or DVDs), and food or sweets (33.33%) gained preference and moved up to second place. Thus, for this school set, there was a slight change in consumer behaviour after the transition from primary school to high school with regards to spending pocket money.

Students at Kenridge Primary and Fairmont High had similar spending patterns. Both grade sevens (42.11%) and grade eights (47.83%) preferred to spend part of their pocket money on clothing, with an increased prevalence in grade eight. Both grade sevens (26.32%) and grade

eights (43.48%) also spent part of their pocket money on food or sweets, however this increased significantly from grade seven to grade eight. However, both grades differed on the third option, even amongst themselves. While some grade sevens enjoyed spending money on going out with friends, some preferred to save part of their pocket money, while others did not receive at all (21.05%). Grade eights were more unanimous in their decision of spending part of their pocket money on going to the cinema or renting DVDs (31.03%). Thus while both grade sevens and grade eights agreed to some extend on how to spend their pocket money, some differences were noted. Thus, for this school set, there was a slight change in consumer behaviour after the transition from primary school to high school with regards to spending pocket money.

De Kuilen Primary and De Kuilen High differed from the rest of the school sets as well as with each other in their choices. While the majority of grade sevens were inclined to spend part of their pocket money on clothing (68.97%), this became less important in grade eight (34.48%) as it dropped to second place. While grade sevens placed less importance on spending money on food or sweets (31.03%), this became of greater importance in high school (44.83%). Grade sevens also spent part of their pocket money on computer games or playstation (34.48%), something that grade eights did not place much emphasis on, while spending money on one's cellphone and purchasing airtime became more important in grade eight (27.59%). Thus, for this school set, there was a more definite change in consumer behaviour after the transition from primary school to high school with regards to spending pocket money.

Students at Edgemead Primary and Edgemead High had very similar spending patterns. Both placed a lot of emphasis on purchasing clothing, although there was a decrease from grade seven (65.52%) to grade eight (51.62%). Both also purchased items relating to their cellphone or airtime, or saved part of their pocket money, with little difference between grade sevens (20.69%) and grade eights (22.58%), although grade eights included food or sweets. However, they differed on the third option. While grade sevens were more inclined to spend money on computer games or playstation, and music or CDs (17.24%), there were more grade eights who actually did not receive pocket money (19.35%). Thus there was a slight change in consumer behaviour after the transition to high school with regards to spending pocket money.

At Kuils River Primary and Sarepta Senior Secondary, the majority of the grade sevens spent part of their pocket money on clothing (68.97%), followed by shoes (41.38%) and then food or sweets (31.03%). However, the grade eights placed more emphasis on food or sweets (46.15%), far less emphasis on clothing (42.31%) followed by spending their pocket money on going out with friends (30.77%). Thus while two of the three categories of each the grade sevens and grade eights overlapped, they were placed in a different order. Thus, for this school set, there was a change in consumer behaviour after the transition from primary school to high school with regards to spending pocket money.

Overall however, both grade sevens and grade eights preferred to spend part of their pocket money on clothing, although there was a significant decrease from primary school (60.00%) to high school (44.60%). This was followed by both grades spending money on food or sweets, however there was an increase from primary school (23.70%) to high school (37.41%). The third choice differed where grade sevens spent money on shoes (21.48%), while grade eights preferred to spend money on going out with friends (20.14%). Thus despite varying percentages, both grade sevens and grade eights had similar spending habits, bar the third option. Thus for primary and high schools overall, there was a slight change in consumer behaviour after the transition from primary school to high school with regards to spending pocket money.

4.6.4 Shopping for Clothes

Question nine in both questionnaires asked the grade sevens and grade eights to indicate with whom they normally went shopping to buy clothes. Due to the results, the researcher only highlighted the main two options chosen, as showing the third would have been inconsequential in this research study. Table 4.6.4 below looked at the five school sets and the overall primary and high school results.

As seen in Table 4.6.4, the majority of students in every primary and high school and in every school set indicated that they normally shopped for clothes with either one or both of their parents. While the percentage of shopping with their parents decreased in three of the school sets namely, Westerford High (-15.74%), Edgemead High (-17.13%), and Sarepta Senior Secondary (-22.01%), it went up in two of them, Fairmont High (+11.68%) and De Kuilen

High (+13.80). Thus overall there was a smaller decrease (-6.92) between grade sevens and grade eights shopping for clothes with their parents.

Table 4.6.4 Shopping for Clothes

	First	%	Second	%
All Primary	With my mom or dad	65.19	With my brother or sister	10.37
All High	With my mom or dad	58.27	With my best friend(s)	18.71
Grove Primary	With my mom or dad	72.41	By myself / With my best friend(s) / Don't buy my own clothes	6.90
Westerford High	With my mom or dad	56.67	With my best friend(s)	16.67
Kenridge Primary	With my mom or dad	57.89	By myself	15.79
Fairmont High	With my mom or dad	69.57	With my best friend(s)	17.39
De Kuilen Primary	With my mom or dad	51.72	With my brother or sister	24.14
De Kuilen High	With my mom or dad	65.52	With my best friend(s)	17.24
Edgemead Primary	With my mom or dad	65.52	With my best friend(s) / Don't buy my own clothes	13.79
Edgemead High	With my mom or dad	48.39	With my best friend(s)	29.03
Kuils River Primary	With my mom or dad	75.86	By myself	13.79
Sarepta Senior Secondary	With my mom or dad	53.85	By myself	19.23

In addition, the primary and high school in only three of the school sets agreed on the second choice (Grove, Edgemead, and Kuils River), although some were tied with other options. However, these percentages were greatly stunted compared to the unanimous first option of shopping with parents. Overall grade sevens were prone to shopping with their brother or sister (10.37%), if not their parents, while grade eights shopped with their best friend(s) (18.71%). Consequently, one could suggest that there was no change in consumer behaviour after the transition from primary school to high school with regards to shopping for clothes, as parents were usually involved.

4.6.5 Discussion on Financial Changes

From one of the multiple discriminant analysis tests, it was found that the grade eights at Fairmont High agreed that they bought cheaper clothes, as they would probably only wear it for one season, while the grade sevens at Kenridge Primary disagreed. This particular finding agreed with that of Grant and Stephen (2005) where young teens followed fashion trends

more carefully thus resulting in the emergence of disposable fashion. However, this finding was the exception rather than the norm, as both grades in the rest of the school sets disagreed with buying cheaper clothes.

Another area that was investigated in this research study was that of pocket money. A multiple discriminant analysis test showed that the grade sevens at De Kuilen Primary anticipated receiving more pocket money in grade eight, while the grade eights at De Kuilen High gave mixed reactions. However, overall the grade eights received more pocket money per month (R143.55) than the grade sevens (R116.11), which agreed, in principle, with that of the TrendYouth 2 Study conducted in 2003, although the values differed.

Looking at the specific school sets it was interesting to note that despite Grove Primary and Westerford High being perceived as upper class schools they had the second lowest (R92.60) and the second highest (R151.72) averages for pocket money, respectively. In addition, the poorest school set in this study also showed interesting results. The grade sevens at Kuils River Primary, not only had the second highest average in pocket money (R140), but they also received more on average, than the grade eights at Sarepta Senior Secondary (R110.25), who had the lowest high school average. These findings disagreed with the TrendYouth 2 Study, as the poorer schools were meant to receive less pocket money per month than the 'have lots.' However, it agreed in part with Mayo (2005:44) who asserted that parents who struggled financially in Britain still strove to give their children pocket money, however the same children would probably be most "disappointed when birthdays came round." Nevertheless, in four of the five school sets the grade eights received more pocket money when they reached high school thus it may have resulted in a change in their consumer behaviour.

Next, the researcher looked at what the grade sevens and grade eights spent their pocket money on. Another of the multiple discriminant analyses showed that while the grade sevens at Kenridge Primary tended to disagree that they spent most of their pocket money on clothing, the grade eights at Fairmont High strongly disagreed. Even when the findings were further scrutinised it was found that both girls and boys disagreed. However, the results were rather different when the students were asked what they actually spent their pocket money on. Although it was found that they did not spend most of their pocket money on clothing, it was nevertheless the most popular commodity to spend part of one's pocket money on in most of the school sets.

However, differences were found between the grade sevens and eights in their second and third choices. Spending money on food and sweets seemed to grow in importance from primary school to high school, while computer games or Playstation (mainly chosen by boys) decreased in importance from primary school to high school. Other popular options were cellphone or airtime, shoes and going out. These findings only partially agreed with that of Grant and Stephen (2005) and Tufte (2003:73) who stated that girls spent their money mainly on clothing, followed by cosmetics, magazines and CD's while boys bought "consumer durables such as electronic equipment." However, what young teens said they would buy was not always what they ended up buying (Lederle, 2006). If young teens managed to get their parents to buy their summer and winter wardrobes then they spent their money on 'nice-to-have' items such as food, going to the cinema, cosmetics, and computer gadgetry (Lederle, 2006; Te Roller, 2006).

The researcher also asked the grade sevens and grade eights, who they normally went shopping with for clothing. The students in all the school sets unanimously agreed that they went shopping for clothing with their mother, father or both. However, this trend decreased from primary school to high school in three of the school sets. The second option for high schools in four of the five school sets was shopping for clothing with their best friend(s), while there was varying opinions amongst the grade sevens of the five schools mentioning shopping by themselves, with their brother or sister or with their best friend(s). Thus trying to see whether there were changes in consumer behaviour within the school sets proved futile, as it seemed to be a primary versus high school result, not school set specific. This agreed with Siegel *et al.* (2004) who stated that for both age groups of greater relevance would be that clothing and other more expensive items were bought more often than not with the aid of their parents' credit cards or cash. Thus no change in consumer behaviour of grade sevens and grade eights was noted in any of the school sets.

4.7 Brand Loyalty and its affect on Consumer Behaviour and Brand Preferences

Various authors have acknowledged that both older tweens and young teens "are an audience that has shown no particular brand loyalty" (Grant & Stephen, 2005:456; Lindstrom, 2004; McDougall & Chantrey, 2004). Thus part of the research study was to explore the concept of brand loyalty and choices made by older tweens and young teens. Questions relating to brand loyalty in both questionnaires looked at what clothing brands grade sevens and grade eights

wore, why they wore them, and how brand loyal they perceived themselves to be. As such, the overall null hypothesis (H_0) tested was: young teens lacked brand loyalty thus allowing for changes in consumer behaviour and brand preferences. The statistical results of this section of the study were given first, followed by a discussion of the implications of these results.

4.7.1 Loyalty to Brands

Question thirteen of both the questionnaires asked the students how loyal they were to the clothing brands they bought. Table 4.7.1 showed the results of this question according to the different schools and answers given.

Students at Grove Primary and Westerford High had very similar results regarding brand loyalty. The majority of grade sevens (62.07%) and grade eights (56.67%) stated that they bought clothing that looked good, but was not necessarily branded, although there was a slight downward trend from primary school to high school. Thereafter both the grade sevens (13.79%) and grade eights (20.00%) were equally divided on buying the same brands most of the time and buying different brands most of the time, although both increased slightly from primary school to high school. Thus, for this school set, there was no significant change in brand loyalty after the transition from primary school to high school.

Almost half of the students at Kenridge Primary (42.11%) and Fairmont High (52.17%) stated that they bought clothes that looked good and not necessarily brands, with an increase from primary school to high school. The number of students who were brand loyal and bought the same brands most of the time decreased from grade seven (26.32%) to grade eight (17.39%), while being disloyal and buying different brands most of the time increased from grade seven (21.05%) to grade eight (26.09%), with a significant increase amongst the girls and a decrease amongst the boys. However, it remained that most of the grade sevens and grade eights were not brand loyal and a decrease in brand loyalty was noted after the transition from primary school to high school.

Table 4.7.1 Loyalty to Brands

	Most of the time	Depends on friends	Different most of the time	Looks good, not necessarily brands	Don't buy brands	Missing
All Primary	20.74	1.48	29.63	41.48	5.93	0.74
All High	23.02	3.60	28.78	39.57	4.32	0.72
Grove Primary	13.79	0.00	13.79	62.07	6.90	3.45
Westerford High	20.00	0.00	20.00	56.67	3.33	0.00
Kenridge Primary	26.32	0.00	21.05	42.11	10.53	0.00
Fairmont High	17.39	0.00	26.09	52.17	4.35	0.00
De Kuilen Primary	17.24	3.45	37.93	37.93	3.45	0.00
De Kuilen High	17.24	0.00	27.59	51.72	3.45	0.00
Edgemead Primary	31.03	0.00	37.93	27.59	3.45	0.00
Edgemead High	35.48	3.23	35.48	22.58	3.23	0.00
Kuils River Primary	17.24	3.45	34.48	37.93	6.90	0.00
Sarepta Senior Secondary	23.08	15.38	34.62	15.38	7.69	3.85

De Kuilen Primary and De Kuilen High had interesting results in that most grade sevens were either disloyal and bought different brands most of the time, or interested in the clothes looking good instead of being branded (37.93%). However, in grade eight the brand disloyalty decreased (27.59%) and there was a significant increase in buying clothes that looked good (52.17%), mainly driven by the girls. However, the number of grade sevens and grade eights who were brand loyal remained the same (17.24%). Thus there was no change in brand loyalty after the transition from primary school to high school.

Students at Edgemead Primary and Edgemead High had very similar results regarding brand loyalty and there were also no major gender differences. There seemed to be three schools of thought. Some grade sevens (37.93%) and grade eights (35.48%) stated that they bought different brands most of the time, decreasing slightly from primary school to high school. While other grade sevens (31.03%) and grade eights (35.48%) stated that they bought the same brands most of the time, increasing slightly in high school. A third group of grade sevens (27.59%) and grade eights (22.58%) stated that they bought clothes that looked good and not necessarily branded clothing, decreasing slightly from primary school to high school. Nevertheless, despite the three schools of thought, there were no significant changes in brand loyalty in this school set after the transition from primary school to high school.

At Kuils River Primary most of the grade sevens either bought clothes that looked good, but weren't necessarily brands (37.93%) or were disloyal and bought different brands most of the

time (34.48%, mainly driven by the girls). However, at Sarepta Senior Secondary the grade eights were mainly disloyal (34.62%, mainly driven by the boys), but showed an improvement in their brand loyalty (23.08%) compared to the grade sevens (17.24%). It was interesting to note that these grade eights were the only ones to be so influenced by their friends as to what brands they wore (15.38%) compared to all the other school sets. Nevertheless, the levels of brand loyalty or disloyalty remained relatively the same, thus there were no significant changes in brand loyalty in this school set after the transition from primary school to high school.

Overall, there were only minor percentage changes between primary school and high school within the various categories. According to the level of importance, grade sevens and grade eights mainly bought clothing that looked good, but was not necessarily branded, followed by being disloyal, with a few students being brand loyal and purchasing the same brands most of the time.

4.7.2 Clothing Brands Worn

Question eleven of both questionnaires asked the grade sevens and grade eights to state the three clothing brands they wore the most. Table 4.7.2 indicated the results from this question.

As seen in Table 4.7.2, all the students questioned in the primary and high schools agreed that Billabong was the brand of clothing that most of them wore. Roxy followed as the second most worn brand, in three of the school sets, while there were some differing opinions on the third most worn brand. In addition, wearing Billabong increased from primary school to high school in four of the five school sets, while the De Kuilen school set showed a rapid decrease from primary school (62.07%) to high school (37.93%). Roxy, on the other hand, remained more constant in the three school sets where it was ranked second, although in two of the three the percentage decreased. However, grade seven students at De Kuilen Primary preferred Quiksilver (37.93%) as their second choice, whereas the grade eights at De Kuilen High placed far less importance on it (13.79%), but preferred Roxy (34.48%). Grade sevens at Kuils River ranked Roxy equal to Billabong (37.93%) with Nike as their second choice (27.59%), while the grade eights at Sarepta Senior Secondary wore the Levi brand more often (34.62%) with Nike playing a less important role (19.23%).

Table 4.7.2 Clothing Brands Worn

	Brand Worn Most	%	Second Brand	%	Third Brand	%
All Primary	Billabong	45.19	Roxy	32.59	Quiksilver	23.70
All High	Billabong	49.64	Roxy	28.06	Adidas	19.42
Grove Primary	Billabong	41.38	Roxy	34.48	Puma	27.59
Westerford High	Billabong	56.67	Roxy	30.00	Levis / Mr Price	23.33
Kenridge Primary	Billabong	47.37	Roxy	42.11	Quiksilver	21.05
Fairmont High	Billabong	60.87	Roxy	34.78	Hang 10	17.39
De Kuilen Primary	Billabong	62.07	Quiksilver	37.93	Puma	27.59
De Kuilen High	Billabong	37.93	Roxy	34.48	Nike	31.03
Edgemead Primary	Billabong	37.93	Roxy	31.03	Nike / Adidas	24.14
Edgemead High	Billabong	54.84	Roxy	35.48	Nike / Levis	22.58
Kuils River Primary	Billabong / Roxy	37.93	Nike	27.59	Quiksilver / Puma	24.14
Sarepta Senior Secondary	Billabong	38.46	Levis	34.62	Quiksilver / Adidas	26.92

Only two of the five school sets reached an agreement regarding the third most worn clothing brand, with Nike at Edgemead Primary (24.14%) and Edgemead High (22.58%), and Quiksilver at Kuils River Primary (24.14%) and Sarepta Senior Secondary (26.92%). The primary and high schools in the other three school sets differed considerably in their opinions regarding the third most worn clothing brand. However, overall the grade sevens preferred wearing Quiksilver (23.70%), while the grade eights preferred wearing Adidas (19.42%).

Consequently, there was a very slight change in brand preferences after the transition from primary school to high school in all the school sets, except Edgemead where no significant change was found. Furthermore, it would be interesting to find out why the grade seven and grade eights students wore these brands. Perhaps if no difference in brand preferences could be found, then the reasoning behind wearing those brands may have differed between primary school and high school. However, this was dealt with in section 4.7.4.

4.7.3 Most Popular Clothing Brand

Question ten in both questionnaires asked the students to name, in their opinion, the most popular clothing brand. Table 4.7.3 showed the results for this question.

Considering that Billabong was the most worn clothing brand, it was interesting to see that only two schools, Westerford High and Kenridge Primary, considered it to be the most popular brand. It was also interesting to see the number of students who did not know what

the most popular brand was or who, quite frankly, did not care and said as much on their questionnaire. The only school sets that seemed to reach a consensus was Edgemead Primary and Edgemead High whose students chose Roxy, and Kuils River Primary and Sarepta Senior Secondary whose students did not know or care about the most popular brand. Overall, however, the grade sevens and grade eights tended to select Billabong, followed by students not caring or not knowing.

Table 4.7.3 Most Popular Clothing Brand

	Most Popular Brand	**%**	**Second Most Popular Brand**	**%**
All Primary	Billabong / Roxy	18.52	Don't know or care	17.04
All High	Billabong	17.99	Don't know or care	17.27
Grove Primary	Roxy	24.14	Billabong / Lacoste	20.69
Westerford High	Billabong	43.33	Roxy	10.00
Kenridge Primary	Billabong	36.84	Roxy	31.58
Fairmont High	Don't know or care	26.09	Roxy	21.74
De Kuilen Primary	Don't know or care	37.93	Quiksilver	13.79
De Kuilen High	Roxy	20.69	Quiksilver	17.24
Edgemead Primary	Roxy	20.69	Quiksilver	13.79
Edgemead High	Roxy	22.58	Don't know or care	16.13
Kuils River Primary	Don't know or care	20.69	Roxy	17.24
Sarepta Senior Secondary	Don't know or care / Quiksilver	30.77	Billabong	11.54

4.7.4 Reasons for Wearing Branded Clothing

Question twelve of both questionnaires asked the grade sevens and grade eights to explain why they wore the three clothing brands they had just listed in question eleven. Nine options were given and the students were allowed to choose more than one answer. Table 4.7.4 indicated the results from this question.

As seen in Table 4.7.4, the overwhelming majority of the students in both the primary and high schools, with the exception of Sarepta Senior Secondary, wore clothing brands such as Billabong and Roxy because the students liked the look of the clothes. Although this reason gained importance from primary school to high school in three of the school sets and decreased in two, the actual percentages were still significantly high nonetheless. In addition, the variation in the percentages within the school sets were reasonably small, except for the De Kuilen and Kuils River school sets where it increased by 10.35% and decreased by 25.46% respectively.

Table 4.7.4 Reasons for Wearing Branded Clothing

	Most Important Reason	%	Second Reason	%	Third Reason	%
All Primary	Clothes look good	82.22	Good quality	53.33	Like the way I look	43.70
All High	Clothes look good	80.58	Good quality	56.12	Like the way I look	45.32
Grove Primary	Clothes look good	93.10	Good quality	72.41	Like the way I look	48.28
Westerford High	Clothes look good	90.00	Like the way I look	50.00	Good quality	46.67
Kenridge Primary	Clothes look good	78.95	Good quality	63.16	Like the way I look	36.84
Fairmont High	Clothes look good	82.61	Good quality	65.22	Like the way I look	26.09
De Kuilen Primary	Clothes look good	72.41	Like the way I look	44.83	Good quality	34.48
De Kuilen High	Clothes look good	82.76	Good quality / Like the way I look	62.07	Friends wear them / Older teenagers	10.34
Edgemead Primary	Clothes look good	86.21	Good quality	58.62	Like the way I look	31.03
Edgemead High	Clothes look good	90.32	Good quality	48.39	Like the way I look	32.26
Kuilsriver Primary	Clothes look good	79.31	Like the way I look	55.17	Good quality	41.38
Sarepta Senior Secondary	Good quality	61.54	Clothes look good / Like the way I look	53.85	Price / Friends wear them / Celebrities	23.08

Looking at Grove Primary and Westerford High, the grade sevens and grade eights were less unanimous regarding the second reason for wearing branded clothing. Although the actual difference in percentage between the third reason for Grove Primary and the second for Westerford High ("I like the way I look when wearing the brands") was minimal (1.72%), there was a significant difference in the importance of the branded clothing being good quality. Thus it wasn't that the grade eights were more concerned about the way they looked when wearing the branded clothing in high school, but that the quality of the clothing was less important to them. Thus for this school set a change in consumer behaviour could be noted between primary school and high school.

However, when looking at Kenridge Primary and Fairmont High there was a significant similarity between the reasons given by grade sevens and grade eights as to why they wore branded clothing. Both sets of students chose "I like the way the clothes look" as their main reason, followed by "they make good quality clothes," and then "I like the way I look when wearing the brands." The only difference that could be identified was that the grade eights felt less strongly (26.09%) regarding the way they looked in the branded clothing compared to the grade sevens (36.84%). Otherwise no significant change in consumer behaviour could be noted between primary school and high school with regards to wearing branded clothing.

De Kuilen Primary and De Kuilen High showed more variation in their results when compared to the first two sets of schools. The grade eights were more unanimous in their

choices and felt more strongly regarding the way the clothes looked (82.76%), the quality of the branded clothing (62.07%) and the way they looked in the branded clothing (62.07%) than the grade sevens. The grade sevens were more divided in their responses as 17.24% indicated they wore clothing brands based on what celebrities and sports stars were wearing. Thus there was a change in consumer behaviour between grade seven and grade eight when it came to why the students wore branded clothing.

Students at Edgemead Primary and Edgemead High also gave very similar reasons as to why they wore branded clothing. Both sets of students chose "I like the way the clothes look" as their main reason, followed by "they make good quality clothes," and then "I like the way I look when wearing the brands." The only difference that could be identified was that the grade eights felt less strongly (48.39%) regarding the quality of branded clothing compared to the grade sevens (58.62%). Otherwise no significant change in consumer behaviour could be noted between primary school and high school with regards to wearing branded clothing.

There were more significant differences between grade sevens and grade eights at Kuils River Primary and Sarepta Senior Secondary, respectively, than any of the other school sets. The grade eights were far less concerned with the way the clothes looked (53.85%) compared to the grade sevens (79.31%), but felt that the quality of branded clothing was far more important to them (61.54%) than the grade sevens (41.38%). For the grade eights, the price of the branded clothing, and the brands their friends, favourite celebrities or sports stars wore were of less importance to them (23.08%) compared to grade sevens (34.48%) who had it as their fourth choice. Thus a significant change in consumer behaviour could be noted between primary school and high school with regards to wearing branded clothing.

However, if one had to consider the overall primary versus high school results one would conclude that no significant change in consumer behaviour could be noted between primary school and high school with regards to wearing branded clothing. Both the grade sevens and grade eights had the same three reasons in the same order with very small percentage differences. This showed the importance of looking at the individual school sets and not the overall result with regards to the reasons why grade sevens and grade eights wore branded clothing.

4.7.5 Discussion on Brand Loyalty

Out of the five school sets, the one with the most brand loyal students was Edgemead Primary (31.03%) and Edgemead High (35.48%), while those at Grove Primary (13.79%) and Westerford High (20.00%) were the least brand loyal. Nevertheless it remained that the grade sevens and grade eights in three of the school sets mainly bought clothing that looked good, but was not necessarily branded. The remaining two school sets were mainly disloyal and bought different brands most of the time. Although small increases in brand loyalty were seen in three of the school sets (Grove, Edgemead and Kuils River), one remained the same (De Kuilen), and one decreased rather significantly (Kenridge). Thus no significant change in brand loyalty occurred after the transition from primary school to high school in four of the five school sets, with the exception of Kenridge Primary and Fairmont High. This predominantly agreed with the literature, which stated that both older tweens and young teens "are an audience that has shown no particular brand loyalty" (Grant & Stephen, 2005:456; Lindstrom, 2004; McDougall & Chantrey, 2004).

The researcher also looked at which clothing brands were worn by the grade sevens and grade eights the most. Billabong and Roxy won hands down, unlike the HotDogz Inc (2005) research where Nike was placed first. However, these types of studies are respondent-specific. These results also partially agreed with some views given during the in-depth interviews. While surfing brands were consistently mentioned, other brands noted were Puma, Nike, Levi, Guess and Mr Price (Lederle, 2006; Simpson, 2006; Te Roller, 2006). While the percentages between primary school and high school varied, some more significantly than others, it remained that little brand choice difference could be found in three of the five school sets, if one only looked at the top two brands. However, it was interesting to note a few idiosyncrasies regarding the choices made by some of the grade sevens and eights. At Grove Primary and Westerford High, the grade sevens had Puma (27.59%), as their third most worn clothing brand, while the grade eights showed an interesting dichotomy of opinions with Levis and Mr Price (23.33%), as their third choice. Levi clothing is expensive compared to the cheap clothing sold at Mr Price. It would have been interesting to find out who was paying for those purchases.

In addition, the surfing brands took preference over the sporting brands across all five school sets showing that wearing Billabong or Roxy was not geographically or socio-economically

specific. This agreed with the research conducted by HotDogz Inc. (2005). In addition, young teens loved "...the surf labels because it's where they're at. It's casual and cool, some smart stuff, but it's casual gear that they can relax in" (Lederle, 2006). Professor Simpson added that brands such as Billabong, Roxy and so on had been around for a long time and thus had an established position in the youth subculture. It also agreed with the literature review and some in-depth interviews in that both age groups desired to wear brand-label clothing, however the biggest restraint was financial circumstances (Simpson, 2004; O'Cass & McEwen, 2003). While some of the grade sevens and grade eights owned numerous items of branded clothing, others only owned one or two (Campbell, 2006). According to Mr Miek, MD of YDE, the brand was more important than the style, as brands offered exclusivity at higher prices. However, Professor Simpson argued that both the brand and the style were important. Brands were seen to be aspirational and important for identification and if finances were available, brands would win (Simpson, 2006). In poorer communities brands became even more important due to the symbolism and their social insecurities, whereas in wealthier communities young teens might purchase the 'correct' style, as they were less expensive and had a quick turn around for fashion trends (Simpson, 2006).

It was interesting that little consensus was reached on the most popular brand despite most grade sevens and grade eights wearing Billabong or Roxy. Such a difference between the answers of the two questions could have existed for a myriad of reasons. However, one factor that was already mentioned was the large number of students who did not know or care thus skewing the results. The statistical findings for the most popular brand, per school, were much lower than those found in previous tables analysed. This once again pointed to a lack of consensus, as some students assumed the brands they wore, some more obscure than others, were most popular thus watering down the final results.

Due to the grade sevens and grade eights having similar brand preferences, the researcher then endeavored to find out if they differed in their reasoning for purchasing those brands. However, the vast majority of both grade sevens and grade eights agreed on the first reason for wearing branded clothing – that the clothes looked good. However, one could also have argued that brands gave young teens self-confidence, acceptability and conformity (Simpson, 2006). Thus while the clothes looked good, perhaps of greater importance to young teens were the implications thereof. Nevertheless, three of the five school sets showed differences in their second and third reasons, while two remained the same. Kuils River Primary and

Sarepta Senior Secondary showed the biggest difference. The quality of the clothing became the most important reason in high school, compared to the third option in primary school. However, this may have pointed back to the brands of clothing that the grade eights tried to purchase. Levi and Nike products are not cheap, and one could suggest that parents were more willing to pay for those brands if they were perceived to be good quality. This agreed with the literature review where it stated that the poor purchased popular brands not only because their children desired such labels, but also because they trusted these brands (Elliott & Leonard, 2002).

4.8 Peer Pressure and its affect on Consumer Behaviour and Brand Preferences

Older tweens and young teens are affected by peer pressure to wear the latest fashion and the 'right' brands and emphasis is placed on being part of a group (Dotson & Hyatt, 2005; McDougall & Chantrey, 2004; Wiener, 2004). Thus part of the research study was to establish whether there were any differences in peer pressure experienced by older tweens and young teens when purchasing clothing. While there weren't specific questions relating to peer pressure in both questionnaires, the answers to some of the questions provided the researcher with some insight on the matter. As such, the overall null hypothesis (H_0) tested was: peer pressure increased as older tweens entered high school and played a far greater role in buying clothes than parents, which caused a change in consumer behaviour. The statistical results of this section of the study were given first, followed by a discussion of the implications of these results.

4.8.1 Peer Pressure Analysis

Table 4.8.1a looked at four answers; one contained in each of questions four, nine, twelve and thirteen of both questionnaires, respectively. Question four asked the grade sevens and eights how they normally found out what clothing was fashionable or trendy. One of the potential answers was "I look at what my friends or other people are wearing." While this option did not make specific reference to peer pressure, it was implied in that after considering what their friends may have been wearing, the student could then have felt pressured to buy something similar or the same brand for group acceptance.

Table 4.8.1a Peer Pressure Analysis

	Totals	Q4: I Look at what friends / others are wearing			Q9: I go shopping for clothes with my best friend(s)			Q12: My friends all wear these brands			Q13: It depends on what brands my friends are buying		
		N	%	Diff	N	%	Diff	N	%	Diff	N	%	Diff
All Primary	135	41	30.37	-4.47	11	8.15	10.56	12	8.89	3.34	2	1.48	2.12
All High	139	36	25.90		26	18.71		17	12.23		5	3.60	
Grove Primary	29	10	34.48	-1.15	2	6.90	9.77	4	13.79	2.87	0	0.00	0.00
Westerford High	30	10	33.33		5	16.67		5	16.67		0	0.00	
Kenridge Primary	19	11	57.89	-23.11	1	5.26	12.13	3	15.79	-11.44	0	0.00	0.00
Fairmont High	23	8	34.78		4	17.39		1	4.35		0	0.00	
De Kuilen Primary	29	4	13.79	0.00	3	10.34	6.90	3	10.34	0.00	1	3.45	-3.45
De Kuilen High	29	4	13.79		5	17.24		3	10.34		0	0.00	
Edgemead Primary	29	11	37.93	-18.58	4	13.79	15.24	1	3.45	3.00	0	0.00	3.23
Edgemead High	31	6	19.35		9	29.03		2	6.45		1	3.23	
Kuilsriver Primary	29	5	17.24	13.53	1	3.45	8.09	1	3.45	19.63	1	3.45	11.94
Sarepta Senior Secondary	26	8	30.77		3	11.54		6	23.08		4	15.38	

While Grove Primary and Westerford High had a minor decrease (1.15%) in looking at what friends were wearing from primary school (34.48%) to high school (33.33%), students at De Kuilen Primary and De Kuilen High showed no change in their behaviour. However, grade sevens at Kenridge Primary felt strongly about looking at what their friends were wearing (57.89%), while there was a significant decrease at Fairmont High where the grade eights were less concerned with what their friends were wearing (34.78%). Similarly, there was also a significant decrease between the grade sevens at Edgemead Primary (37.93%) and the grade eights at Edgemead High (19.35%) regarding the same issue. The only school set to show any significant increase in potentially experiencing peer pressure was Kuils River Primary (17.24%) and Sarepta Senior Secondary (30.77%). Thus while two school sets showed almost no change in behaviour, two experienced a significant decrease in potential peer pressure from grade seven to grade eight, while one showed a significant increase in potential peer pressure.

Question nine in both the questionnaires asked the grade sevens and eights who they normally went shopping with to buy clothes. One of the options was "I go shopping for clothes with my best friend(s)." Once again, while this option did not make specific reference to peer pressure, it was implied in that after considering what their friends may have said regarding the clothing they wished to purchase, the student could have felt pressured to buy something to please or gain their friend's acceptance. Looking at Table 4.8.1a, it seemed that there was an increase in

every school set of grade eights going shopping for clothing with their friends, especially in Kenridge Primary (5.26%) and Fairmont High (17.39%), and Edgemead Primary (13.79%) and Edgemead High (29.03%). Consequently, there was a possibility of peer pressure increasing from grade seven to grade eight in all five school sets. However, more information needed to be analysed before a final decision could be made whether or not peer pressure increased from grade seven to grade eight in the five school sets.

Question twelve in both questionnaires asked the grade sevens and grade eights why they wore branded clothing. One of the potential answers was "My friends all wear these brands." This had a clearer reference to peer pressure than the other questions analyzed, as wearing branded clothing due to friends would classify as a form of peer pressure. Looking at Table 4.8.1a, there was a significant difference between Kuils River Primary (3.45%) and Sarepta Senior Secondary (23.08%), which implied that the grade eights were more influenced by their friends in what brands of clothing they bought than those in grade seven, thus pointing to the presence of peer pressure. On the other end of the scale, there was a significant decrease between Kenridge Primary (15.79%) and Fairmont High (4.35%), which indicated that the grade eights were less influenced by their friends when compared to the grade sevens who, in light of this information, might have been more prone to peer pressure. While no difference whatsoever was found between De Kuilen Primary and De Kuilen High, minor differences between the Grove school set (2.87%) and the Edgemead school set (3.00%) were found. Consequently, when it came to wearing branded clothing as a result of friends, Kuils River Primary and Sarepta Senior Secondary showed an increase in peer pressure, while Kenridge Primary and Fairmont High showed a decrease in peer pressure from primary school to high school. The rest remained somewhat neutral on the matter.

Question thirteen in both questionnaires asked the grade sevens and grade eights to what extend they were loyal to brands. One of the options was "It depends on what brands my friends are buying." Once again, this answer pointed towards the influence of peer pressure. Looking at Table 4.8.1a, none of the students at both Grove Primary and Westerford High, and Kenridge Primary and Fairmont High chose this option, thus for this question no change in peer pressure was detected within these school sets. Both De Kuilen Primary and De Kuilen High, and Edgemead Primary and Edgemead High showed minor differences both negative (-3.45%) and positive (3.23%) respectively. However, there was a 11.94% difference between those in grade seven at Kuils River Primary (3.45%) and grade eights at Sarepta

Senior Secondary (15.38%), which indicated that the grade eights were more influenced by their friends and thus prone to peer pressure compared to the other school sets for this question. Consequently, the only school set affected by peer pressure in this question was Kuils River Primary and Sarepta Senior Secondary.

In addition, Table 4.8.1b, looked at the some of the statements made in question five (also in both questionnaires). The numbers quoted in the table were the mean average for each school. Students were required to state their level of agreement (strongly agree (1), agree (2), neutral (3), disagree (4) or strongly disagree (5)) with each of the following six statements: "I ask my friends for advice on what clothes to buy or wear," "Being accepted by my group of friends is important to me," "I wear popular brands to be accepted by my friends," "I am self-conscious about what I look like and wear," "My friends' opinions about my clothes are important to me," and "I feel pressured by my friends to wear popular brands." Although not all six statements made reference to the influence of peer pressure some implied its presence, such as being self-conscious. The more self-conscious one was about how one looked and dressed, the more prone one would be to the influence of others; hence the influence of peer pressure.

For Grove Primary and Westerford High, the statement where there was the biggest difference (0.25) between grade sevens and eights was asking for friends' advice on what to buy or wear. While grade sevens leant towards negating the statement, the grade eights were stronger in their disagreement with the statement, implying that they didn't ask their friends' advice on what to buy or wear. The differences within the rest of the questions were smaller and less significant. Consequently, on the whole the grade sevens and eights in this school set were very similar in their behaviour regarding peers and peer pressure.

Kenridge Primary and Fairmont High showed greater differences between the grade sevens and grade eights in three of the statements. While both the grade sevens and grade eights agreed that being accepted by their friends was important to them, the grade eights agreed to a lesser extent than the grade sevens. It thus followed that the grade sevens would disagree to a lesser extent compared to the grade eights (who strongly disagreed) that they wore popular brands to be accepted by their friends. Yet interestingly, grade eights were more self-conscious about how they looked and what they wore than the grade sevens. Consequently, the grade sevens showed more inclination to be affected by peer pressure than grade eights, due to their greater need for acceptance by their friends.

De Kuilen Primary and De Kuilen High also showed a large variation in the answers given by the grade sevens and the grade eights. The grade eights disagreed more than the grade sevens about asking their friends for advice on what clothes to buy or wear. In addition, the grade eights agreed to a lesser extent that being accepted by their group was important to them. Unlike the previous school set, the grade sevens felt more self-conscious about what they looked like and wore compared to the grade eights. Thus in this school set that grade eights tended to be slightly less affected by peer pressure than those in grade seven.

Edgemead Primary and Edgemead High showed many similarities between the grade sevens and the grade eights. However, the one that stood out amongst the rest was that grade sevens disagreed that their friends' opinions about their clothing was important to them, compared to the grade eights who remained rather neutral on the matter. Consequently, despite this difference the grade sevens and the grade eights in this school set were rather similar and thus no change in peer pressure was noticed from primary school to high school.

Although only two differences were noted between the grade sevens and the grade eights at Kuils River Primary and Sarepta Senior Secondary, respectively, these differences were rather large. The grade eights disagreed that they asked their friends for advice on what to buy or wear, compared to the grade sevens who remained neutral. In addition, the grade eights also disagreed to a greater extent that they wore popular brands to be accepted by their friends, compared to the grade sevens who disagreed, but to a lesser extent. Consequently, it seemed that the grade eights were less likely to encounter peer pressure than the grade sevens, due to them being less influenced by their friends with regards to branded clothing.

When the researcher looked at the overall primary school and high school results an interesting observation was made. While only small differences were noted between the grade sevens and grade eights in five of the six questions, there was a rather significant difference (-0.7233) concerning " My friends' opinions about my clothes are important to me." Overall the grade sevens were rather neutral on the matter, however the grade eights actually agreed with the statement. Thus there may have been more peer pressure in high school with regards to clothing, considering the both grades admitted that they were self-conscious about what they looked liked and wore, and wanted to be accepted by their friends. Yet both disagreed that they felt peer pressure to wear popular brands.

Table 4.8.1b More Peer Pressure Analysis

	I ask my friends for advice on what clothes to buy or wear	Difference	Being accepted by my group of friends is important to me	Difference	I wear popular brands to be accepted by my friends	Difference	I am self-conscious about what I look like and wear	Difference	My friends' opinions about my clothes are important to me	Difference	I feel pressured by my friends to wear popular brands	% Change
All Primary	3.513514	0.2451	1.954955	0.1485	4.207207	0.2066	2.414414	0.0425	3.180180	-0.7233	4.126126	-0.0399
All High	3.758621		2.103448		4.413793		2.456897		2.456897		4.086207	
Grove Primary	3.500000	0.2500	2.038462	0.0032	4.346154	0.0705	2.461538	-0.1699	2.884615	-0.0096	3.884615	-0.0929
Westerford High	3.750000		2.041667		4.416667		2.291667		2.875000		3.791667	
Kenridge Primary	3.428571	0.2381	1.857143	0.2857	4.142857	0.3810	2.785714	-0.3571	3.142857	-0.1429	4.428571	-0.0952
Fairmont High	3.666667		2.142857		4.523810		2.428571		3.000000		4.333333	
De Kuilen Primary	3.500000	0.3462	1.625000	0.5673	4.250000	0.2500	2.166667	0.4103	3.291667	0.0545	4.166667	0.2564
De Kuilen High	3.846154		2.192308		4.500000		2.576923		3.346154		4.423077	
Edgemead Primary	3.833333	-0.0926	1.958333	0.0046	4.416667	-0.1204	2.416667	0.1389	3.458333	-0.3472	4.333333	-0.2593
Edgemead High	3.740741		1.962963		4.296296		2.555556		3.111111		4.074074	
Kuilsriver Primary	3.260870	0.5169	2.260870	-0.0386	3.826087	0.5072	2.391304	-0.0024	3.130435	0.0918	3.956522	-0.2343
Sarepta Senior Secondary	3.777778		2.222222		4.333333		2.388889		3.222222		3.722222	

4.8.2 Discussion on Peer Pressure

Overall the students at Grove Primary and Westerford High had very similar answers for the questions analysed in this section. Thus no change in peer pressure was noticed. The grade sevens at Kenridge Primary seemed far more influenced by their friends than the grade eights at Fairmont High, thus peer pressure seemed to decrease from primary school to high school in this school set. The grade eights at De Kuilen High also seemed less influenced by their friends than the grade sevens. Although both grades would agree with certain statements (acceptance by friends and being self-conscious), the grade eights would agree to a lesser extent. Thus a decrease in peer pressure may have been noticed from primary school to high school. Students at Edgemead Primary and Edgemead High had very similar opinions and answers, except where more grade sevens looked at what their friends and other people were wearing compared to the grade eights. That aside, however, on the whole the two grades were very similar and thus no change in peer pressure was noticed. The school set that was most affected by peer pressure was Kuils River Primary and Sarepta Senior Secondary.

Unlike the other school sets, there was an increase from grade seven to grade eight in looking at what friends and other people were wearing at Sarepta Senior Secondary. In addition, there was also a large increase in wearing certain branded clothing due to friends, and their brand loyalty being reliant on what brands there friends were buying. Thus it was no longer about what looked good (a large drop from grade seven to grade eight, especially amongst the girls), but what their friends were wearing. This indicated the influence of peer pressure. Yet it was particularly interesting to note that the grade eights disagreed with wearing popular brands to be accepted by their friends and asking their friends for advice on what to buy or wear. This seemed to contradict their other answers. Perhaps it was not a matter of needing to wear the correct brands to be accepted, but required to wear the right style - backed up by their lack of brand loyalty.

However, of interest were the trends observed in Table 4.8.1b. Looking at the averages across all the school sets, one could not help but wonder whether the difference between grade seven and grade eight was too small to measure a change in peer pressure. Once could say that the beginning of grade eight (the time frame when these questionnaires were administered) was more confusing and chaotic for students than one steeped in peer pressure. The answers given were the general perceptions and opinions of those in the stage of early adolescence – being

accepted by friends was important and being self-conscious about what one looked like and wore. This agreed with the literature concerning young teens in their "stage of uncertainty" where their body, appearance and image displayed, the clothes they wore, and most importantly, being accepted by the group was of significant importance (Waddell, 2005:45; Piacentini & Mailer, 2002).

Thus the "stage of uncertainty" would be linked to the search for an identity. This would be displayed though what young teens possessed, what they looked like, how they wished to dress "...and this is often the time when peer pressure ... is probably at its strongest, particularly for things like how one dresses, how one looks" and so on (Wild, 2006). In fact, peer pressure was said to be a "normal part of development" (Campbell, 2006), but prevalent amongst the grade eights (Campbell, 2006; Dawes, 2006; Miek, 2006; Simpson, 2006; Te Roller, 2006). Grade eight girls were extremely self-conscious about their appearance and the perception other students had of them and thus civvies days were very stressful for some due to the teasing and taunting regarding clothing worn – some preferred to rather stay in their school uniform (Te Roller, 2006). Yet statistically this wasn't found.

Thus for the most part the results from this research study seemed to disagree with what was mentioned in the literature review and in-depth interviews. Despite the statement made by Elliott and Leonard (2002:347) that "peer pressure is most likely to be experienced for 'public luxuries' such as branded fashion items" due to their symbolic and status value (de Bruyn & van den Boom, 2005; Solomon & Rabolt, 2004), this was not found in four of the five school sets. The results from this study also disagreed with the research study conducted in 2002 that showed that of the twelve to thirteen year olds interviewed, 54% felt pressured by their friends to purchase certain clothes and other items, while this dropped substantially to only 30% amongst fourteen to fifteen year olds, and only 17% amongst sixteen to seventeen year olds (McDougall & Chantrey, 2004:13).

Perhaps the term peer pressure was somewhat misunderstood by the young teens or perhaps they did not wish to disclose their true status as they were self-conscious of it. As was mentioned in the literature review, peer pressure was not always negative. It also had to ability to encourage peers to spend time with each other, to do well at school and encourage group cohesion more than force the whims of some on others (Dawes, 2006; Wild, 2006). Thus perhaps these students were experiencing peer pressure to wear branded or the right

style of clothing, but more subtly or it may have come from themselves – the desire to wear what others were wearing (Campbell, 2006; Wild, 2006). Even though young teens were striving for independence, belonging to a group was still important to them as it provided security (Lederle, 2006). This agreed with one of the findings in section 4.4, which showed that both grade sevens and eights agreed that their friends liked the same clothing brands.

While students in this research study (2007) admitted that friends were very important to them and while the literature generally agreed that peer reference groups played a role in their opinions, attitudes, perceptions and purchasing decisions, especially regarding fashion and branded clothing (Grant & Stephen, 2005; Santrock, 2005; Lindstrom, 2004; du Plessis & Rousseau, 2003; Harper *et al.*, 2003; Schiffman & Lazar Kanuk, 2000), the students did not admit that they felt subjected to peer pressure in the process.

4.9 Other Relevant Findings

Question two from both questionnaires, which can be viewed in Appendix B, asked the primary school students to choose three challenges that they anticipated when they reached high school, while it asked the high school students to choose three main challenges that they had actually experienced when they had reached high school. The options they could choose from related to various organizational and social discontinuities (Anderson *et al.*, 2000; Ward, 2000), as mentioned in the literature review. These included expected cognitive changes, such as grade eight being academically more difficult or there being more homework, as well as expected emotional changes, such as finding it difficult to make friends or being victimized by older teenagers. Table 4.9 below showed the results that were obtained.

As seen from Table 4.9, the results were based on a general primary school versus high school trend and not the five different school sets. On average, 71.85% of the primary school students and 61.87% of the high school students stated 'more work or homework' either as their anticipated or main challenge they experienced. In fact, all the schools with the exception of Sarepta Senior Secondary stated more homework as their main challenge. However, the second challenge was where the primary schools and high schools started to differ. On average, 57.04% of the primary school students expected grade eight to be more difficult, while 49.64% of grade eights in high school found getting lost to be their second biggest challenge, one that primary school students never anticipated. The third biggest

challenge that primary school students expected to experience was that their friends would be in different classes to them (44.44%). However, from Table 4.9 it could be seen that the third biggest challenge experienced in high school seemed to be unclear. Although, the table shows that 41.73% of the high school students found new school rules to be the third challenge, most of the high schools had a different third challenge. Consequently, from Table 4.9 it could be seen that despite the main challenge being more homework, there was a difference between the expectations of primary school students and the reality of high school.

Table 4.9 Main Challenges in Primary and High School

	1st Challenge	%	2nd Challenge	%	3rd Challenge	%
All Primary	More homework	71.85	Grade 8 more difficult	57.04	Friends in different classes	44.44
All High	More homework	61.87	Getting lost	49.64	New school rules	41.73
Grove Primary	More homework	82.76	Grade 8 more difficult	62.07	Friends in different classes	44.83
Westerford High	More homework	60.00	Getting lost	50.00	New school rules	40.00
Kenridge Primary	More homework	78.95	Grade 8 more difficult	68.42	Friends in different classes	57.89
Fairmont High	More homework	60.87	Getting lost	47.83	Friends in different classes / Different teacher for subjects	34.78
De Kuilen Primary	More homework	68.97	Grade 8 more difficult	68.97	Friends in different classes	51.72
De Kuilen High	More homework	62.07	Getting lost	41.38	New school rules / Grade 8 more difficult	34.48
Edgemead Primary	More homework	72.41	Teenagers pick on me	41.38	Grade 8 more difficult	37.93
Edgemead High	More homework	80.65	New school rules	64.52	Getting lost	48.39
Kuilsriver Primary	More homework	58.62	Grade 8 more difficult	51.72	Friends in different classes	44.83
Sarepta Senior Secondary	Getting lost	61.54	New school rules	46.15	More homework	42.31

The relevance of these findings was that the transition from primary school to high school had its challenges, some expected and others not. As a result some of the grade eight students in this research study may have experienced difficulties, which included a decrease in self-esteem, motivation and academic achievement, and an increase in psychological problems (Wargo-Aikins *et al.*, 2005; Akos & Galassi, 2004; Anderson *et al.*, 2000; Fenzel, 2000). Copying mechanisms would have depended on the young teen's level of personal maturity, perceived social and academic competence, and beliefs regarding their self-worth (Wargo-Aikins *et al.*, 2005; Hardy *et al.*, 2002; Fenzel, 2000). Consequently, some may have changed their consumer behaviour and brand preferences as a result of developmental, reference group, role models and financial factors. However, what was of greater importance was what the majority of students did after that transition from primary school to high school.

5 CONCLUSIONS

Having read the literature review, listened to the in-depth interviews and analysed the results from the quantitative research, the researcher came to the following conclusions:

5.1 Developmental Changes between Older Tweens and Young Teens

Although both the grade sevens and grade eights were experiencing developmental changes on an ongoing basis (physically, emotionally, mentally and socially), the results of this study showed that very few developmental differences existed between them. Only two school sets, De Kuilen and Kuils River, showed a difference while the comparison of the overall primary school versus high school results put the significance of the variables into question. The results actually showed that certain truths regarding this particular stage of human development remained constant – being self-conscious about one's appearance and clothing, and the importance of friends. Despite the interesting result that the right *style* of clothing was more important than the brand to grade eights, it did make sense in light of other findings such as disagreeing that they wore branded clothing to be accepted by their friends.

The lack of developmental differences noted between grade sevens and grade eights could be partially explained by the small age difference. Although the literature review spoke of middle to late childhood and early adolescence as two separate entities, these categories were conveniently used to organize information. Cultural differences, generalizations and age approximations also made these distinctions somewhat subjective. Consequently, the null hypothesis was rejected, as no significant developmental changes were found to exist between older tweens and young teens. It did not appear to affect their consumer behaviour and brand preferences.

5.2 The Influence of Reference Groups

One aspect that the research study did provide clarity on was that most grade eights joined a mixed friendship group in high school. Thus there was potential for reference group changes to occur and as such change in their consumer behaviour, if not their brand preferences. However, for the majority of the school sets, no such change was found. Only the De Kuilen and Edgemead school sets showed a change with regards to group acceptance, peer versus

family relationships and popularity. For those young teens these issues were crucial for their adaptation into their new environment and confirmed the existing literature on the matter. The only point worth disputing was the result that the grade sevens at De Kuilen Primary were more concerned with group acceptance than the grade eights at De Kuilen High.

Thus the research study results for this section confirmed that friendships were very important at this stage of life, as was the need to find an identity and feel a sense of belonging. Popularity also started to become more important as it had the potential to boost self-esteem and result in peer acceptance. However, on the whole no major differences were found between the grade sevens and grade eights on such matters, with the exception of two school sets. Thus once again, one could conclude that the age gap between these two groups was too small or that the grade eights had not been given enough time in high school to establish proper friendship groups. Consequently, while it was never disputed that peer groups played a large role in the lives of young teens, the results showed that little change in consumer behaviour was shown as a result of reference groups. Thus the null hypothesis was rejected.

5.3 Role Model Changes from Primary School to High School

The research study showed that grade sevens and grade eights had similar opinions regarding their role models and the media. While it was clear that both grades had role models, it proved more difficult to pinpoint who they were – a possible result of another finding that both grades often changed their minds about who their favourite celebrity or sports star was.

A trend that was discovered in both the Grove and Kuils River school sets, where statistically significant results were found, was that the grade sevens were more confident and willing to wear the latest fashion and inform their friends on the latest fashion trends than those in grade eight. The grade eights disagreed with most of the statements regarding fashion influence and role models. Besides the shopping centres, where most grade sevens and eights found their fashion information, grade sevens preferred magazines to the grade eights, while grade eights looked to older teenagers, friends and others. Overall, however, few students looked to older siblings and celebrities or sports stars for fashion advice – a finding that was surprising. Consequently, the null hypothesis that older siblings and older teenagers did not influence young teens when buying clothes, as much as celebrities was rejected. Older teenagers influenced young teens more than older siblings and celebrities.

Thus there was a difference in how the two grades found information regarding fashion. However little information could be found to support the view that young teens had different role models in high school. In fact, both grades agreed that they would have and actually had the same role models in high school. Consequently, the null hypothesis that young teenagers had different role models in high school and therefore they changed their consumer behaviour was rejected.

5.4 Financial Changes between Grade Sevens and Grade Eights

According to the research results the grade eights did receive more pocket money when they reached high school, with the exception of those at Sarepta Senior Secondary. In addition, the amounts of pocket money received per month ranged from R0 to R1 000, although most received in the R0 to R200 range. Thus if one looked at this realistically it was evident that despite most of the grade sevens and eights claiming that they spent part of their money on clothing, followed by food and sweets, the particular items of clothing they bought remained a mystery. Clothing, especially branded clothing, remains expensive and could not possibly be bought with R200, unless they saved their money.

One could say that for these grade sevens and eights to buy most of their branded or unbranded clothing with their pocket money would be the exception rather than the rule. Thus it was more telling when one looked at with whom they went shopping. Considering that the vast majority of both grades stated they went shopping for clothes with their parents was probably the biggest indicator of who actually purchased the majority of their clothing. Thus despite the increase in pocket money, it was doubtful that pocket money alone would have an enormous impact on their consumer behaviour and have enabled them to change their brand preferences. However, such an increase might have allowed them to spend more time going out with their friends or being involved in activities together, hence a change in consumer behaviour. Consequently, both null hypotheses were accepted implying that grade eights received more pocket money when they reached high school, but often achieved their clothing and other purchases with their parents help.

5.5 Brand Loyalty after the Transition from Primary School to High School.

Overall there were no significant changes in brand loyalty between grade sevens and grade eights after the transition from primary school to high school. Both groups of students agreed that they wore Billabong and Roxy the most because the clothes looked good, were of good quality, and they liked the way they looked when wearing the brands. The only area where both grades were less unanimous in their decision was when asked what the most popular brand was. Although some mentioned Billabong and Roxy, the corresponding percentages were low which indicated that fewer students agreed. However, this result was skewed by the many who did not know or care what the most popular brand was.

The results from the grade sevens and grade eights in this study regarding brand loyalty agreed with those conducted elsewhere and mentioned in the literature review. Most of the school sets showed no change in their brand loyalty to branded clothing, except in the Kenridge school set where the brand loyalty had noticeably decreased. Most of the students regardless of grade chose brands based on the look of the clothing (not necessarily it being branded) and were disloyal to brands. This finding was interesting in light of the debate of brands versus styles in South Africa. There was a difference between the grade sevens and grade eights in three of the school sets (Kenridge, De Kuilen and Kuils River) with regards to the 'style of clothing is more important than the brand'. While the grade sevens in these three school sets were more neutral on the matter, the grade eights agreed with the statement. This finding agreed with the one mentioned above regarding brand loyalty. It made sense that the students were more concerned with the look of the clothing, if they were in general more interested in the style of clothing than the brand. Thus the null hypothesis for this section was accepted. Young teens lacked brand loyalty thus allowing for changes in consumer behaviour and brand preferences.

5.6 Peer Pressure after the Transition from Primary School to High School

This was by far the most interesting result of the research study. While all the empirical evidence pointed to the existence of peer pressure amongst grade eights, especially girls, due to their transitional state, developmental stage, and search for an identity, the students gave answers to the contrary. The only school set that showed any increase in peer pressure from primary school to high school was Kuils River Primary and Sarepta Senior Secondary. There

the grade eights were influenced by and keenly observed what clothing brands their friends were wearing.

Some reasons were given for the lack of consistency in the results with other sources of information such as in-depth interviews and the literature review. It was suggested that perhaps the term 'peer pressure' was misunderstood by the young teens or due to self-consciousness they did not wish to disclose their true status. Peer pressure was often subtle and thus the young teens may not have recognized this or they desired to wear what others were wearing and thus it was self-inflicted.

Consequently, the null hypothesis for this section was rejected, as peer pressure did not increase as older tweens entered high school. However, it should be noted that the researcher perceived this conclusion to be debatable and study specific. In reality, it was assumed that peer pressure played a far greater role in buying clothes than the influence by parents, which would have caused a change in consumer behaviour. However, from the statistical results of this study, this was found not to be the case. The null hypothesis was rejected.

5.7 Overall Study Results

At the beginning of this research study the main research objective was to establish whether changes in the consumer behaviour and brand preferences of young teens occurred after they had made the transition from primary school (grade seven) to high school (grade eight) in the South Western Cape. The researcher looked at the developmental changes that older tweens and young teens were undergoing, the influence of reference groups, role models and the media, the influence of financial changes, the level of brand loyalty and the extent of peer pressure experienced by grade sevens and grade eights.

However, there were two school sets, De Kuilen and Kuils River, where statistically significant results were found to exist between the grade sevens and the grade eights on four areas respectively out of six. The rest of the school sets failed to show statistical differences between the two grades in question. However, on the whole no significant developmental, reference group, role model and peer pressure changes were noted between grade sevens and grade eights. Thus these findings required the null hypotheses to be rejected. On the other hand, two of the findings agreed with the initial hypotheses that were put forward. Financial

changes did occur, as grade eights received more pocket money than grade sevens and parents were still involved in purchasing clothing for their young teens; and as expected, young teens failed to prove brand loyal.

Although two null hypotheses (financial changes and brand loyalty) were accepted out of the six proposed and only two school sets out of the five showing statistical differences between their grade sevens and grade eights on the matters investigated, the conclusion was drawn to reject the primary null hypothesis. The researcher concluded that young teens in the South Western Cape did not change their clothing consumer behaviour and brand preferences after entering high school. However, this conclusion was limited only to those schools and students who participated in the study and, as explained already, could be partly due to the time period in which the grade eights were surveyed.

5.8 Surveying of Grade Sevens and Grade Eights

Throughout the analysis of the data obtained from this study, the researcher noted that the responses between the grade sevens and grade eights were often similar. Thus the researcher felt that questioning the grade eights at the beginning of the year was probably not the best time, as they were not only new to the school and each other, but had not had enough time to join friendship groups properly, adapt or change their consumer behaviour and brand preferences, change role models and so forth. Their short time in high school and their lack of settling down may have caused some to answer more along the lines of a grade seven rather than a grade eight. In addition, the researcher was not always able to trust their responses, as the students contradicted themselves. However, it should be noted that permission was required from the Western Cape Education Department to conduct this research within the time frame stipulated by them. The researcher was not allowed to conduct this study during the fourth term (probably the ideal time frame for this study).

6 RECOMMENDATIONS

Having drawn conclusions from this research study, the researcher made the following recommendations:

6.1 Targeting the Older Tween and Young Teen Market

As has been noted in this research study, grade sevens and grade eights were found to be remarkably similar in their opinions and brand preferences, except for the De Kuilen and Kuils River school sets. Consequently, one could suggest that in general they be targeted together as one market, especially when young teens are in grade eight, especially for the first part of that year. While one could argue that there may be a danger as those in high school may not want to wear the same brands as those in primary school, this was not found in this study. Rather both markets liked wearing Billabong and Roxy for very similar reasons.

6.2 Brand Loyalty and Targeting these Age Groups

Although the research study agreed with the literature that older tweens and young teens were not seen to be brand loyal, this should not deter companies from targeting both markets. It was found that some grade eights were more interested in the style of the clothing, than the brand. However, it was evident that parents were still involved in purchasing their children's clothing. While the brand was the preferred option, not all young teens were able to afford such expensive clothing. Thus fashionably styled clothing would attract young teens despite the brand or lack thereof. Targeting both age groups with fashionable clothing that is affordable and 'correctly' styled would still be possible despite their brand-consciousness.

6.3 Grade Sevens and Grade Eights

An area of concern to the researcher was that the two age groups seemed too close together to find statistically significant results regarding any differences, besides the De Kuilen and Kuils River school sets. Thus it might have been more beneficial to survey the grade eights at a later stage in the year, such as August. On another note, perhaps it might have been more beneficial to survey grade nines or grade tens instead of grade eights. These older young teens would then have been exposed to high school and changing reference groups for a greater time

period, however this may have defeated the point of this research, which was to investigate the transition from primary school to high school.

6.4 Qualitative Research

The main research objective was to establish whether changes in the consumer behaviour and brand preferences of young teens occurred after they had made the transition from primary school (grade seven) to high school (grade eight) in the South Western Cape. However, contradictory information was gathered from the grade seven and eight students compared to the experience interviews, especially with Mrs Te Roller (guidance counsellor at Fairmont High) and Ms Campbell (senior clinical psychologist at William Slater Hospital). Perhaps this rather sensitive stage in the lives of grade sevens and eights would have been better investigated had more qualitative research methods been employed rather than primarily basing the research on quantitative means. The researcher would then have been able to better amalgamate the sources of information to paint a more accurate picture of the transition from primary school to high school as opposed to the more statistical, less sensitive means used. This would have also been beneficial in explaining some of the terminology used in the questionnaire such as peer pressure and so forth, as these would have been explained and discussed with the grade sevens and grade eights. Consequently, far more qualitative research in this study may have been more beneficial.

7 FUTURE RESEARCH POSSIBILITIES

Having conducted this research study, the researcher has made the following suggestions for future research possibilities:

7.1 Changes in Consumer Behaviour and Brand Preferences between Grade Sevens and Grade Tens

Having conducted this research study and analysed the findings it became clear that the opinions and preferences on grade sevens and grade eights were too close for statistically significant results to be obtained. Thus conducting the same research using grade sevens and grade tens, for instance, would enable one to see how older tweens changed once they had reached high school. The usefulness of the study would enable marketers to note the changes between the two age groups and better target them. By grade ten, it could be hypothesized that students actually purchased far more of their clothing themselves than those in grade eight and thus marketers may be interested in which clothing brands grade tens would be choosing.

7.2 The Affect of School Transitions on Grade Eights

It was evident from this research study that grade eights struggled to cope when they reached high school. The numerous challenges that faced them, not only in the school environment, but also in their home environment resulted in some resorting to destructive means of coping such as cutting. This research would be useful for both educationalists and parents in dealing with the stresses and strains experienced by grade eights and finding potential solutions to this problem would help all concerned.

7.3 Fashion Diffusion Amongst Young Teens

The change from primary school to high school equates to a fall in status. Grade sevens are no longer considered gatekeepers and grade eights are considered sheep who follow the trends of others. However, it would be interesting to identify how exactly fashion diffusion occurs amongst young teens. The model of how people adopt fashion, brands or ideas (from early adopters to laggards) could be scrutinized and new studies such as Wildfire by the UCT

Unilever Institute of Strategic Marketing could be used to develop a new model, should this be deemed necessary. It would enable marketers to better target this market.

7.4 The Impact of Brands on Poorer Communities

Throughout this research study the researcher was aware of the impact of brands on the poorer communities in South Africa. Brands are sought after by most young people, irrespective of financial circumstances, and as such is a contentious issue in the poorer areas. Not only are brands used for their symbolic purposes, but the ability to transcend social insecurities and often young people go to great lengths to obtain these socially valuable items. It would be interesting to find out how poorer young teens afford branded clothing and the social stigma surrounding brands in poorer communities.

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APPENDIX A – WESTERN CAPE EDUCATION DEPARTMENT PERMISSION

Navrae Enquiries IMibuzo	Dr RS Cornelissen
Telefoon Telephone IFoni	(021) 467-2286
Faks Fax IFeksi	(021) 425-7445
Verwysing Reference ISalathiso	20061023-0010

Wes-Kaap Onderwysdepartement
Western Cape Education Department
ISebe leMfundo leNtshona Koloni

Dear Miss C. Fischer

RESEARCH PROPOSAL: AN INVESTIGATION INTO WHETHER YOUNG TEENS CHANGE THEIR CLOTHING CONSUMER BEHAVIOUR AND BRAND PREFERENCES AFTER THE TRANSITION FROM PRIMARY SCHOOL (GRADE SEVEN) TO HIGH SCHOOL (GRADE EIGHT).

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **5th February 2007 to 30th March 2007.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December 2006).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the Principal where the intended research is to be conducted.
9. Your research will be limited to the attached list of schools.
10. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

    The Director: Education Research
    Western Cape Education Department
    Private Bag X9114
    CAPE TOWN
    8000

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 16th November 2006

LIST OF SCHOOLS:

Grove Primary
Herschel Primary
Kenridge Primary
Edgemead Primary
De Kuilen Primary
Kuilsriver Primary
Westerford High
Sans Souci Girls'
Herschel High
Fairmont High
Edgemead High
De Kuilen High
Sarepta Secondary

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 16th November 2006

APPENDIX B – QUESTIONNAIRE FOR PRIMARY SCHOOLS

P☐☐☐

Hi there. My name is Carolyn Fischer and I'm investigating the clothing preferences of grade sevens and grade eights in Cape Town. I would really appreciate it if you could help me by completing this questionnaire. It should take you about 10 minutes to complete. Please answer as truthfully as possible.

SECTION A

1. Which high school do you intend on going to next year?

   _____

2. What do you think will be your main challenges in high school next year? (You may choose <u>three</u> answers. Please circle the numbers.)

Having a different teacher for all or most of my subjects.	1
The building will be a lot bigger. Trying not to get lost.	2
I may find it difficult to make friends.	3
My friends may be in different classes to me.	4
There will be a lot more work or homework.	5
Grade 8 will be a lot more difficult than grade 7.	6
There will be lots of new school rules to learn.	7
The older teenagers may pick on me.	8
I don't think I'll experience any challenges.	9
Other (please explain):	

SECTION B

3. Which <u>one</u> of the following statements do you think may describe your group of friends in high school next year? (Please circle the number)

I will still be with the same group of friends I have now.	1
I will join a totally new group of friends in high school.	2
I will have a mixed group of friends from both primary and high school	3
I probably won't really belong to any group of friends.	4
Other (please explain):	

4. How do you normally find out what clothing is fashionable or trendy? (You may choose <u>more than one</u> answer.)

I ask my friends for advice	1
I look at what my friends or other people are wearing	2
I look at magazines to see what is in fashion	3
I ask my older brother or sister for advice	4
I look at what the older teenagers are wearing.	5
I look at my favourite celebrity/sports person	6
I walk around the shopping centre and look at what is in fashion	7
I'm not interested in fashion. I have my own style	8
Other (please explain):	

5. Please indicate your level of agreement with each of the following statements: (Circle the number.)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My friends are important to me.	1	2	3	4	5
Wearing the right style of clothing is more important to me than wearing popular brands.	1	2	3	4	5
I often compare what I look like with other people.	1	2	3	4	5
I buy cheaper clothes because I'll probably only wear it for one season.	1	2	3	4	5
My friends and I like the same clothing brands.	1	2	3	4	5
I will probably get more pocket money when I'm in grade eight next year.	1	2	3	4	5
I ask my friends for advice on what clothes to buy or wear.	1	2	3	4	5
It is important to me to be seen wearing popular brands.	1	2	3	4	5
Being accepted by my group of friends is important to me.	1	2	3	4	5
My family is more important to me than my friends.	1	2	3	4	5
I am normally the first one in my group of friends to buy the latest fashion.	1	2	3	4	5
I wear popular brands to be accepted by my friends.	1	2	3	4	5
I will probably still be wearing the same brands of clothes when I'm in grade eight next year.	1	2	3	4	5
Wearing popular brands shows your social status.	1	2	3	4	5
I'm the one who gives my friends advice on what to buy or wear.	1	2	3	4	5
I spend most of my money on clothes.	1	2	3	4	5
I am self-conscious about what I look like and wear.	1	2	3	4	5
My friends' opinions about my clothes are important to me.	1	2	3	4	5
The reason why some teens are popular is because they wear popular brands	1	2	3	4	5
I wear popular brands to feel good about myself.	1	2	3	4	5
Being popular is important to me	1	2	3	4	5
I feel pressured by my friends to wear popular brands	1	2	3	4	5
I prefer being with my friends than my family	1	2	3	4	5

6. Please indicate your level of agreement with each of the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I often change my mind about who my favourite celebrity/sports person is.	1	2	3	4	5
My parents are my role models.	1	2	3	4	5
My favourite music band influences the way I dress.	1	2	3	4	5
My role models will probably stay the same when I get to high school.	1	2	3	4	5
I prefer local celebrities/sports stars to international ones.	1	2	3	4	5
I don't have any role models.	1	2	3	4	5

7. If you receive pocket money what do you spend most of it on?
(Please list three, or circle number 4 if you don't receive pocket money.)

1	
2	
3	
4	I don't receive any pocket money.

8. If you receive pocket money, how much do you get per month?

_____

SECTION C

9. Who do you normally go shopping with to buy clothes? (Choose one answer).

I go shopping for clothes by myself	1
I go shopping for clothes with my best friend(s)	2
I go shopping for clothes with my brother/sister	3
I go shopping for clothes with my mom or dad	4
I don't buy my own clothes	5
Other (please explain):	

10. In your opinion, what is the most popular clothing brand at the moment?

_____

11. What are the three clothing brands you wear the most?

1	
2	
3	
4	I don't buy branded clothing.

12. Why do you wear these brands? (You may choose more than one answer).

I like the way the clothes look.	1
Because of the price.	2
They make good quality clothes.	3
I like the way I look when wearing the brands	4
My friends all wear these brands.	5
The older teenagers are wearing them.	6
Celebrities/Sports stars are wearing them.	7
Others look up to me when I wear these brands.	8
I don't buy branded clothing.	9
Other (please explain):	

13. How loyal are you to clothing brands? (Please choose one answer).

I buy the same brands most of the time.	1
It depends on what brands my friends are buying.	2
I buy different brands most of the time.	3
I buy what looks good, not necessarily brands.	4
I don't buy branded clothing.	5

SECTION D

14. Gender:

Female	1
Male	2

15. Age:

11 years old	1
12 years old	2
13 years old	3
14 years old	4
Other (please specify):	

16. Name of Primary School: _____

Thank you for taking the time to complete this questionnaire.

QUESTIONNAIRE FOR HIGH SCHOOLS

H☐☐☐

Hi there. My name is Carolyn Fischer and I'm investigating the clothing preferences of grade sevens and grade eights in Cape Town. I would really appreciate it if you could help me by completing this questionnaire. It should take you about 10 minutes to complete. Please answer as truthfully as possible.

SECTION A

1. Which primary school did you attend in grade seven?

   _____

2. What have been your main challenges in high school?
   (You may choose <u>three</u> answers. Please circle the numbers.)

Having a different teacher for all or most of my subjects	1
The building is a lot bigger. Trying not to get lost.	2
I've found it difficult to make friends	3
My friends are in different classes to me.	4
There is a lot more work or homework	5
Grade 8 is a lot more difficult than grade 7	6
There are lots of new school rules to learn	7
The older teenagers pick on me.	8
I haven't really experienced any challenges.	9
Other (please explain):	

SECTION B

3. Which <u>one</u> of the following statements describes your group of friends in high school? (Please circle the number.)

I am still with the same group of friends I had in primary school	1
I joined a new group of friends in high school	2
I have a mixed group of friends from both primary and high school	3
I don't really belong to any group of friends	4
Other (please explain):	

4. How do you normally find out what clothing is fashionable or trendy?
   (You may choose <u>more than one</u> answer.)

I ask my friends for advice	1
I look at what my friends or other people are wearing	2
I look at magazines to see what is in fashion	3
I ask my older brother or sister for advice	4
I look at what the older teenagers are wearing.	5
I look at my favourite celebrity/sports person	6
I walk around the shopping centre and look at what is in fashion	7
I'm not interested in fashion. I have my own style	8
Other (please explain):	

5. Please indicate your level of agreement with each of the following statements: (Circle the number.)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My friends are important to me.	1	2	3	4	5
Wearing the right style of clothing is more important to me than wearing popular brands.	1	2	3	4	5
I often compare what I look like with other people.	1	2	3	4	5
I buy cheaper clothes because I'll probably only wear it for one season.	1	2	3	4	5
My friends and I like the same clothing brands.	1	2	3	4	5
I get more pocket money now than when I was in grade 7.	1	2	3	4	5
I ask my friends for advice on what clothes to buy or wear.	1	2	3	4	5
It is important to me to be seen wearing popular brands.	1	2	3	4	5
Being accepted by my group of friends is important to me.	1	2	3	4	5
My family is more important to me than my friends.	1	2	3	4	5
I am normally the first one in my group of friends to buy the latest fashion.	1	2	3	4	5
I wear popular brands to be accepted by my friends.	1	2	3	4	5
I am wearing different brands of clothes now than when I was in primary school.	1	2	3	4	5
Wearing popular brands shows your social status.	1	2	3	4	5
I'm the one who gives my friends advice on what to buy or wear.	1	2	3	4	5
I spend most of my money on clothes.	1	2	3	4	5
I am more self-conscious about what I look like and wear now than when I was in grade seven.	1	2	3	4	5
My friends' opinions about my clothes are important to me.	1	2	3	4	5
The reason why some teens are popular is because they wear popular brands	1	2	3	4	5
I wear popular brands to feel good about myself.	1	2	3	4	5
Being popular is important to me	1	2	3	4	5
I feel pressured by my friends to wear popular brands	1	2	3	4	5
I prefer being with my friends than my family	1	2	3	4	5

6. Please indicate your level of agreement with each of the following statements: (Circle the number.)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I often change my mind about who my favourite celebrity/sports person is.	1	2	3	4	5
My parents are my role models.	1	2	3	4	5
My favourite music band influences the way I dress.	1	2	3	4	5
I still have the same role models as I had in primary school.	1	2	3	4	5
I prefer local celebrities/sports stars to international ones.	1	2	3	4	5
I don't have any role models.	1	2	3	4	5

7. If you receive pocket money what do you spend most of it on?
(Please list three, or circle number 4 if you don't receive pocket money.)

1	
2	
3	
4	I don't receive any pocket money.

8. If you receive pocket money, how much do you get per month?

_____

SECTION C

9. Who do you normally go shopping with to buy clothes? (Choose one answer).

I go shopping for clothes by myself	1
I go shopping for clothes with my best friend(s)	2
I go shopping for clothes with my brother/sister	3
I go shopping for clothes with my mom or dad	4
I don't go shopping for my own clothes	5
Other (please explain):	

10. In your opinion, what is the most popular clothing brand at the moment?

_____

11. What are the three clothing brands you wear the most?

1	
2	
3	
4	I don't buy branded clothing.

12. Why do you wear these brands? (You may choose more than one answer).

I like the way the clothes look.	1
Because of the price.	2
They make good quality clothes.	3
I like the way I look when wearing the brands	4
My friends all wear these brands.	5
The older teenagers are wearing them.	6
Celebrities/Sports stars are wearing them.	7
Others look up to me when I wear these brands.	8
I don't buy branded clothing.	9
Other (please explain):	

13. How loyal are you to clothing brands? (Please choose one answer).

I buy the same brands most of the time.	1
It depends on what brands my friends are buying.	2
I buy different brands most of the time.	3
I buy what looks good, not necessarily brands.	4
I don't buy branded clothing.	5

SECTION D

14. Gender:

Female	1
Male	2

15. Age:

11 years old	1
12 years old	2
13 years old	3
14 years old	4
Other (please specify):	

16. Name of High School: _____

Thank you for taking the time to complete this questionnaire.

APPENDIX C – STATISTICS FOR DEVELOPMENTAL CHANGES

De Kuilen Primary and De Kuilen High

Figure C1 Box and Whisker Plot (The right style is more important than the brand)

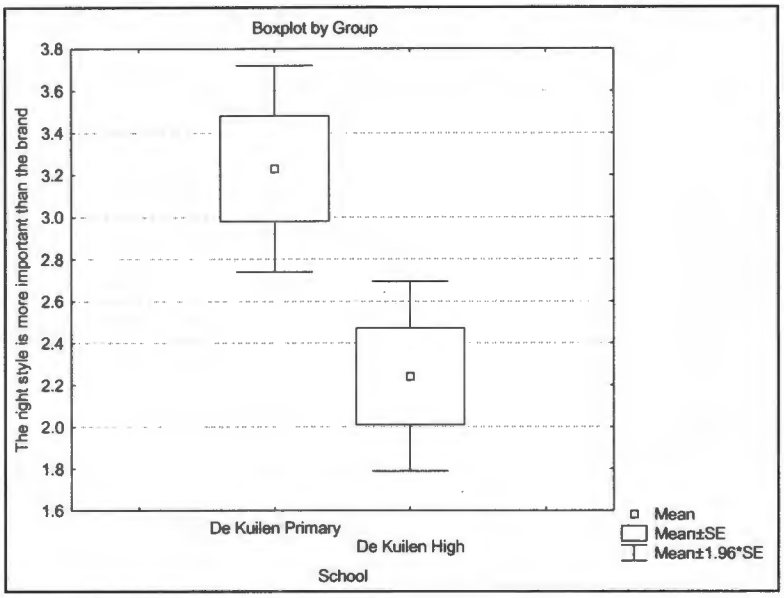

Table C1 De Kuilen Primary (The right style is more important than the brand)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	3	3	10.34483	10.3448
Agree	4	7	13.79310	24.1379
Neutral	8	15	27.58621	51.7241
Disagree	4	19	13.79310	65.5172
Strongly disagree	5	24	17.24138	82.7586
Missing	5	29	17.24138	100.0000

Table C2 De Kuilen High (The right style is more important than the brand)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	10	10	34.48276	34.4828
Agree	6	16	20.68966	55.1724
Neutral	5	21	17.24138	72.4138
Disagree	3	24	10.34483	82.7586
Strongly disagree	2	26	6.89655	89.6552
Missing	3	29	10.34483	100.0000

Table C3 Discriminant Function Analysis Summary

Step 1, N of vars in model: 1; Grouping: School Wilks' Lambda: .86214 approx. F (1,53)=8.4747 p< .0053	Wilks' Lambda	Partial Lambda	F-remove (1,53)	p-level	Toler.	1-Toler. (R-Sqr.)
The right style is more important than the brand	1.000000	0.862143	8.474704	0.005257	1.000000	0.000000

Table C4 Squared Mahalanobis Distances

	De Kuilen Primary	De Kuilen High
De Kuilen Primary	0.000000	0.618181
De Kuilen High	0.618181	0.000000

Table C5 F-values

df = 1,53	De Kuilen Primary	De Kuilen High
De Kuilen Primary		8.474700
De Kuilen High	8.474700	

Table C6 p-levels

	De Kuilen Primary	De Kuilen High
De Kuilen Primary		0.005257
De Kuilen High	0.005257	

Table C7 Classification Matrix

Rows: Observed classifications Columns: Predicted classifications	Percent Correct	De Kuilen Primary p=.47273	De Kuilen High p=.52727
De Kuilen Primary	75.86207	22	7
De Kuilen High	65.51724	10	19
Total	70.68965	32	26

Kuils River Primary and Sarepta Senior Secondary

Figure C2 Box and Whisker Plot (The right style is more important than the brand)

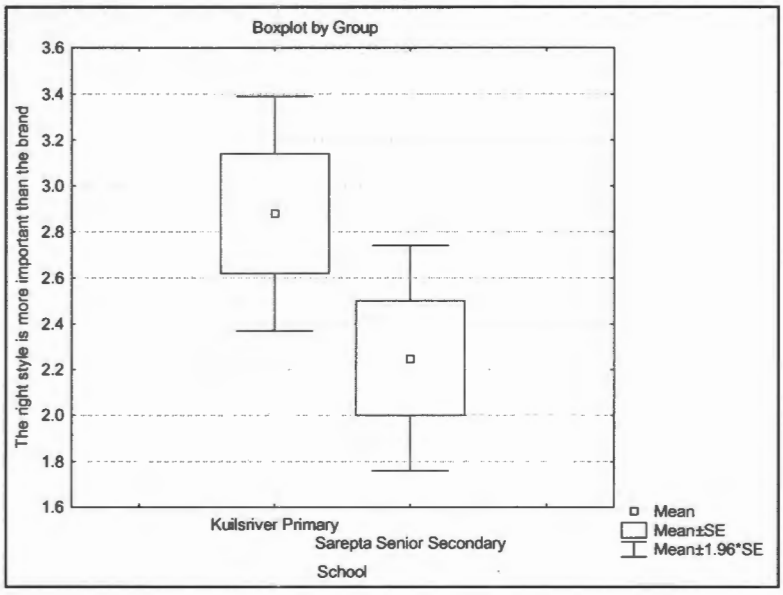

Table C8 Kuils River Primary (The right style is more important than the brand)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	3	3	10.34483	10.3448
Agree	9	12	31.03448	41.3793
Neutral	2	14	6.89655	48.2759
Disagree	6	20	20.68966	68.9655
Strongly disagree	3	23	10.34483	79.3103
Missing	6	29	20.68966	100.0000

Table C9 Sarepta Senior Secondary (The right style is more important than the brand)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	6	6	23.07692	23.0769
Agree	5	11	19.23077	42.3077
Neutral	5	16	19.23077	61.5385
Disagree	1	17	3.84615	65.3846
Strongly disagree	1	18	3.84615	69.2308
Missing	8	26	30.76923	100.0000

Table C10 Discriminant Function Analysis Summary

Step 1, N of vars in model: 1; Grouping: School Wilks' Lambda: .90902 approx. F (1,46)=4.6038 p< .0372	Wilks' Lambda	Partial Lambda	F-remove (1,46)	p-level	Toler.	1-Toler. (R-Sqr.)
The right style is more important than the brand	1.000000	0.909022	4.603834	0.037212	1.000000	0.000000

Table C11 Squared Mahalanobis Distances

	Kuilsriver Primary	Sarepta Senior Secondary
Kuilsriver Primary	0.000000	0.384320
Sarepta Senior Secondary	0.384320	0.000000

Table C12 F-values

df = 1,46	Kuilsriver Primary	Sarepta Senior Secondary
Kuilsriver Primary		4.603832
Sarepta Senior Secondary	4.603832	

Table C13 p-levels

	Kuilsriver Primary	Sarepta Senior Secondary
Kuilsriver Primary		0.037212
Sarepta Senior Secondary	0.037212	

Table C14 Classification Matrix

Rows: Observed classifications Columns: Predicted classifications	Percent Correct	Kuilsriver Primary p=.52083	Sarepta Senior Secondary p=.47917
Kuilsriver Primary	44.82759	13	16
Sarepta Senior Secondary	61.53846	10	16
Total	52.72727	23	32

All Primary and High Schools

Figure C3 Box and Whisker Plot (The right style is more important than the brand)

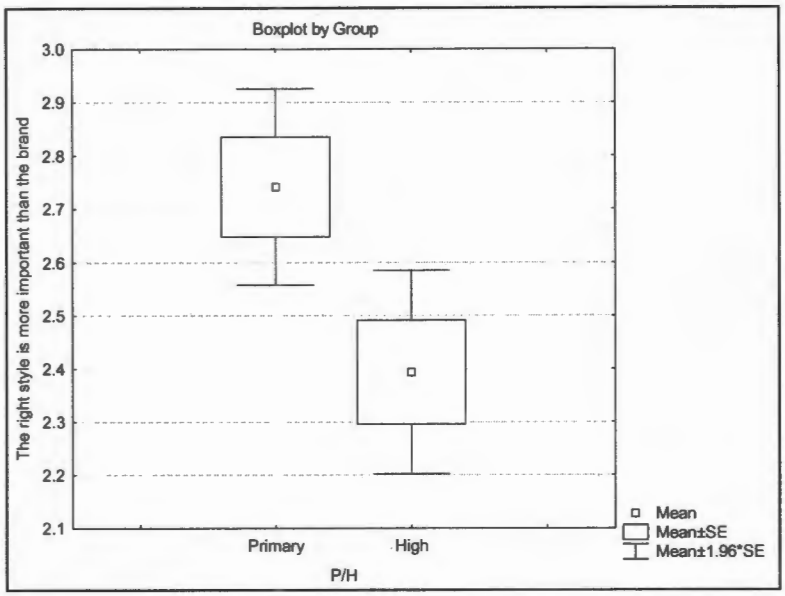

Table C15 All Primary Schools ("The right style is more important than the brand")

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	12	12	8.88889	8.8889
Agree	36	48	26.66667	35.5556
Neutral	41	89	30.37037	65.9259
Disagree	13	102	9.62963	75.5556
Strongly disagree	9	111	6.66667	82.2222
Missing	24	135	17.77778	100.0000

Table C16 All High Schools ("The right style is more important than the brand")

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	32	32	23.02158	23.0216
Agree	28	60	20.14388	43.1655
Neutral	37	97	26.61871	69.7842
Disagree	12	109	8.63309	78.4173
Strongly disagree	7	116	5.03597	83.4532
Missing	23	139	16.54676	100.0000

Table C17 Discriminant Function Analysis Summary

Step 1, N of vars in model: 1; Grouping: P/H Wilks' Lambda: .97478 approx. F (1,254)=6.5719 p< .0109	Wilks' Lambda	Partial Lambda	F-remove (1,254)	p-level	Toler.	1-Toler. (R-Sqr.)
The right style is more important than the brand	1.000000	0.974779	6.571940	0.010936	1.000000	0.000000

Table C18 Squared Mahalanobis Distances

	Primary	High
Primary	0.000000	0.102787
High	0.102787	0.000000

Table C19 F-values

df = 1,254	Primary	High
Primary		6.571940
High	6.571940	

Table C20 p-levels

	Primary	High
Primary		0.010936
High	0.010936	

Table C21 Classification Matrix

Rows: Observed classifications Columns: Predicted classifications	Percent Correct	Primary p=.48438	High p=.51563
Primary	56.81818	75	57
High	54.67626	63	76
Total	55.71956	138	133

APPENDIX D – MEAN SCORES FOR ALL THE SCHOOLS

Grove Primary School: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Min	Max	N	No. of cases Missing
My friends are important to me	1.500000	0.707107	1	4	26	0
The right style is more important than the brand	2.615385	0.752432	1	4	26	0
I often compare what I look like with other people	3.076923	1.016782	1	5	26	0
I buy cheaper clothes because I'll probably only wear it for one season	3.615385	0.982931	1	5	26	0
My friends and I like the same clothing brands	2.538462	0.904689	1	5	26	0
I'll probably get more pocked money when I'm in grade 8 next year	2.346154	1.354764	1	5	26	0
I ask my friends for advice on what clothes to buy or wear	3.500000	1.104536	1	5	26	0
It is important to me to be seen wearing popular brands	3.461538	1.028816	1	5	26	0
Being accepted by my group of friends is important to me	2.038462	0.999230	1	5	26	1
My family is more important to me than my friends	1.884615	0.863802	1	3	26	0
I'm normally the first one in my group of friends to buy the latest fashion	3.230769	0.951113	1	5	26	0
I wear popular brands to be accepted by my friends	4.346154	0.689481	3	5	26	1
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	2.153846	0.612686	1	3	26	0
Wearing popular brands shows your social status	3.346154	1.056118	1	5	26	0
I'm the one who gives my friends advice on what to buy or wear	3.115385	1.032547	1	5	26	0
I spend most of my money on clothes	3.653846	1.294366	1	5	26	0
I am self-conscious about what I look like and wear	2.461538	1.207668	1	5	26	0
My friends' opinions about my clothes are important to me	2.884615	0.993053	1	4	26	0
The reason why some teens are popular is because they wear popular brands	2.730769	1.150919	1	5	26	0
I wear popular brands to feel good about myself	3.423077	1.101747	1	5	26	0
Being popular is important to me	3.115385	1.032547	1	5	26	0
I feel pressured by my friends to wear popular brands	3.884615	0.993053	2	5	26	0
I prefer being with my friends than my family	2.692308	0.928191	1	5	26	0
I often change my mind about who my favourite celebrity/sports person is	2.346154	1.164210	1	5	26	0
My parents are my role models	2.538462	1.103839	1	5	26	0
My favourite music band influences the way I dress	3.384615	1.168826	1	5	26	0
My role models will probably stay the same when I get to high school	2.230769	0.992278	1	5	26	0
I prefer local celebrities/sports stars to international ones	3.615385	1.022817	1	5	26	0
I don't have any role models	4.192308	1.059027	1	5	26	1

Westerford High School: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Min	Max	N	No. of cases Missing
My friends are important to me	1.458333	0.931533	1	5	24	0
The right style is more important than the brand	2.708333	1.082636	1	5	24	0
I often compare what I look like with other people	2.875000	0.991814	1	5	24	1
I buy cheaper clothes because I'll probably only wear it for one season	3.666667	1.340560	1	5	24	0
My friends and I like the same clothing brands	2.458333	0.779028	1	4	24	0
I'll probably get more pocked money when I'm in grade 8 next year	2.333333	1.434563	1	5	24	0
I ask my friends for advice on what clothes to buy or wear	3.750000	1.259745	1	5	24	0
It is important to me to be seen wearing popular brands	3.250000	1.293798	1	5	24	1
Being accepted by my group of friends is important to me	2.041667	1.041703	1	5	24	1
My family is more important to me than my friends	2.083333	0.829702	1	3	24	0
I'm normally the first one in my group of friends to buy the latest fashion	3.500000	0.780189	2	5	24	0
I wear popular brands to be accepted by my friends	4.416667	0.775532	3	5	24	0
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	3.458333	1.178767	1	5	24	0
Wearing popular brands shows your social status	3.458333	1.062367	1	5	24	0
I'm the one who gives my friends advice on what to buy or wear	3.625000	1.013496	1	5	24	0
I spend most of my money on clothes	3.541667	1.350657	1	5	24	0
I am self-conscious about what I look like and wear	2.291667	1.232853	1	5	24	0
My friends' opinions about my clothes are important to me	2.875000	0.946963	1	4	24	0
The reason why some teens are popular is because they wear popular brands	3.250000	0.989071	1	4	24	0
I wear popular brands to feel good about myself	3.583333	1.176460	1	5	24	0
Being popular is important to me	3.291667	0.999094	1	5	24	1
I feel pressured by my friends to wear popular brands	3.791667	1.215092	1	5	24	2
I prefer being with my friends than my family	2.958333	0.907896	1	5	24	0
I often change my mind about who my favourite celebrity/sports person is	2.708333	1.041703	1	5	24	0
My parents are my role models	2.875000	0.946963	1	5	24	0
My favourite music band influences the way I dress	3.791667	1.020621	1	5	24	0
My role models will probably stay the same when I get to high school	2.875000	1.361345	1	5	24	0
I prefer local celebrities/sports stars to international ones	3.791667	1.062367	1	5	24	0
I don't have any role models	3.833333	1.372610	1	5	24	0

Kenridge Primary School: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Min	Max	N	No. of cases Missing
My friends are important to me	1.285714	0.468807	1	2	14	0
The right style is more important than the brand	2.500000	0.759555	1	4	14	2
I often compare what I look like with other people	3.428571	1.157868	2	5	14	0
I buy cheaper clothes because I'll probably only wear it for one season	3.500000	0.518875	3	4	14	1
My friends and I like the same clothing brands	2.500000	0.854850	1	4	14	0
I'll probably get more pocked money when I'm in grade 8 next year	3.285714	1.204388	2	5	14	0
I ask my friends for advice on what clothes to buy or wear	3.428571	1.157868	2	5	14	0
It is important to me to be seen wearing popular brands	3.642857	1.081818	2	5	14	0
Being accepted by my group of friends is important to me	1.857143	0.864438	1	3	14	0
My family is more important to me than my friends	1.642857	0.633324	1	3	14	1
I'm normally the first one in my group of friends to buy the latest fashion	3.142857	0.770329	1	4	14	0
I wear popular brands to be accepted by my friends	4.142857	1.027105	2	5	14	0
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	2.357143	0.744946	1	4	14	0
Wearing popular brands shows your social status	3.500000	0.854850	2	5	14	0
I'm the one who gives my friends advice on what to buy or wear	3.500000	1.160239	1	5	14	0
I spend most of my money on clothes	3.285714	1.138729	1	5	14	0
I am self-conscious about what I look like and wear	2.785714	1.368805	1	5	14	0
My friends' opinions about my clothes are important to me	3.142857	1.099450	2	5	14	0
The reason why some teens are popular is because they wear popular brands	2.714286	0.994490	1	4	14	0
I wear popular brands to feel good about myself	3.500000	1.160239	2	5	14	0
Being popular is important to me	3.642857	1.008208	2	5	14	0
I feel pressured by my friends to wear popular brands	4.428571	0.755929	3	5	14	0
I prefer being with my friends than my family	3.285714	1.069045	2	5	14	0
I often change my mind about who my favourite celebrity/sports person is	2.928571	1.071612	2	5	14	0
My parents are my role models	2.285714	1.382783	1	5	14	0
My favourite music band influences the way I dress	3.714286	1.069045	2	5	14	1
My role models will probably stay the same when I get to high school	2.357143	1.277446	1	5	14	0
I prefer local celebrities/sports stars to international ones	3.357143	1.008208	1	5	14	0
I don't have any role models	4.571429	0.646206	3	5	14	0

Fairmont High School: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Min	Max	N	No. of cases Missing
My friends are important to me	1.190476	0.402374	1	2	21	0
The right style is more important than the brand	2.142857	1.108409	1	5	21	0
I often compare what I look like with other people	2.809524	1.123345	1	5	21	0
I buy cheaper clothes because I'll probably only wear it for one season	2.761905	1.300183	1	5	21	0
My friends and I like the same clothing brands	2.380952	1.071270	1	4	21	0
I'll probably get more pocked money when I'm in grade 8 next year	2.857143	1.525966	1	5	21	0
I ask my friends for advice on what clothes to buy or wear	3.666667	1.238278	1	5	21	0
It is important to me to be seen wearing popular brands	3.952381	1.071270	2	5	21	0
Being accepted by my group of friends is important to me	2.142857	0.910259	1	4	21	1
My family is more important to me than my friends	1.571429	0.810643	1	3	21	0
I'm normally the first one in my group of friends to buy the latest fashion	3.523810	1.123345	1	5	21	0
I wear popular brands to be accepted by my friends	4.523810	0.601585	3	5	21	0
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	3.095238	1.410842	1	5	21	0
Wearing popular brands shows your social status	3.952381	1.283596	1	5	21	0
I'm the one who gives my friends advice on what to buy or wear	3.619048	1.244033	1	5	21	0
I spend most of my money on clothes	3.714286	1.585650	1	5	21	0
I am self-conscious about what I look like and wear	2.428571	1.121224	1	4	21	0
My friends' opinions about my clothes are important to me	3.000000	0.774597	2	4	21	0
The reason why some teens are popular is because they wear popular brands	2.857143	1.314751	1	5	21	0
I wear popular brands to feel good about myself	3.904762	0.943650	2	5	21	1
Being popular is important to me	3.428571	1.287301	1	5	21	0
I feel pressured by my friends to wear popular brands	4.333333	0.795822	3	5	21	0
I prefer being with my friends than my family	3.285714	1.383577	1	5	21	0
I often change my mind about who my favourite celebrity/sports person is	2.761905	1.374946	1	5	21	0
My parents are my role models	2.142857	1.014185	1	4	21	0
My favourite music band influences the way I dress	3.714286	1.055597	2	5	21	0
My role models will probably stay the same when I get to high school	2.190476	1.327368	1	5	21	0
I prefer local celebrities/sports stars to international ones	3.380952	1.160870	1	5	21	0
I don't have any role models	4.190476	1.167007	1	5	21	0

De Kuilen Primary School: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Min	Max	N	No. of cases Missing
My friends are important to me	1.500000	0.589768	1	3	24	0
The right style is more important than the brand	3.166667	1.307725	1	5	24	0
I often compare what I look like with other people	3.708333	0.999094	2	5	24	0
I buy cheaper clothes because I'll probably only wear it for one season	4.083333	1.017955	2	5	24	1
My friends and I like the same clothing brands	2.541667	1.250362	1	5	24	0
I'll probably get more pocked money when I'm in grade 8 next year	2.458333	1.020621	1	4	24	0
I ask my friends for advice on what clothes to buy or wear	3.500000	1.179536	1	5	24	0
It is important to me to be seen wearing popular brands	2.916667	1.282547	1	5	24	1
Being accepted by my group of friends is important to me	1.625000	0.824226	1	4	24	0
My family is more important to me than my friends	1.208333	0.721060	1	4	24	1
I'm normally the first one in my group of friends to buy the latest fashion	3.041667	0.999094	1	5	24	0
I wear popular brands to be accepted by my friends	4.250000	0.989071	1	5	24	0
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	2.583333	1.017955	1	5	24	0
Wearing popular brands shows your social status	3.041667	1.197068	1	5	24	0
I'm the one who gives my friends advice on what to buy or wear	3.541667	1.062367	1	5	24	0
I spend most of my money on clothes	3.500000	1.251086	1	5	24	1
I am self-conscious about what I look like and wear	2.166667	1.090140	1	5	24	1
My friends' opinions about my clothes are important to me	3.291667	0.907896	1	5	24	0
The reason why some teens are popular is because they wear popular brands	2.916667	1.059806	1	5	24	0
I wear popular brands to feel good about myself	2.791667	1.020621	1	5	24	0
Being popular is important to me	3.375000	1.134920	1	5	24	0
I feel pressured by my friends to wear popular brands	4.166667	0.916831	2	5	24	0
I prefer being with my friends than my family	3.916667	1.100066	2	5	24	0
I often change my mind about who my favourite celebrity/sports person is	2.416667	1.017955	1	5	24	0
My parents are my role models	1.958333	0.999094	1	4	24	0
My favourite music band influences the way I dress	3.333333	1.307725	1	5	24	0
My role models will probably stay the same when I get to high school	2.666667	0.916831	1	4	24	0
I prefer local celebrities/sports stars to international ones	3.375000	1.055524	1	5	24	0
I don't have any role models	3.916667	1.442120	1	5	24	0

De Kuilen High School: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Minimum	Maximum	N	No. of cases Missing
My friends are important to me	1.615385	0.697247	1	3	26	0
The right style is more important than the brand	2.269231	1.313246	1	5	26	0
I often compare what I look like with other people	3.461538	1.272188	1	5	26	0
I buy cheaper clothes because I'll probably only wear it for one season	4.038462	0.958364	2	5	26	1
My friends and I like the same clothing brands	2.538462	1.103839	1	5	26	2
I'll probably get more pocked money when I'm in grade 8 next year	3.423077	1.629063	1	5	26	0
I ask my friends for advice on what clothes to buy or wear	3.846154	1.189699	1	5	26	0
It is important to me to be seen wearing popular brands	3.461538	1.272188	1	5	26	0
Being accepted by my group of friends is important to me	2.192308	1.096147	1	5	26	0
My family is more important to me than my friends	1.538462	0.706018	1	3	26	0
I'm normally the first one in my group of friends to buy the latest fashion	3.423077	1.205755	1	5	26	0
I wear popular brands to be accepted by my friends	4.500000	0.707107	3	5	26	0
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	2.961538	1.370570	1	5	26	0
Wearing popular brands shows your social status	3.576923	1.419100	1	5	26	0
I'm the one who gives my friends advice on what to buy or wear	3.615385	1.022817	1	5	26	0
I spend most of my money on clothes	3.807692	1.327230	1	5	26	0
I am self-conscious about what I look like and wear	2.576923	1.390628	1	5	26	0
My friends' opinions about my clothes are important to me	3.346154	1.294366	1	5	26	0
The reason why some teens are popular is because they wear popular brands	3.384615	1.267341	1	5	26	0
I wear popular brands to feel good about myself	2.884615	1.395046	1	5	26	0
Being popular is important to me	3.500000	1.174734	1	5	26	0
I feel pressured by my friends to wear popular brands	4.423077	0.856648	3	5	26	0
I prefer being with my friends than my family	3.346154	1.495120	1	5	26	0
I often change my mind about who my favourite celebrity/sports person is	2.576923	1.361560	1	5	26	0
My parents are my role models	2.461538	1.333590	1	5	26	0
My favourite music band influences the way I dress	3.923077	0.934797	2	5	26	0
My role models will probably stay the same when I get to high school	2.846154	1.566967	1	5	26	0
I prefer local celebrities/sports stars to international ones	3.807692	1.200641	1	5	26	0
I don't have any role models	4.384615	1.098250	1	5	26	0

Edgemead Primary School: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Min	Max	N	No. of cases Missing
My friends are important to me	1.333333	0.761387	1	4	24	0
The right style is more important than the brand	2.458333	0.883627	1	5	24	1
I often compare what I look like with other people	3.416667	1.282547	1	5	24	0
I buy cheaper clothes because I'll probably only wear it for one season	3.541667	0.977093	1	5	24	1
My friends and I like the same clothing brands	2.416667	1.059806	1	4	24	0
I'll probably get more pocked money when I'm in grade 8 next year	2.666667	1.434563	1	5	24	0
I ask my friends for advice on what clothes to buy or wear	3.833333	1.007220	2	5	24	0
It is important to me to be seen wearing popular brands	3.416667	1.316011	1	5	24	0
Being accepted by my group of friends is important to me	1.958333	0.999094	1	4	24	1
My family is more important to me than my friends	1.375000	0.923721	1	5	24	0
I'm normally the first one in my group of friends to buy the latest fashion	3.000000	1.021508	1	5	24	0
I wear popular brands to be accepted by my friends	4.416667	0.775532	2	5	24	0
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	2.625000	1.055524	1	5	24	0
Wearing popular brands shows your social status	3.541667	1.284664	1	5	24	0
I'm the one who gives my friends advice on what to buy or wear	3.333333	0.963087	1	5	24	0
I spend most of my money on clothes	3.375000	1.312565	1	5	24	0
I am self-conscious about what I look like and wear	2.416667	0.974308	1	4	24	0
My friends' opinions about my clothes are important to me	3.458333	1.020621	1	5	24	0
The reason why some teens are popular is because they wear popular brands	3.041667	1.731528	1	5	24	0
I wear popular brands to feel good about myself	3.333333	1.049500	1	5	24	0
Being popular is important to me	4.000000	1.179536	1	5	24	0
I feel pressured by my friends to wear popular brands	4.333333	0.868115	1	5	24	1
I prefer being with my friends than my family	3.750000	1.032094	2	5	24	0
I often change my mind about who my favourite celebrity/sports person is	3.041667	1.428869	1	5	24	0
My parents are my role models	2.375000	1.013496	1	5	24	0
My favourite music band influences the way I dress	3.500000	1.285369	1	5	24	1
My role models will probably stay the same when I get to high school	2.250000	0.989071	1	4	24	0
I prefer local celebrities/sports stars to international ones	3.541667	1.178767	1	5	24	0
I don't have any role models	4.583333	0.717282	3	5	24	0

Edgemead High School: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Min	Max	N	No. of cases Missing
My friends are important to me	1.666667	0.679366	1	3	27	0
The right style is more important than the brand	2.703704	1.137298	1	5	27	0
I often compare what I look like with other people	3.074074	1.356634	1	5	27	1
I buy cheaper clothes because I'll probably only wear it for one season	4.074074	1.071517	1	5	27	0
My friends and I like the same clothing brands	2.259259	0.984206	1	4	27	0
I'll probably get more pocked money when I'm in grade 8 next year	2.925926	1.491667	1	5	27	1
I ask my friends for advice on what clothes to buy or wear	3.740741	1.163304	1	5	27	0
It is important to me to be seen wearing popular brands	3.074074	1.298695	1	5	27	0
Being accepted by my group of friends is important to me	1.962963	0.979854	1	4	27	0
My family is more important to me than my friends	1.555556	0.891556	1	4	27	0
I'm normally the first one in my group of friends to buy the latest fashion	2.703704	0.868899	1	4	27	0
I wear popular brands to be accepted by my friends	4.296296	0.775332	2	5	27	0
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	3.296296	1.324759	1	5	27	0
Wearing popular brands shows your social status	3.333333	0.960769	2	5	27	0
I'm the one who gives my friends advice on what to buy or wear	3.222222	0.933700	1	5	27	0
I spend most of my money on clothes	3.148148	1.261980	1	5	27	0
I am self-conscious about what I look like and wear	2.555556	1.368136	1	5	27	0
My friends' opinions about my clothes are important to me	3.111111	1.187542	1	5	27	1
The reason why some teens are popular is because they wear popular brands	3.111111	1.219500	1	5	27	0
I wear popular brands to feel good about myself	3.111111	1.281025	1	5	27	0
Being popular is important to me	3.370370	1.390853	1	5	27	0
I feel pressured by my friends to wear popular brands	4.074074	0.997147	1	5	27	1
I prefer being with my friends than my family	3.111111	1.250641	1	5	27	0
I often change my mind about who my favourite celebrity/sports person is	2.555556	1.250641	1	5	27	0
My parents are my role models	2.740741	1.258589	1	5	27	0
My favourite music band influences the way I dress	3.592593	1.185141	1	5	27	0
My role models will probably stay the same when I get to high school	2.888889	1.281025	1	5	27	0
I prefer local celebrities/sports stars to international ones	3.814815	1.272098	1	5	27	0
I don't have any role models	4.259259	1.129758	2	5	27	0

Kuils River Primary School: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Min	Max	N	No. of cases Missing
My friends are important to me	1.956522	1.260529	1	5	23	0
The right style is more important than the brand	2.869565	1.324742	1	5	23	0
I often compare what I look like with other people	3.347826	1.300654	1	5	23	1
I buy cheaper clothes because I'll probably only wear it for one season	3.521739	1.343996	1	5	23	0
My friends and I like the same clothing brands	2.304348	1.329210	1	5	23	0
I'll probably get more pocked money when I'm in grade 8 next year	2.347826	1.465007	1	5	23	0
I ask my friends for advice on what clothes to buy or wear	3.260870	1.421184	1	5	23	0
It is important to me to be seen wearing popular brands	3.304348	1.490417	1	5	23	1
Being accepted by my group of friends is important to me	2.260870	1.421184	1	5	23	0
My family is more important to me than my friends	1.608696	1.373090	1	5	23	1
I'm normally the first one in my group of friends to buy the latest fashion	2.826087	1.192864	1	5	23	0
I wear popular brands to be accepted by my friends	3.826087	1.435022	1	5	23	0
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	2.739130	1.388832	1	5	23	0
Wearing popular brands shows your social status	3.304348	1.145536	1	5	23	0
I'm the one who gives my friends advice on what to buy or wear	2.826087	1.402989	1	5	23	0
I spend most of my money on clothes	3.086957	1.564174	1	5	23	0
I am self-conscious about what I look like and wear	2.391304	1.117592	1	5	23	2
My friends' opinions about my clothes are important to me	3.130435	1.217462	1	5	23	1
The reason why some teens are popular is because they wear popular brands	2.782609	1.312753	1	5	23	0
I wear popular brands to feel good about myself	3.217391	1.565437	1	5	23	0
Being popular is important to me	3.391304	1.437774	1	5	23	0
I feel pressured by my friends to wear popular brands	3.956522	1.223938	1	5	23	0
I prefer being with my friends than my family	3.956522	1.260529	1	5	23	0
I often change my mind about who my favourite celebrity/sports person is	2.434783	1.471736	1	5	23	0
My parents are my role models	2.565217	1.646652	1	5	23	0
My favourite music band influences the way I dress	3.217391	1.565437	1	5	23	0
My role models will probably stay the same when I get to high school	2.217391	1.085295	1	4	23	0
I prefer local celebrities/sports stars to international ones	3.217391	1.412815	1	5	23	0
I don't have any role models	4.130435	1.324742	1	5	23	0

Sarepta Senior Secondary: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Min	Max	N	No. of cases Missing
My friends are important to me	1.777778	0.732084	1	3	18	1
The right style is more important than the brand	2.222222	1.165966	1	5	18	0
I often compare what I look like with other people	3.388889	1.092159	2	5	18	0
I buy cheaper clothes because I'll probably only wear it for one season	3.500000	1.098127	1	5	18	1
My friends and I like the same clothing brands	2.611111	1.377931	1	5	18	0
I'll probably get more pocked money when I'm in grade 8 next year	2.222222	1.262843	1	5	18	0
I ask my friends for advice on what clothes to buy or wear	3.777778	1.165966	2	5	18	1
It is important to me to be seen wearing popular brands	3.277778	1.319784	1	5	18	1
Being accepted by my group of friends is important to me	2.222222	1.114374	1	5	18	0
My family is more important to me than my friends	1.555556	1.041618	1	4	18	0
I'm normally the first one in my group of friends to buy the latest fashion	3.722222	0.826442	2	5	18	0
I wear popular brands to be accepted by my friends	4.333333	0.766965	3	5	18	0
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	2.500000	1.200490	1	4	18	0
Wearing popular brands shows your social status	3.444444	1.041618	2	5	18	0
I'm the one who gives my friends advice on what to buy or wear	3.611111	1.036901	2	5	18	0
I spend most of my money on clothes	3.722222	1.406102	1	5	18	0
I am self-conscious about what I look like and wear	2.388889	1.377931	1	5	18	0
My friends' opinions about my clothes are important to me	3.222222	1.262843	1	5	18	0
The reason why some teens are popular is because they wear popular brands	3.000000	1.371989	1	5	18	0
I wear popular brands to feel good about myself	3.388889	1.377931	1	5	18	0
Being popular is important to me	3.777778	1.060275	2	5	18	0
I feel pressured by my friends to wear popular brands	3.722222	1.363626	1	5	18	0
I prefer being with my friends than my family	3.388889	1.539247	1	5	18	0
I often change my mind about who my favourite celebrity/sports person is	2.722222	1.319784	1	5	18	2
My parents are my role models	2.166667	1.294786	1	5	18	0
My favourite music band influences the way I dress	3.000000	1.371989	1	5	18	0
My role models will probably stay the same when I get to high school	2.277778	1.319784	1	5	18	2
I prefer local celebrities/sports stars to international ones	3.555556	1.149026	1	5	18	0
I don't have any role models	4.333333	1.137593	1	5	18	0

All Primary Schools: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Min	Max	N	No. of cases Missing
My friends are important to me	1.531532	0.840128	1	5	111	0
The right style is more important than the brand	2.738739	1.067808	1	5	111	3
I often compare what I look like with other people	3.387387	1.153423	1	5	111	1
I buy cheaper clothes because I'll probably only wear it for one season	3.666667	1.038647	1	5	111	3
My friends and I like the same clothing brands	2.459459	1.093649	1	5	111	0
I'll probably get more pocked money when I'm in grade 8 next year	2.558559	1.325859	1	5	111	0
I ask my friends for advice on what clothes to buy or wear	3.513514	1.174462	1	5	111	0
It is important to me to be seen wearing popular brands	3.324324	1.258875	1	5	111	2
Being accepted by my group of friends is important to me	1.954955	1.056473	1	5	111	2
My family is more important to me than my friends	1.540541	0.970321	1	5	111	3
I'm normally the first one in my group of friends to buy the latest fashion	3.045045	1.003516	1	5	111	0
I wear popular brands to be accepted by my friends	4.207207	1.010105	1	5	111	1
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	2.495495	1.016893	1	5	111	0
Wearing popular brands shows your social status	3.333333	1.130835	1	5	111	0
I'm the one who gives my friends advice on what to buy or wear	3.243243	1.137910	1	5	111	0
I spend most of my money on clothes	3.396396	1.323077	1	5	111	1
I am self-conscious about what I look like and wear	2.414414	1.131921	1	5	111	3
My friends' opinions about my clothes are important to me	3.180180	1.046190	1	5	111	1
The reason why some teens are popular is because they wear popular brands	2.846847	1.280612	1	5	111	0
I wear popular brands to feel good about myself	3.234234	1.198142	1	5	111	0
Being popular is important to me	3.486486	1.197458	1	5	111	0
I feel pressured by my friends to wear popular brands	4.126126	0.982734	1	5	111	1
I prefer being with my friends than my family	3.522523	1.174323	1	5	111	0
I often change my mind about who my favourite celebrity/sports person is	2.603604	1.266917	1	5	111	0
My parents are my role models	2.351351	1.233241	1	5	111	0
My favourite music band influences the way I dress	3.405405	1.288963	1	5	111	2
My role models will probably stay the same when I get to high school	2.342342	1.031288	1	5	111	0
I prefer local celebrities/sports stars to international ones	3.432432	1.141145	1	5	111	0
I don't have any role models	4.252252	1.123861	1	5	111	1

All High Schools: Answers to questions five and six

Descriptive Statistics (Casewise MD deletion)	Mean	Std.Dev	Min	Max	N	No. of cases Missing
My friends are important to me	1.543103	0.727022	1	5	116	1
The right style is more important than the brand	2.431034	1.173802	1	5	116	0
I often compare what I look like with other people	3.120690	1.195318	1	5	116	2
I buy cheaper clothes because I'll probably only wear it for one season	3.655172	1.230789	1	5	116	2
My friends and I like the same clothing brands	2.439655	1.049130	1	5	116	2
I'll probably get more pocked money when I'm in grade 8 next year	2.793103	1.523824	1	5	116	1
I ask my friends for advice on what clothes to buy or wear	3.758621	1.184103	1	5	116	1
It is important to me to be seen wearing popular brands	3.387931	1.270204	1	5	116	2
Being accepted by my group of friends is important to me	2.103448	1.016210	1	5	116	2
My family is more important to me than my friends	1.663793	0.864206	1	4	116	0
I'm normally the first one in my group of friends to buy the latest fashion	3.336207	1.029512	1	5	116	0
I wear popular brands to be accepted by my friends	4.413793	0.723145	2	5	116	0
I'll probably still be wearing the same brands of clothes when I'm in grade 8 next year	3.094828	1.318619	1	5	116	0
Wearing popular brands shows your social status	3.543103	1.167623	1	5	116	0
I'm the one who gives my friends advice on what to buy or wear	3.525862	1.042248	1	5	116	0
I spend most of my money on clothes	3.568966	1.378242	1	5	116	0
I am self-conscious about what I look like and wear	2.456897	1.288020	1	5	116	0
My friends' opinions about my clothes are important to me	2.456897	1.109419	1	5	116	1
The reason why some teens are popular is because they wear popular brands	3.137931	1.222233	1	5	116	0
I wear popular brands to feel good about myself	3.344828	1.279290	1	5	116	1
Being popular is important to me	3.456897	1.189755	1	5	116	1
I feel pressured by my friends to wear popular brands	4.086207	1.067862	1	5	116	3
I prefer being with my friends than my family	3.206897	1.308947	1	5	116	0
I often change my mind about who my favourite celebrity/sports person is	2.655172	1.251805	1	5	116	2
My parents are my role models	2.508621	1.197793	1	5	116	0
My favourite music band influences the way I dress	3.637931	1.129806	1	5	116	0
My role models will probably stay the same when I get to high school	2.655172	1.390048	1	5	116	2
I prefer local celebrities/sports stars to international ones	3.689655	1.167783	1	5	116	0
I don't have any role models	4.198276	1.181155	1	5	116	0

APPENDIX E – STATISTICS FOR REFERENCE GROUP CHANGES

De Kuilen Primary and De Kuilen High

Figure E1 Box and Whisker Plot (Being accepted by my group of friends is important to me)

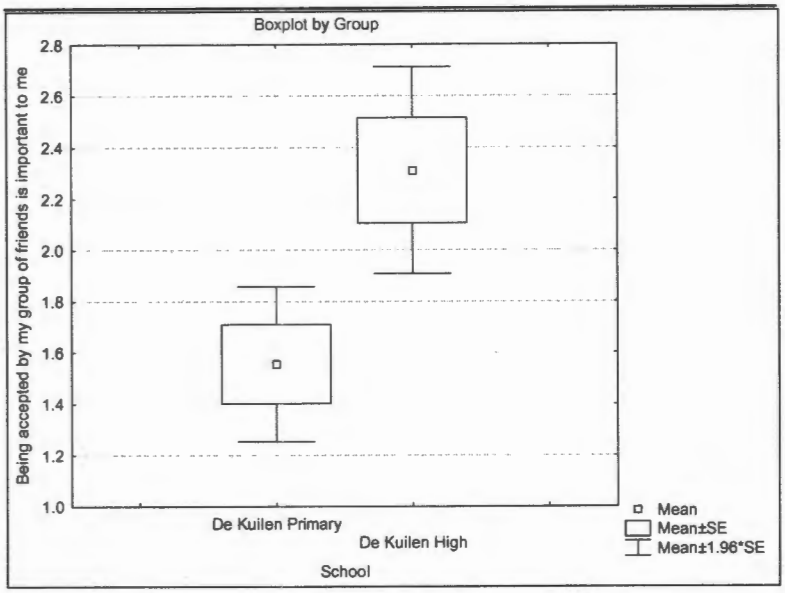

Figure E2 Box and Whisker Plot (I prefer being with my friends than my family)

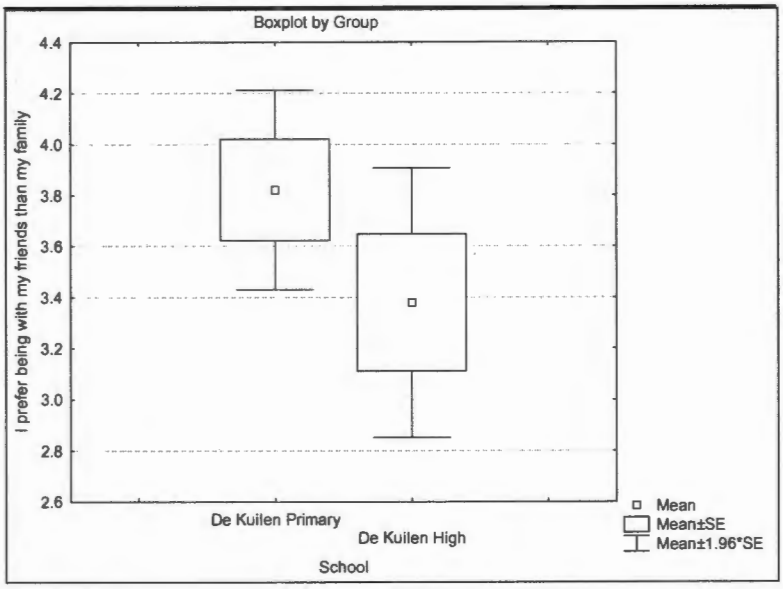

Table E1 De Kuilen Primary (Being accepted by my group of friends is important to me)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	13	13	44.82759	44.8276
Agree	8	21	27.58621	72.4138
Neutral	2	23	6.89655	79.3103
Disagree	1	24	3.44828	82.7586
Missing	5	29	17.24138	100.0000

Table E2 De Kuilen High (Being accepted by my group of friends is important to me)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	7	7	24.13793	24.1379
Agree	11	18	37.93103	62.0690
Neutral	6	24	20.68966	82.7586
Strongly disagree	2	26	6.89655	89.6552
Missing	3	29	10.34483	100.0000

Table E3 De Kuilen Primary (I prefer being with my friends than my family)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Agree	2	2	6.89655	6.8966
Neutral	9	11	31.03448	37.9310
Disagree	2	13	6.89655	44.8276
Strongly disagree	11	24	37.93103	82.7586
Missing	5	29	17.24138	100.0000

Table E4 De Kuilen High (I prefer being with my friends than my family)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	4	4	13.79310	13.7931
Agree	4	8	13.79310	27.5862
Neutral	6	14	20.68966	48.2759
Disagree	3	17	10.34483	58.6207
Strongly disagree	9	26	31.03448	89.6552
Missing	3	29	10.34483	100.0000

Table E5 Discriminant Function Analysis Summary

Step 2, N of vars in model: 2; Grouping: School (2 grps) Wilks' Lambda: .82772 approx. F (2,51)=5.3074 p< .0081	Wilks' Lambda	Partial Lambda	F-remove (1,51)	p-level	Toler.	1-Toler. (R-Sqr.)
Being accepted by my group of friends is important to me	0.975331	0.848659	9.094809	0.003990	0.901406	0.098594
I prefer being with my friends than my family	0.887500	0.932646	3.683103	0.060570	0.901406	0.098594

Table E6 Squared Mahalanobis Distances

	De Kuilen Primary	De Kuilen High
De Kuilen Primary	0.000000	0.801696
De Kuilen High	0.801696	0.000000

Table E7 F-values

df = 2,51	De Kuilen Primary	De Kuilen High
De Kuilen Primary		5.307382
De Kuilen High	5.307382	

Table E8 p-levels

	De Kuilen Primary	De Kuilen High
De Kuilen Primary		0.008055
De Kuilen High	0.008055	

Table E9 Classification Matrix

Rows: Observed classifications Columns: Predicted classifications	Percent Correct	De Kuilen Primary p=.50000	De Kuilen High p=.50000
De Kuilen Primary	71.42857	20	8
De Kuilen High	68.96552	9	20
Total	70.17544	29	28

Edgemead Primary and Edgemead High

Figure E3 Box and Whisker Plot (Being popular is important to me)

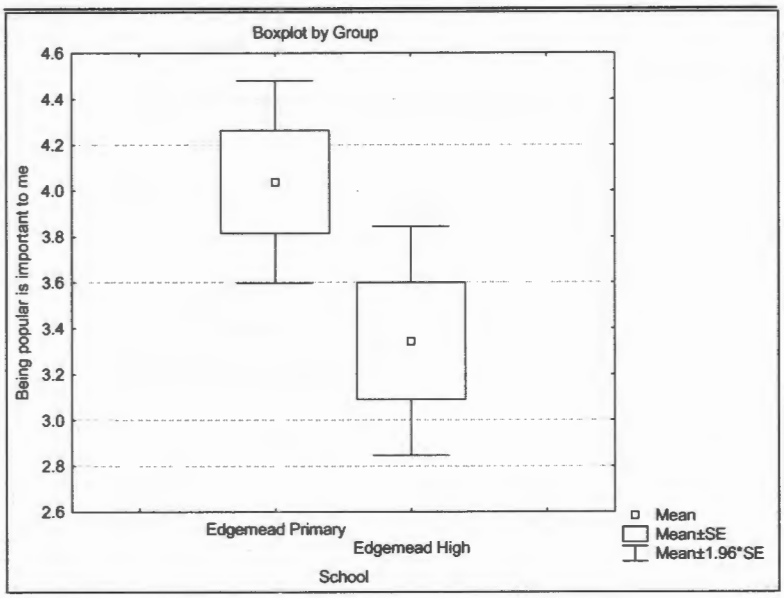

Table E10 Edgemead Primary (Being popular is important to me)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	1	1	3.44828	3.4483
Agree	2	3	6.89655	10.3448
Neutral	4	7	13.79310	24.1379
Disagree	6	13	20.68966	44.8276
Strongly disagree	11	24	37.93103	82.7586
Missing	5	29	17.24138	100.0000

Table E11 Edgemead High (Being popular is important to me)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	3	3	9.67742	9.6774
Agree	5	8	16.12903	25.8065
Neutral	6	14	19.35484	45.1613
Disagree	5	19	16.12903	61.2903
Strongly disagree	8	27	25.80645	87.0968
Missing	4	31	12.90323	100.0000

Table E12 Discriminant Function Analysis Summary

Step 1, N of vars in model: 1; Grouping: School (2 grps) Wilks' Lambda: .92839 approx. F (1,53)=4.0880 p< .0482	Wilks' Lambda	Partial Lambda	F-remove (1,53)	p-level	Toler.	1-Toler. (R-Sqr.)
Being popular is important to me	1.000000	0.928391	4.088008	0.048250	1.000000	0.00000

Table E13 Squared Mahalanobis Distances

	Edgemead Primary	Edgemead High
Edgemead Primary	0.000000	0.298197
Edgemead High	0.298197	0.000000

Table E14 F-values

df = 1,53	Edgemead Primary	Edgemead High
Edgemead Primary		4.088008
Edgemead High	4.088008	

Table E15 p-levels

	Edgemead Primary	Edgemead High
Edgemead Primary		0.048250
Edgemead High	0.048250	

Table E16 Classification Matrix

Rows: Observed classifications Columns: Predicted classifications	Percent Correct	Edgemead Primary p=.47273	Edgemead High p=.52727
Edgemead Primary	75.86207	22	7
Edgemead High	48.38710	16	15
Total	61.66667	38	22

All Primary and High Schools

Figure E4 Box & Whisker Plot (…some teens are popular because they wear popular brands)

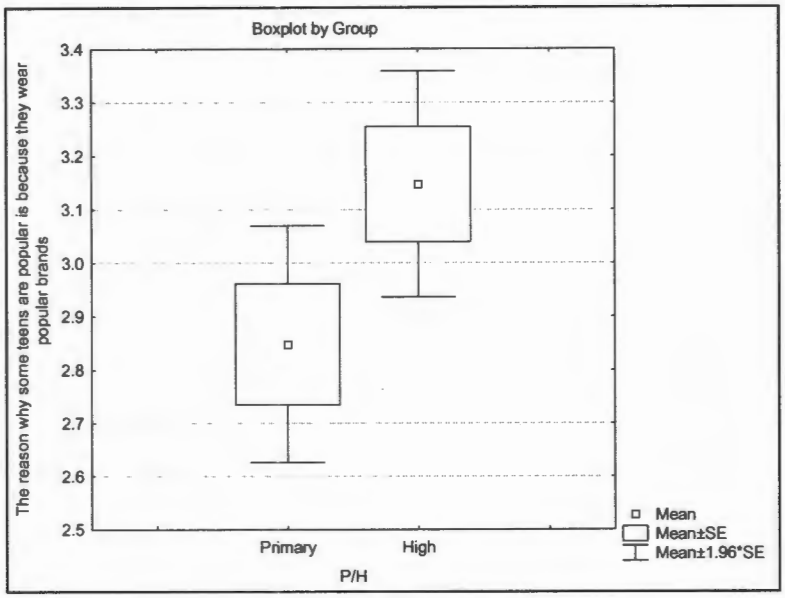

Table E17 All Primary Schools (…some teens are popular because they wear popular brands)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	21	21	15.55556	15.5556
Agree	25	46	18.51852	34.0741
Neutral	27	73	20.00000	54.0741
Disagree	26	99	19.25926	73.3333
Strongly disagree	12	111	8.88889	82.2222
Missing	24	135	17.77778	100.0000

Table E18 All High Schools (…some teens are popular because they wear popular brands)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	13	13	9.35252	9.3525
Agree	23	36	16.54676	25.8993
Neutral	32	68	23.02158	48.9209
Disagree	31	99	22.30216	71.2230
Strongly disagree	17	116	12.23022	83.4532
Missing	23	139	16.54676	100.0000

Table E19 Discriminant Function Analysis Summary

Step 1, N of vars in model: 1; Grouping: P/H (2 grps) Wilks' Lambda: .98564 approx. F (1,252)=3.6714 p< .0565	Wilks' Lambda	Partial Lambda	F-remove (1,252)	p-level	Toler.	1-Toler. (R-Sqr.)
The reason why some teens are popular is because they wear popular brands	1.000000	0.985640	3.671369	0.056486	1.000000	0.000000

APPENDIX F – STATISTICS FOR ROLE MODEL CHANGES

Grove Primary and Westerford High

Figure F1 Box & Whisker Plot (I'm the one who gives my friends advice on what to buy/wear)

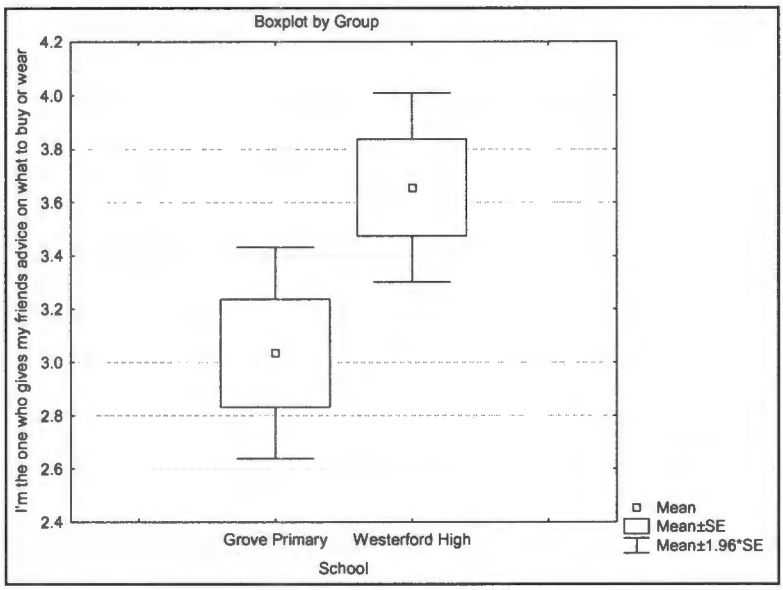

Table F1 Grove Primary (I'm the one who gives my friends advice on what to buy or wear)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	1	1	3.44828	3.4483
Agree	7	8	24.13793	27.5862
Neutral	8	16	27.58621	55.1724
Disagree	8	24	27.58621	82.7586
Strongly disagree	2	26	6.89655	89.6552
Missing	3	29	10.34483	100.0000

Table F2 Westerford High (I'm the one who gives my friends advice on what to buy or wear)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	1	1	3.33333	3.3333
Agree	1	2	3.33333	6.6667
Neutral	9	11	30.00000	36.6667
Disagree	8	19	26.66667	63.3333
Strongly disagree	5	24	16.66667	80.0000
Missing	6	30	20.00000	100.0000

Table F3 Discriminant Function Analysis Summary

Step 1, N of vars in model: 1; Grouping: School (2 grps) Wilks' Lambda: .91321 approx. F (1,55)=5.2273 p< .0261	Wilks' Lambda	Partial Lambda	F-remove (1,55)	p-level	Toler.	1-Toler. (R-Sqr.)
I'm the one who gives my friends advice on what to buy or wear	1.000000	0.913207	5.227316	0.026109	1.000000	0.000000

Table F4 Squared Mahalanobis Distances

	Grove Primary	Westerford High
Grove Primary	0.000000	0.366942
Westerford High	0.366942	0.000000

Table F5 F-values

df = 1,55	Grove Primary	Westerford High
Grove Primary		5.227319
Westerford High	5.227319	

Table F6 p-levels

	Grove Primary	Westerford High
Grove Primary		0.026109
Westerford High	0.026109	

Table F7 Classification Matrix

Rows: Observed classifications Columns: Predicted classifications	Percent Correct	Grove Primary p=.49123	Westerford High p=.50877
Grove Primary	65.51724	19	10
Westerford High	53.33333	14	16
Total	59.32203	33	26

Kuils River Primary and Sarepta Senior Secondary

Figure F2 Box and Whisker Plot (I'm normally the first one in my group of friends to buy the latest fashion)

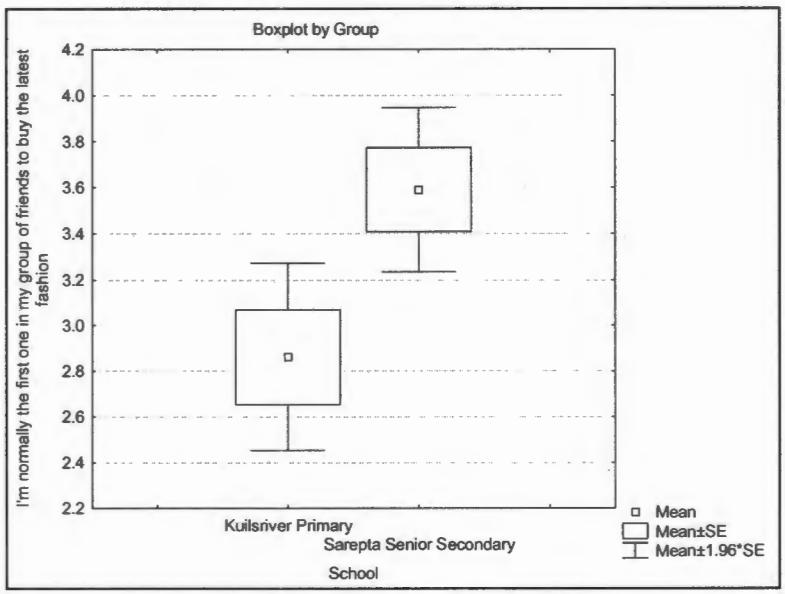

Table F8 Kuils River Primary (I'm normally the first one in my group of friends to buy the latest fashion)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	5	5	17.24138	17.2414
Agree	2	7	6.89655	24.1379
Neutral	9	16	31.03448	55.1724
Disagree	6	22	20.68966	75.8621
Strongly disagree	1	23	3.44828	79.3103
Missing	6	29	20.68966	100.0000

Table F9 Sarepta Senior Secondary (I'm normally the first one in my group of friends to buy the latest fashion)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Agree	1	1	3.84615	3.8462
Neutral	6	7	23.07692	26.9231
Disagree	8	15	30.76923	57.6923
Strongly disagree	3	18	11.53846	69.2308
Missing	8	26	30.76923	100.0000

Table F10 Discriminant Function Analysis Summary

Step 1, N of vars in model: 1; Grouping: School (2 grps) Wilks' Lambda: .86823 approx. F (1,47)=7.1330 p< .0104	Wilks' Lambda	Partial Lambda	F-remove (1,47)	p-level	Toler.	1-Toler. (R-Sqr.)
I'm normally the first one in my group of friends to buy the latest fashion	1.000000	0.868232	7.132977	0.010363	1.000000	0.000000

Table F11 Squared Mahalanobis Distances

	Kuilsriver Primary	Sarepta Senior Secondary
Kuils River Primary	0.000000	0.594415
Sarepta Senior Secondary	0.594415	0.000000

Table F12 F-values

df = 1,47	Kuilsriver Primary	Sarepta Senior Secondary
Kuils River Primary		7.132979
Sarepta Senior Secondary	7.132979	

Table F13 p-levels

	Kuilsriver Primary	Sarepta Senior Secondary
Kuils River Primary		0.010363
Sarepta Senior Secondary	0.010363	

Table F14 Classification Matrix

Rows: Observed classifications Columns: Predicted classifications	Percent Correct	Kuilsriver Primary p=.57143	Sarepta Senior Secondary p=.42857
Kuils River Primary	68.96552	20	9
Sarepta Senior Secondary	46.15385	14	12
Total	58.18182	34	21

All Primary and All High Schools

Figure F3 Box and Whisker Plot (I'm normally the first one in my group of friends to buy the latest fashion)

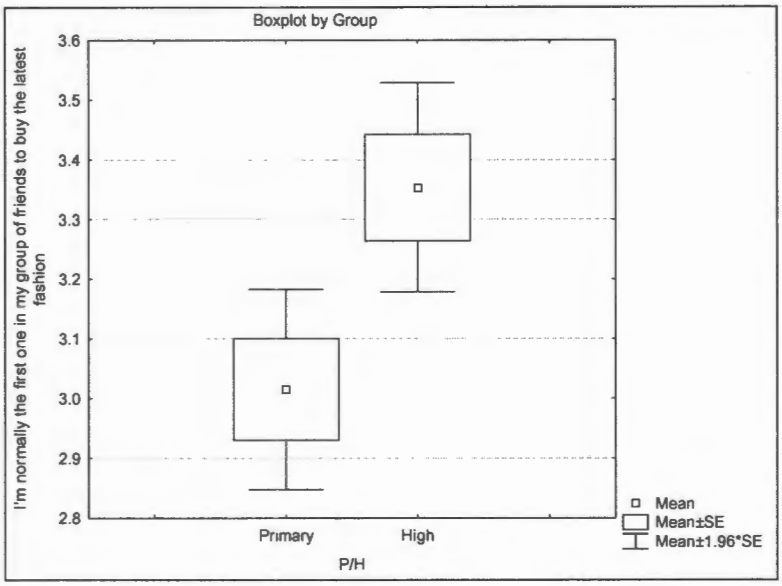

Table F15 All Primary Schools (I'm normally the first one in my group of friends to buy the latest fashion)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	10	10	7.40741	7.4074
Agree	16	26	11.85185	19.2593
Neutral	51	77	37.77778	57.0370
Disagree	27	104	20.00000	77.0370
Strongly disagree	7	111	5.18519	82.2222
Missing	24	135	17.77778	100.0000

Table F16 All High Schools (I'm normally the first one in my group of friends to buy the latest fashion)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	7	7	5.03597	5.0360
Agree	12	19	8.63309	13.6691
Neutral	47	66	33.81295	47.4820
Disagree	35	101	25.17986	72.6619
Strongly disagree	15	116	10.79137	83.4532
Missing	23	139	16.54676	100.0000

Table F17 Discriminant Function Analysis Summary

Step 1, N of vars in model: 1; Grouping: P/H (2 grps) Wilks' Lambda: .97217 approx. F (1,261)=7.4716 p< .0067	Wilks' Lambda	Partial Lambda	F-remove (1,261)	p-level	Toler.	1-Toler. (R-Sqr.)
I'm normally the first one in my group of friends to buy the latest fashion	1.000000	0.972170	7.471563	0.006697	1.000000	0.00000

Table F18 Squared Mahalanobis Distances

	Primary	High
Primary	0.000000	0.113651
High	0.113651	0.000000

Table F19 F-values

df = 1,261	Primary	High
Primary		7.471576
High	7.471576	

Table F20 p-levels

	Primary	High
Primary		0.006697
High	0.006697	

Table F21 Classification Matrix

Rows: Observed classifications Columns: Predicted classifications	Percent Correct	Primary p=.49430	High p=.50570
Primary	71.85185	97	38
High	41.72662	81	58
Total	56.56934	178	96

APPENDIX G – STATISTICS FOR FINANCIAL CHANGES

Kenridge Primary and Fairmont High

Figure G1 Box and Whisker Plot (I buy cheaper clothes because I'll probably only wear it for one season)

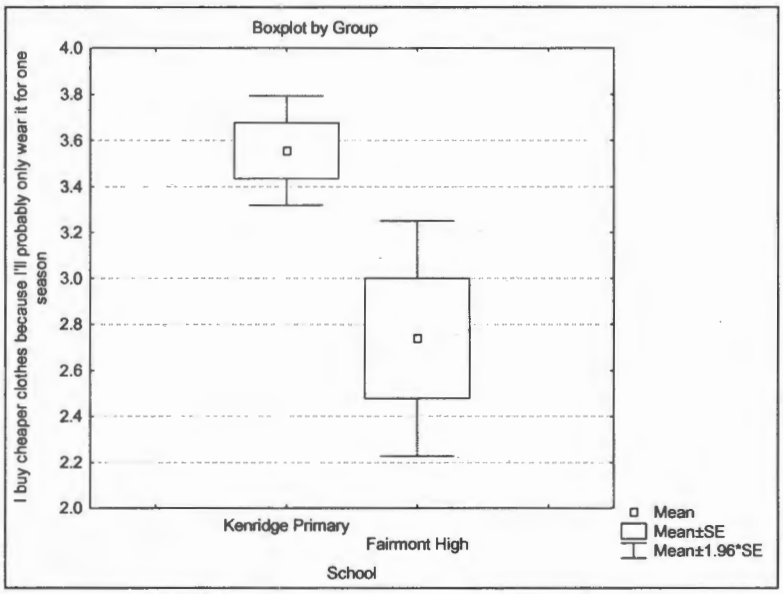

Figure G2 Box and Whisker Plot (I spend most of my money on clothes)

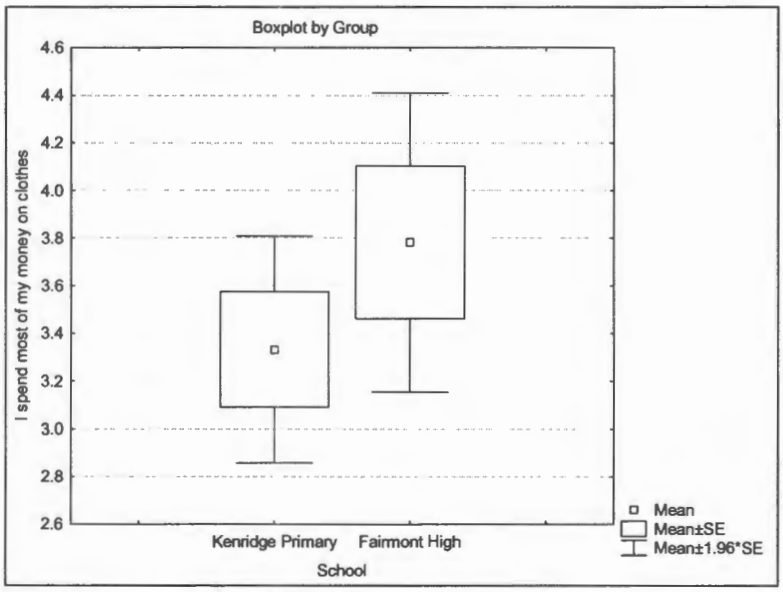

Table G1 Kenridge Primary (I buy cheaper clothes because I'll probably only wear it for one season)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Neutral	7	7	36.84211	36.8421
Disagree	7	14	36.84211	73.6842
Missing	5	19	26.31579	100.0000

Table G2 Fairmont High (I buy cheaper clothes because I'll probably only wear it for one season)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	4	4	17.39130	17.3913
Agree	5	9	21.73913	39.1304
Neutral	7	16	30.43478	69.5652
Disagree	2	18	8.69565	78.2609
Strongly disagree	3	21	13.04348	91.3043
Missing	2	23	8.69565	100.0000

Table G3 Kenridge Primary (I spend most of my money on clothes)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	1	1	5.26316	5.2632
Agree	3	4	15.78947	21.0526
Neutral	2	6	10.52632	31.5789
Disagree	7	13	36.84211	68.4211
Strongly disagree	1	14	5.26316	73.6842
Missing	5	19	26.31579	100.0000

Table G4 Fairmont High (I spend most of my money on clothes)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	3	3	13.04348	13.0435
Agree	3	6	13.04348	26.0870
Neutral	2	8	8.69565	34.7826
Disagree	2	10	8.69565	43.4783
Strongly disagree	11	21	47.82609	91.3043
Missing	2	23	8.69565	100.0000

Table G5 Discriminant Function Analysis Summary

Step 2, N of vars in model: 2; Grouping: School (2 grps) Wilks' Lambda: .79288 approx. F (2,38)=4.9634 p< .0122	Wilks' Lambda	Partial Lambda	F-remove (1,38)	p-level	Toler.	1-Toler. (R-Sqr.)
I buy cheaper clothes because I'll probably only wear it for one season	0.971673	0.815991	8.569162	0.005747	0.924112	0.075888
I spend most of my money on clothes	0.852432	0.930134	2.854346	0.099317	0.924112	0.075888

Table G6 Squared Mahalanobis Distances

	Kenridge Primary	Fairmont High
Kenridge Primary	0.000000	1.008959
Fairmont High	1.008959	0.000000

Table G7 F-values

df = 2,38	Kenridge Primary	Fairmont High
Kenridge Primary		4.963397
Fairmont High	4.963397	

Table G8 p-levels

	Kenridge Primary	Fairmont High
Kenridge Primary		0.012159
Fairmont High	0.012159	

Table G9 Classification Matrix

Rows: Observed classifications Columns: Predicted classifications	Percent Correct	Kenridge Primary p=.43902	Fairmont High p=.56098
Kenridge Primary	61.11111	11	7
Fairmont High	86.95652	3	20
Total	75.60976	14	27

De Kuilen Primary and De Kuilen High

Figure G3 Box and Whisker Plot (I'll probably get more pocked money when I'm in grade 8 next year)

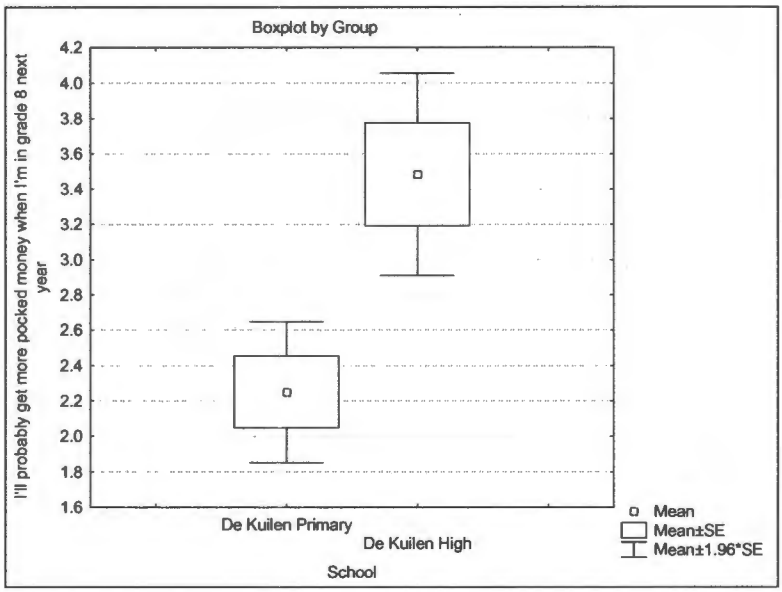

Table G10 De Kuilen Primary (I'll probably get more pocked money when I'm in grade 8 next year)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	5	5	17.24138	17.2414
Agree	7	12	24.13793	41.3793
Neutral	8	20	27.58621	68.9655
Disagree	4	24	13.79310	82.7586
Missing	5	29	17.24138	100.0000

Table G11 De Kuilen High (I'll probably get more pocked money when I'm in grade 8 next year)

Frequency Table (Casewise deletion of missing data)	Count	Cumulative Count	Percent	Cumulative Percent
Strongly agree	5	5	17.24138	17.2414
Agree	4	9	13.79310	31.0345
Neutral	3	12	10.34483	41.3793
Disagree	3	15	10.34483	51.7241
Strongly disagree	11	26	37.93103	89.6552
Missing	3	29	10.34483	100.0000

Table G12 Discriminant Function Analysis Summary

Step 1, N of vars in model: 1; Grouping: School (2 grps) Wilks' Lambda: .84557 approx. F (1,53)=9.6799 p< .0030	Wilks' Lambda	Partial Lambda	F-remove (1,53)	p-level	Toler.	1-Toler. (R-Sqr.)
I'll probably get more pocked money when I'm in grade 8 next year	1.000000	0.845566	9.679905	0.002998	1.000000	0.00

Table G13 Squared Mahalanobis Distances

	De Kuilen Primary	De Kuilen High
De Kuilen Primary	0.000000	0.704226
De Kuilen High	0.704226	0.000000

Table G14 F-values

df = 1,53	De Kuilen Primary	De Kuilen High
De Kuilen Primary		9.679906
De Kuilen High	9.679906	

Table G15 p-levels

	De Kuilen Primary	De Kuilen High
De Kuilen Primary		0.002998
De Kuilen High	0.002998	

Table G16 Classification Matrix

Rows: Observed classifications Columns: Predicted classifications	Percent Correct	De Kuilen Primary p=.49091	De Kuilen High p=.50909
De Kuilen Primary	58.62069	17	12
De Kuilen High	68.96552	9	20
Total	63.79310	26	32

All Primary and All High Schools

Table G17 Discriminant Function Analysis Summary

Step 1, N of vars in model: 1; Grouping: P/H (2 grps) Wilks' Lambda: .99044 approx. F (1,265)=2.5576 p< .1110	Wilks' Lambda	Partial Lambda	F-remove (1,265)	p-level	Toler.	1-Toler. (R-Sqr.)
I'll probably get more pocked money when I'm in grade 8 next year	1.000000	0.990441	2.557627	0.110955	1.000000	0.000000