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Title:

Consumption of fashionable clothing brands: an exploratory study of fashion purchases by South African teenage girls.

A research report submitted by

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A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Management

(August 2016)

ABSTRACT

The purpose of this research paper is to explore the proposition around the factors influencing fashion choices for teenage girls which include attitude, impulse consumption, peer pressure, self-congruency and socialisation agents which all lead to their intention to purchase fashionable clothing brands.

The research problem was to identify whether the factors influencing teenagers' attitudes and decision making styles actually affect their intention to consume fashionable clothing brands.

The design approach and methodology was the gathering of qualitative data from conducting five focus groups consisting of six female respondents each. The respondents were teenage girls aged between 13 and 19 years old, from different social backgrounds.

Findings showed relatively high levels of consumption of fashion brands among the respondents, but not necessarily conducted in the traditional consumer decision-making processes. The manner in which teenage girls consume fashion brands creates a clear distinction and gap in the market of how to connect with this age segment.

Key findings of the research show that teenagers no longer conform to typical adolescent ways, and it is through their consumption behaviour that marketers need to identify ways in which retail marketers can engage with them.

DECLARATION

I, LIPALESA E KOLANE, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

LIPALESA EUNICE KOLANE

Signed at ……

On the …….. Day of …… 20…..

DEDICATION

This passion filled work is dedicated firstly and foremost to Almighty GOD, without him this would not be possible. To my mother, HALEFELE VICTORIA KOLANE a master's degree recipient and my deceased father, TSELISO ZACHARIAH KOLANE, who has watched over me throughout this entire adventure

The researcher would like to also dedicate this to her entire family, near and far. Her life coach, MONDE TWALA, best friends MPEO & ARTHUR NKUNA & LIBE MOHALE her pillars and inspiration. I am also blessed to have had my number no.1 fan, MAEMA ALEXANDER MORAKE to have pushed me this far. And to Dr. J. MATJI, who has always been proud of me

I am grateful to many persons who motivated me, especially my sisters and brother that I wrote this research for them to continue to live with truth that IMPOSSIBLE IS NOTHING.

I must acknowledge as well the many friends, colleagues especially my strong syndicate team, teachers, who assisted, advised, and supported my research and writing efforts. My supervisor, Mr. Andrew Joubert who has constantly pushed me and kept me going for two great years

Especially, I need to express my gratitude and deep appreciation to my grandparents, my guardian angels. They have consistently helped me keep perspective on what is important in life and shown me how to deal with reality.

"Whenever you find yourself on the side of the majority it's time to reform"- Mark Twain.

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CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

The purpose of this research is to evaluate the attitudes affecting impulsive consumption of fashionable clothing brands among South African teenage girls. The aim is convey to marketers and retailers how this information can be applied to satisfy the needs of their consumers and ensure that they remain loyal consumers. The research focuses on South African teenage girls between the ages of 13 to 19 years old.

Significant academic research to date is based around shopping behaviour and consumer behaviour (Schiffman and Kanuk, 2000; Sporles and Burns, 1994). In addition, research has been conducted on teenagers' attitudes around fashion consumption and of how conscious they are of their appearances (Becker et al, 2002; Bakewell et al, 2006). However, the gap identified in the literature comprises the lack of research on factors that influence teenagers' fashion consumption choices. The identified factors for the purpose of this research report are the following; impulse consumption, attitude, peer influence, self-congruency and socialisation agents.

Findings derived from research conducted about South African teenagers could be used to aid local marketers to develop clear and concise campaigns and messages that drive interest amongst this highly influential market.

1.2 Context of the study

South African Youth Population

South African youth make up half of the South African population of 54 million. (Stats South Africa, 2015). They play a key role in influencing household purchase decisions and consumption patterns amongst themselves. The youth based on the Generation Next, youth consumer behaviour study, 2015 youth consumer behaviour study are from the ages 3-23, with children being between

the ages of 3-13 years old. Teenagers are between the ages of 13-18 and young adults between the ages of 19-23. (Sunday Times Generation Next, youth consumer behaviour study, 2015 Youth Consumer Behaviour Study, 2015). “Teenagers are those young people aged between 13 and 19 years old” (Grant and Stephan, 2005).

Teenagers in general

Amongst the youth category, teenagers are the most influential. Some of their key characteristics are that they are highly price sensitive and have access to disposable income. Tselepis, De Klerk (2004). In addition, they are semi-dependent on parental approval (Generation Next, youth consumer behaviour study, 2015, youth consumer behaviour study 2015). Teenagers are fashion conscious, materialistic, want to be seen and heard, are technologically savvy and suffer from a “fear of missing out”. The teenage market is one of the fastest growing markets in America, and South Africa is similar. (De Klerk (2004)

Common characteristics of today’s South African teenagers are that they have materialistic values and are highly aspirational (Kamper, Badenhorst & Steyn, 2010, p.173). Their characteristics seem to be the norm in today’s society, especially amongst teens. As stated in Erik Erikson’s (1950) theory of psychological development, the teenage phase is categorized as the identity versus the confusion stage.

Teens build friendships in order to find their own psychological identities and the formulation of groups and cliques occur in order to elevate their personality and character. Neuman (2010) states that throughout the course of this phase, teens are often fragile.

A key observation across the globe is that the majority of today’s teens are now more inclined to create their own individuality by adapting various local and global influences (Nef Saluz, 2010; Momberg *et al,* 2012).

The teenage culture: disposable income and expenditure

What influences teens culturally is the need to be accepted within society and having a sense of belonging (Hofstede, 2010). The majority of South African teens are raised by families in the form of households and their local communities play a major role in their upbringing, forming more of a collectivism culture as opposed to traditional households (Herdman & Srivasstava, 2014). Their globalisation and media consumption is influenced by Western culture. They have access to the Internet and consume a lot of popular culture through mass media such as TV and magazines that have a strong interest in fashion apparel.

Currently, large corporations spend a lot of money on conducting focus groups, and surveys and even incentivising teens with products and services to identify which brands they prefer and why. Corporations want to evaluate what drives teens to purchase or take interest in different brands. Amongst them there is an urge to want to perfect their appearance on an on-going basis, which leads to impulsive consumption behaviour (Lee Taylor &; Cosenza 2002). .

Teenagers and consumption

Engel *et al* (1978) define impulse consumption as a “buying action undertaken without a problem having been previously recognised or a buying intention formed prior to entering the store”. “Impulse buying doesn’t necessarily equate to unplanned buying” (Piron, 1991). As an unplanned purchase of product, the consumer normally makes the purchase decision during their shopping experience and environment. With the youth market, particularly teenage girls, it can lead to happiness and excitement (Kacen and Lee, 2002).

According to Klerk et al, 2004, “they use clothes to feel better about their bodies, to conform to their peer group and to conform to specific role models.”

Youth and retail shopping

Previous market research has indicated that retail shopping has been scrutinised to understand its economic features and how consumers make use of their disposable income. (Garner, C. A. 1991)Understanding why teenagers devote so much time to shopping malls and the products and services that appeal to them is extensively researched (Mason, Mayer, (1970). Teenagers spend one to five hours at a mall (Glendenning, *et al*, 2003). Within the South African context, 41.5% of all youth visit a shopping mall at least once week (Sunday Times Generation Next, youth consumer behaviour study, 2015 Study, youth consumer behaviour study, 2015).

Teenage girls' retail shopping experience

Teenagers' perspective around money and their purchase decisions are constantly changing throughout their teenage developmental years (Moschis and Churchill, 1978; Beatty, & Talpade, (1994). Age is a key factor in teenage girls' consumption behaviour. Influences play a pivotal role amongst the youth and their consumption habits.

The question is whether a sufficient amount of research has been conducted in order to clearly understand what South African teenage consumers want and whether retailers can and will be able to meet their needs

Earlier research has been on how social influence of friends is related to teenagers' purchasing attitudes and behaviours (Mangleburg et al, 2004; Browne and Kaledenberg, 1997; Traylor and Joseph, 1984). Other researchers have looked into the attitudes towards fashion brands and their various symbolic meanings in the context of other specific countries (Elliot *et al*, 2004)

Various factors influence teenage girls' intention to purchase fashionable clothing brands. There is a limited amount of research conducted on the South African girls particularly the teenage girls segment.

Earlier research indicates that the "clothing industry finds it increasingly difficult to satisfy the consumer because apparently consumer priorities are constantly changing" (Klerk *et al*, 2004; Dickerson, (2003).

Martin (2000) and Zollo (1995) also explain that the youth have access to disposable income and are opinionated. Despite similar characteristics, teenage girls seem to behave differently to boys when it comes to shopping of clothing brands (Rysst, 2010).

The theoretical framework outlines the research-based understandings that can be used as a basis for making principled decisions around identifying the factors that influence the fashion consumption choices of South African teenage girls. . The theoretical framework currently comprises five sets of research-based findings or understandings:

- The factors influencing fashion choices for teenage girls include their impulse consumption which leads to their intention to purchase fashionable clothing brands
- The factors influencing fashion choices for teenage girls include their attitudes which leads to their intention to purchase fashionable clothing brands
- The factors influencing fashion choices for teenage girls include peer pressure which leads to their intention to purchase fashionable clothing brands
- The factors influencing fashion choices for teenage girls include self-congruency which leads to their intention to purchase fashionable clothing brands
- The factors influencing fashion choices for teenage girls include socialisation agents which leads to their intention to purchase fashionable clothing brands

The key findings or understandings from the research are presented, giving progressively more detailed information. The research methodology applied consists of in-depth, face to face focus groups.

1.3 Problem statement

1.3.1 *Main problem*

To identify whether the factors influencing teenagers' attitudes and decision-making styles affect their intention to consume fashionable brands, specifically in the South African context.

The key problem is that retailers are unable to establish the buying behaviours of South African teenage girls and this is resulting in a lack of their needs being met.

Research previously compiled by Grant and Stephan (2005) indicates that there is limited accessible research that clearly identifies the buying behaviour amongst teenagers. Further to this, Schiffman & Kanuk (2000) state that a better understanding will enable retailers to satisfy customer needs better. Retailers will ultimately be able to predict consumer behaviour. In this instance, research conducted around the influential factors will be relevant for further investigation in this study.

1.4 Significance of the study

This study enhances research on examining the influence of the following constructs; impulse consumption which is a sudden and immediate purchase with no pre-shopping plans either, to buy in the specific product category. Rook et al, (1987) Bayley et al (1998) Dittar,H & Drury.J (2000). Attitude, which is defined as determinants are features which are most closely related to preference or to actual purchase decisions are said to be determinant. Myers, J.H & Alpert,M.I. (1968); Lutz,R.J. (1980) state materialism as devotion to material needs and desire to the neglect of spiritual matters as a way of life, opinion or tendency based on entirely upon material interests. Richins and Dawson, (1992); Kasser (2002). Self-congruency is a multi-dimensional view of how a person perceives him/herself and socially how they would like to perceive themselves to others. Sirgy,(1982) Moretti,M & Higgins,E.T (1999) Rosenberg (1979) and peer influence, The way in which peers exert influence on the

attitudes, thoughts and actions of an individual. Bachman et al (1993) Elliot,R & Leonard,C (2004) Childers, T.L et al (1992). The study aims to explore within the South African context why these issues influence the complete purchasing process, from problem recognition when the teenagers identifies the need to purchase clothing to post-purchase evaluation in order to ascertain whether age or experience changes the buying process. The aim of the study is not to compare South African teenage girls' consumption habits with those of international teenage girls, despite the fact that these consumption habits do have some similarities (Jackson,&Lee,2010; Bakewell, & Mitchell, (2003; Pine,Peppers, & Rogers,1995)

There has been limited research by Grant and Stephan (2005) that indicates that teenagers were equipped to "pay a premium for a branded product and placed a high emphasis on the product being deemed "cool".

Mafini, C *et al*. (2014) also state in their findings that compared to young adults, teenagers are far more confused by the variety of clothing available. Identified in previous research, teenagers tend to lean less towards social motivations and peer pressure of consumption compared to those who are less confident and opinionated and are highly attracted to external sources and stimuli (Gil *et al*, 2012).

This study might enable marketers specialising in the youth industry clothing industry to engage effectively in the South African teenage market space through better understanding of what is attractive and influential to this type of consumer. This understanding will allow for the opportunity to create target-driven and appealing marketing strategies within the retail industry.

1.5 Delimitations of the study

The following delimitations of the study have been applied:

- The study will focus particularly on South African teenage girls of Gauteng only and their purchasing habits.
- The study will focus on South African teenage girls from Gauteng between the ages of 13-19 across all races.

- The research will be primarily conducted face to face with participants to ensure a more in-depth analysis within the South African context.
- The study will exclude children, young adults and teenage boys.

1.6 Definition of terms

Fashion is known as the ephemeral, elusive and highly unpredictable, a target that keeps moving. Whereas clothing brands are forms of communicating and not necessarily personal identification, they are included as part of ones' social identity (Noesjirawan and Crawford, 1982). Fashion can also be defined as a broadly based behavioural phenomenon evidenced in a variety of material and non-material contexts (Sporles and Burn, 1974).

Impulse consumption is a preference for more immediate gratification and is basically unplanned buying. It occurs through an immediate decision-making process with a preference for instant rewards and gratification (Rook, 1987). Unlike planned purchasing behaviour, impulse consumption is exciting and unintentional (Kacen and Lee, 2002).

Attitude is an individual's inclination to assess objects positively or negatively. Today's consumers are inclined to attitude objects of two types – products and services (Nathan and Eleanor, 2011).

Consumer decision making is a consumer's approach to making decisions through the process of a mental orientation of characteristics (Lysonki *et al,* 1996).

Materialism is a "devotion to material needs and desire to the neglect of spiritual matters, as a way of life, opinion or tendency based entirely upon material interests" (Richins and Dawson, 1992).

Peer pressure is the force of attitudes and opinions of an individual that may and can affect this individual's peers. It's where an individual can feel pressurised by peers to follow a particular trend. (Bristol and Mangleburg; 2005, Brown *et al,* 1986).

Self-congruency is a multidimensional view or construct of how a person perceives him/herself socially and how he or she would like to be perceive by others. This construct is a key determinant of consumer's preference for a product or brand's image (Malhotra, N. K. 1988)

Socialisation agents are family, peer groups, school community and media that mainly influence teenagers. (Moschis & Churchill, 1987; Moschis & Moore, 1983, Shim & Koh 1997).

1.7 Assumptions

The following assumptions have been applied to the study:

- That South African teenage girls purchase fashionable clothing brands, mainly at shopping mall outlets.
- That South African teenage girls purchase fashionable clothing brands on impulse, as well as according to traditional consumer-behaviour purchasing behavior.
- That fashion clothing retailers are fully aware of the motivations driving teenage girls' fashionwear purchases.
- Respondents will be willing to answer interview questions, honestly and to the best of their abilities.
- The identified respondents will have sufficient knowledge required to answer the questions asked, as well as provide additional insight into the understanding of their consumption choices.

The identified respondents will have sufficient knowledge required to answer the asked questions, as well as provide additional insight into the understanding of their consumption choices

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The key considerations of this research are influences on Gauteng teenage girls that drive them to want to consume fashion brands. Cook and Kaiser (2004) explain that “teenagers” fall in between childhood and parenthood. This chapter will introduce key concepts sought in the literature on attitudes and the key influences affecting teenagers’ fashion consumption. In the Western context, teenagers are between the ages of 13 and 19 years old. Teenagers in South Africa are equally classified between the ages of 13 to 19 years old (Datamonitor, 2000).

Purchasing of clothing is a priority amongst teenage girls and this is where they spend most of the money they acquire (Gunter and Furnham, 1998).

The current literature will factor in teenage girls’ attitudes to their choices around the fashionable brands, key influences around their impulse consumption, and how they conduct their consumer decision-making process. The literature indicates that teenagers might have a common characteristic approach that may lead them to purchase.

2.2 Background discussion

South African youth has now become a source of an extensive amount of information, disposable income and research. With the various changes that have taken place over the last 30 years, the youth of South Africa have come from being key negotiators and social movement activists that derailed apartheid to a market segment that brands seek to engage with. South African youth have been a generation, “commonly spoken of in relation to crime, HIV prevalence, poor examination results and un interest in politics and society” (Everatt, (2000).

Business Day showcases the youth as being out of touch when it comes to politics and extremely materialistic. (Business Day, 26 January, 2000). Today, they are known to be consumption driven because of their access to disposable

income. They display a strong urge to spend only on “hip”, big names and expensive brands (Everatt, 2000).

2.3 Theoretical background

Theories that have been identified relate to fashion consumption theory, Fishbein’s multi-attribute model and the theory for reasoned action. Followed by the theory of Elaboration Likelihood Model (ELM) to assess their attitudes and behaviour communication process as well as the theory of their consumption values.

It is important to examine these themes to understand more how the consumption choices of South African teenagers operate and how to identify ways in which marketers are able to connect with them. This theoretical framework provides a background into consumption, likelihood to purchase and an assessment to explain their selection criteria.

2.4 Fashion consumption theory

According to fashion consumption theorists, Veblen (1899) and Simmel (1904) “fashion consumer theory is identified fashion to a social position of fashion which currently remains the case in today’s consumption habits amongst teenagers”. The fashion consumption theory is considered a way in which consumption occurs based on content derived from society as well as culture collectively. (Douglas, 2002; Miller, McIntyre & Mantrala, 1993). Clothing is considered to be an enabler for conveying one’s own perception of one’s personality and individualism, particularly amongst the youth.

Joanne Eicher and Mary Ellen Roach-Higgins (Roach-Higgins, & Eicher, (1992) are fashion theorists who have explored how one’s fashion preferences portrays one’s identity from a social perspective. Purchasing of clothing amongst teenagers is normally a fun activity, conducted amongst friends in a social manner (Hartmen and Kiecker, 1991).

According to Sproles (1974), fashion consumption is not necessarily known as a clothing-specific phenomenon. It is also a behavioural concept that can help one better understand the extensive form of teenagers’ consumer behaviour.

When adapting the theory to the fashion consumption behaviours of South African teenage girls, the target audience (being the consumer making a purchase) is aligning themselves around a phenomenon that will either align them or associate them with a specific social class.

The adaptation is triggered through consumers being more prone to seek a sense of belonging.

2.5 Fishbein's multi-attribute model

The Fishbein multi-attribute model depicts the way in which attitude formation is a function of consumer beliefs around the benefits and characteristics of a brand. (Miniard, & Cohen, (1981); Olson, & Mitchell, (2000); Ajzen, & Fishbein 2000.)

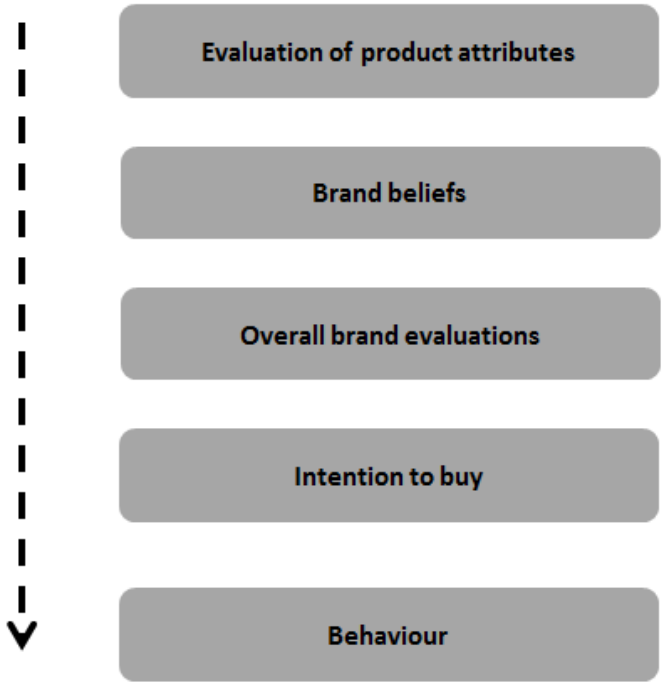


Figure1:Fishbein multi-attribute model. Assael, 1992

The theory can help identify how teenagers can go about making their purchase of certain clothing brands. Previously conducted by Phau & Siew Leng (2008) & Beaudoin, Moore,& Goldsmith, (2000), this model has assisted in understanding

attitude formation, key decisions around purchasing behaviours, and outlining a positive formation around fashion influences with local clothing versus international clothing. The model is a compensatory model of brand attributes. Consumers will continue to form positive or negative attitudes towards brands and for repositioning to occur its ideal to have a clear understanding of their attitude formation of brands. Retailers and marketers understand teenager attitude formation in order to better position their brands. Comparison of brands will constantly occur because teenagers have access to all kinds of information from peers, family and social media (Goldenring, & Rosen, (2004). Within the retail context and through their shopping experiences, teenagers can identify a brand and because of how fashionable it is may purchase it because it is it is a popular fashionable item.

This model can help identify brands positively and negatively and also perhaps help illustrate why they have a positive/negative attributes that will contribute towards the understanding of attitude formation in the South African teenager context.

2.6 Theory of reasoned action

The theory of reasoned action, compiled by Ajzen and Fishbein (1975 & 1980) Madden, Ellen, & Ajzen, (1992) derives at knowing what has driven consumers to voluntary behaviour and attitudes. The key factors that determine behavioural intentions are attitudinal factors and social factors. Reasoned action states that attitudes, intention and behaviour are key constructs that need to be considered when understanding the intentions of purchasing amongst teenagers.

The intentions of ones behaviour is based around ones beliefs as well as an evaluation of certain outcomes. Based on the notion that behavioural intention often does lead to behaviour and that attitude is based on the beliefs of one's behaviour with an evaluation of certain outcomes (Ajzen & Fishbein, 1975). The study needs to identify key factors that influence teen consumers' actions in order to effectively understand their behaviour.

Previous research conducted by Miller & Grush (1980) around contraceptive behaviour indicated that there are differences in personalities in attitude-behaviour and norm behaviour correspondences.

2.7 Fashion

The term “fashion” is used to represent trends in consumerism (Bakewell *et al.,* 2006). Emphasis is made around fashion brands and their characteristics as well as how there is a rise of differentiation and competition from a fashion perspective. (Lim and O’Cass, 2011)

More and more retailers are constantly attempting to engage with teenagers in various ways, either in the form of advertising, social media or having store presence. However, it is known that purchases of any fashion items are heavily connected to the intensity with which consumers are engaged, and what may occur for various reasons. Teenagers might be interested in the latest trends, be under immense pressure to keep up appearances, or even be fashion conscious (Horwood, 2013).

2.7.1 Consumer decision process

For marketers it is important to establish how consumers like teenage girls react towards various brands and products in order to differentiate themselves amongst their competitors and gain competitive advantage. Kotler & Armstrong,(2010) state that various stimuli are combined within the “buyers black box” and result in observable buyer responses such as timings as to when to purchase, choice of product, as well as the quantity of purchases. Armstrong *et al (*2005) state that “the reason why consumers buy what they do is often deeply rooted in their minds”.

Consumer buying process

A consumer’s approach to making decisions is through the process of a mental orientation of the characteristics of brands. As stated by Sproles and Kendall (1986), the consumer buying process is viewed as a “basic consumer

personality" analogous to the concept of personality in psychology (Lysonki et al, 1996). A buying decision is not conducted in isolation; it is conducted through constant engagement amongst purchasers, search of information, one's self-concept (congruency), the setting and the reference group. Understanding of teenage girls' purchasing behaviour requires the insight of consumers with consideration of their buying decision factors below and how they impact the process of purchasing.



Figure 2: Buying decision process. Kotler,P & Armstrong,G (2010)

To help marketers reach and effect their targeted audience, the consumer buying-decision process is used to further understand their intentions to purchase. The various stages take into account knowledge, attitude, motivation and their experiences. However, it is necessary to also take into account the motivational factors that influence teenage girls' decisions and get an understanding of what is the reasoning behind their purchase of fashionable clothing brands.

Amongst teenagers when a problem has been recognized, it is mainly triggered by social comparison – for example, "my best friend having a new skirt". Once this has occurred, the consumer then seeks to understand by conducting an information search why the new skirt has been purchased. For example, the skirt could be the in latest skirt range seen worn by a role model or celebrity.

Post the extraction of information, consumers then tend to establish a set of options that they take into account when making a purchase decision and this set of options is also known as "set formation". Once this has occurred, consumers than start identifying various alternatives that are more appealing or beneficial to them. Followed by identification of various alternatives that are most appealing or beneficial for the consumer. For example, it may be a skirt

with a different colour or pattern. Normally differentiation and evaluation are the most common stage of the buying decision.

The purchase decision is determined by the inclusion or exclusion of the alternatives identified as well as the decision maker's attitude. What will my friends think? How much do I want this new item? The post purchase phase is when the consumer can either be happy or unhappy with the purchase made or even find that the experience of purchasing the product wasn't exactly an ideal phase.

The above-mentioned model is relevant to teenage girls' consumer-buying behaviour and can affect their attitudes as well as their intention to purchase, which most of the time is usually conducted out of impulse.

2.8 Impulse consumption

Impulse consumption is a "sudden and immediate purchase with no pre-shopping plans either to buy in the specific product category, or to fulfill a specific buying task". (Rook *et al*, 1987). As stated by Dittmar (2005), the possibility of impulse purchasing also depends on one's mood, personality and one's needs. Teenagers are far more likely to purchase on impulse because of the fact that they fail to take into account the future and financial savings. (Rock, 1987).

Bayley *et al* (1998) describe the aims of impulse purchases as the following four, *breakthrough impulse* as a purchase that is continuous that may affect the consumer over a long period. For example, teenage girls who tend to identify key sales often do make unnecessary purchases. Then there is *compensation impulse* which is the purchase made when one rewards him/herself. *Accelerator impulse* is when purchases are made earlier than what was initially planned. Lastly, there is *blind impulse*, which is a predominant type of impulse known in teenagers, where a purchase is conducted immediately.

2.9 Attitude

According to Myers, & Alpert, (1968), "Attitudes toward features which are most closely related to preference or to actual purchase decisions are said to be

determinant; the remaining features or attitudes no matter how favourable—are not determinant. Marketers obviously need to know which attitudes or features lead to—or "determine"—buying behaviour, for these are the features around which marketing strategy- must be built. “Attitude determinants are features that are most closely related to preference or to actual purchase decisions are said to be determinant”. Attitudes derived from teenagers, the youth and consumers as a whole are learned (Lutz, 1980). Teenagers base their selection (favorability/unfavourability) on information about the attitude object. The attitude towards fashionable brands can, however be taught on the basis of information derived by various types of sources.
Today’s marketers attempt to modify attitudes through the use of celebrities wearing certain clothing brands that can be portrayed as being influential despite the quality of the actual clothing. (Lutz, 1980)

An inclination to respond consists of attitudes. They are a hypothetical construct that cannot be substantiated. Despite the inability not to observe attitude, attitudes are the key signs of behaviour. Understanding how attitudes are formed influences the intention to consume fashionable brands.

Lutz (1980) states that through continuous engagement by obtaining or extracting information over a certain period does lead to an individual forming an attitude. Theoretically, the type of attitude formation by the youth, in particular teenagers, is the approach of the unidimensionalist view of attitude. This type of theoretical orientation that only affects the “cognition” and “conation” components. The unidimensionalist attitude approach says that “beliefs are seen as the immediate casual backgrounds of attitude while intentions are the immediate casual consequences being one step removed from attitude” (Lutz, 1980).

In an ideal situation, marketers seek to have teenagers factor all issues and arrive at their own desired choice based on their personal goals and preferences. However, this may not be the case as there are other key influences that may affect their behaviour and attitude.

Materialism

Richins and Dawson define materialism as a “devotion to material needs and desire to the neglect of spiritual matters, as a way of life, opinion or tendency based entirely upon material interests” (Richins and Dawson, 1992). Instant gratification is one of the key traits of South African teenagers (2015 Generation Next, youth consumer behaviour study, 2015, youth consumer behaviour study).

Teenagers seek to acquire possessions/items with every interaction with brands and products. Kasser (2002) states materialism has a negative value because it operates against interpersonal relationships and also impacts on happiness and well-being negatively. Among teenagers, the issue around materialism and its effects are that it mainly consists of social comparison with peers as well as the media.

Teenagers heavily depend on their established personal relationships to aid and provide perspective to having their feelings understood. During the adolescent years, most teenagers acquire materialistic values through their experiences that expose their insecurities and psychologically expose the fact that their needs are not being met. Teenagers then adapt and make use of materialism as a coping mechanism to decrease their levels of insecurity. Materialistic values are also handed down from family members, friends and what the media portray on television and magazines. (Kasser *et al,* 2004).

So it is important to evaluate the effects of materialism with an understanding of teenagers’ insecurity, their constant social comparison, upbringing and media influence to identify whether these could also lead them to impulse consumption that affects their attitude towards purchasing fashionable clothing brands.

2.1.2 Peer influence

Bristol and Mangleburg, (2005) define peer influence as “the way in which peers exert influence on the attitudes, thoughts and actions of an individual” (Bristol and Mangleburg, 2005). According to Bachman *et al.* (1993) “Peers exert a very powerful influence over adolescents’ consumer behaviour”. Peer influence plays

an integral role in buying branded fashion items. (Childers, T. L., & Rao, A. R. 1992).

According to the research conducted by Elliot, R. and Leonard, C (2004), peer influence is identified as one of the strongest influences amongst children. From as early as age six, children are faced with peer pressure right through to the adolescent phase where they are starting to identify their peers' preferences of brands and products. The effects of the peer pressure also impacts their own personal selection of brands which then also play a role in their own evaluation of brands that they seek to acquire. The study also indicates that children have low self-esteem and are constantly wanting to fit in and this leads to a lack of self-congruency.

Self-congruency

Self-congruency is a multidimensional view of how a person perceives him/herself and how they would like to perceive themselves to others socially. (Burns, 1979; Rosenberg, 1979). 'Self' can also be perceived as individuals' perspective about themselves, which can ignore the key attributes that an individual actually possess. Ideal self is recognized as important for at least two reasons. First the ideal self is recognized as a motivator for a teenager's behaviour. Secondly, ideal self can also be an evaluator of one's actual self. (Zentner *et al,* 2007). What also needs to be questioned is to what extent self-congruency is an ingredient of self-esteem. With the limited amount of research in relation to self-concept in its entirety, there is a need for self-congruency to form part of attitude research and it should also be factored in because it can assist in "predicting consumer behaviour" (Sirgy, 1982)

Age plays a role in predicting ideal-self for teenagers until the age of 17. By the age of 18, one's ideal self should have reached maturity. From then onwards, 18 years plus, teenagers start to stabilise. (Roberts, O' Donnell & Robins, 2004)

Hence the research topic is based on "understanding of the influence impacting on this significant period of ideal-self-development". (Sirgy, 1982)

Socialisation agents.

Roberts (2000) states that there are substantial generational differences especially between those generations before and after 1970. Generational differences is a theory from the 1960s that indicates that people born within an approximately 20-year time period share a common set of characteristics based on historical experiences, economic and social conditions, technology advances and other societal changes they have in common.

The limited research conducted by Willett, & Stephenson,(1969) and Korgaonkar, (1984) states there is limited research around understanding Generation Y, which refers to those born from 1980 to 1994 inclusive (McCrindle, 2006), and Generation Z as teens from ages 14 years and onwards who are technologically savvy. (Geck, 2007). Today's teenagers decision-cause them to react differently and have different attitudes pertaining to shopping due to various factors such as socio-cultural, economic and retail changes that have evolved over the last 10 to 20 years. (Bakewell, and Mitchell, 2003).

According to Tru, 1999, "more than half of teenage girls and a third of teenage boys do some food shopping for their families". This means that they are exposed to identification of premium and less attractive brands. Their media consumption, especially with television and the internet is around seven hours a day. (Nielsen, 1995), which influences their own realities. This generation of teenagers have affiliated themselves with, "characters and objects portrayed in television. (Bakewell *et al*; 2003) and through the increase of technology advancement and social media, teenagers are far more exposed and are, "acculturated into a materialistic and consumer culture more so than other generations". The literature also states that shopping behaviour adapts as a function of their generational membership due to the macro environmental influences.

Moschis, (1987); Mascarenhas, & Higby, (1993); Wilson & MacGillivaray, (1998); Shim & Kon; 1997 state that peer groups play an integral role in

consumer Socialisation throughout the course of an individual's lifecycle. Research indicates that teenagers take on symbolic meaning of goods as well as consumption from their peers and their influence significantly grows throughout their teenage years.

It's necessary to consider the impact with which Socialisation agents have towards their attitudes to purchase fashionable clothing brands.

Elaboration Likelihood Model

It's important that the attitudes of teenagers be outlined in order to understand what their perceptions are and what drives them to purchase. Constant wonder is around the fact that attitudes are capable of predicting behaviour according to Petty et al, 1986. Fortunately, researchers such as Ajzen and Fishbein, (1977), (1980), Zanna, Olson, & Fazio, (1981), have looked into the procedure of underlying attitudes-behaviour communication. The general theory that will be applied is known as the Elaboration Likelihood Model (ELM) which is stated by Petty *et al.,* (1981) as "providing a fairly general framework for organizing, categorizing and understanding the basic processes underlying the effectiveness of persuasive communications" which is a common way in which teenagers make their own decisions.

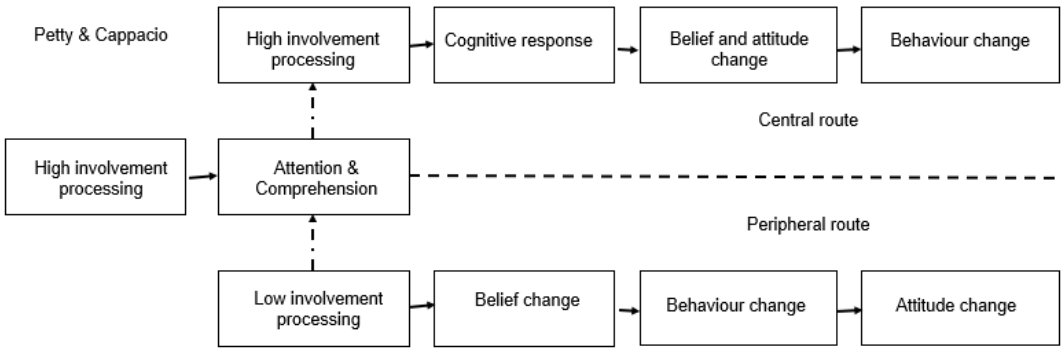


Figure 3: Elaboration Likelihood Model, Petty & Cacioppio, 1981

Despite them applying careful consideration into the types of clothing they would possibly purchase and evaluate the key benefits of acquiring the fashionable clothing brands (central route). The situation could be that any teenager's experiences be it behavioural or cognitive has the ability of guiding their behavioural or cognitive process. For instance, a South African 16 year old teenage girl may purchase a dress from a popular retailer because it provides an opportunity to donate a portion of the money contributed to their charity of choice. (behavioural initiated change) and also pursue to purchase the dress because it was seen worn by a popular personality (affected initiated change) or the teenager may be impressed with the dress for example the good quality of the dress (cognitive initiated change). However the buyer can also take upon behavioural influence because they just might only really like the dress and feel great when wearing it. (affective influence) and may decide to return to purchase more goods from the store (cognitive influence). As stated by Petty *et al,* "attitudes change via the central route appear to be more persistent resistance and predictive of behaviour than changed induced via the peripheral route.

THEORY OF CONSUMPTION VALUES

According to Sheth *et al,* 1991, there are various reasons as to why consumers purchase what they buy. Individuals' behaviour is affected by crowd membership. There are five values that influence consumer choice. They are functional value, social value, emotional value, epistemic value and conditional value. All of which can influence a decision. Various decisions can be

influenced by all consumer values. This research topic has identified two values, functional and epistemic values from the five in the below diagram that relate towards teenagers and their intention to consume.

As stated by Sheth et al, 1991, the consumption values are defined as the following:

Functional value, is known as the perceived utility acquired from an alternative capacity for functional, utilitarian or physical performance

Emotional value is known as the perceived utility acquired from alternatives capacity to arouse feelings or affective states

Social value, is the perceived utility obtained with one or more specific social groups.

Epistemic values is the perceived utility from an alternative capacity to arouse curiosity and fulfill a desire for knowledge

Conditional value is the perceived utility acquired by an alternative as the result of a specific situation or matters affecting the choice matter

The importance of the theory of consumption values lies in positing that consumers balance value assessments for making informed, intrinsically and extrinsically motivated consumption decisions.

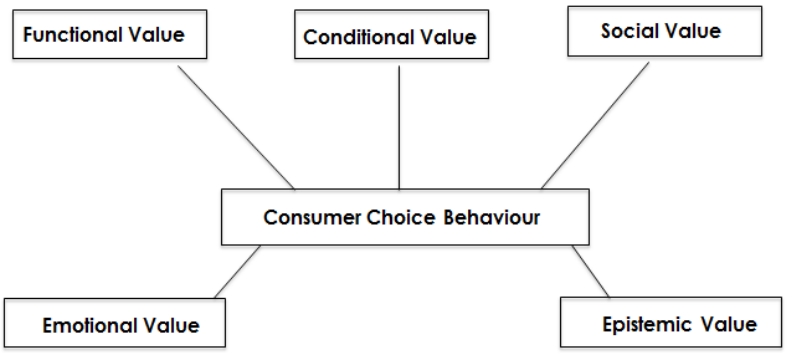


Figure 4: The five values influencing consumer choices, Sheth, J,N et al (1991)

Each of the different values contributes differently and within the youth teenage space, there is more of an intention to purchase based on what's current and what are the right and popular brands (Moses, 2000). The consumer choice behaviour values of teenagers are social value, whereby teenagers acquire products/brands that are highly visible and can be used as a form of expression. Often when consuming fashionable clothing brands, they need to possess a symbolic value over and above their functional utility. "*Social value* is measured on a profile of choice imagery and is attainted from an alternative association with one or more specific social groups." (Seth *et al,* 1991). Which relates back to the needs and wants of teenagers desire to fit in. Throughout the teenage phase there is a need to want to form one's self-identity however in addition to this; there is also a need to want to associate with their own crowds. (Gil et al, 2011). From a social value perspective this can either be positive/negative interaction with a stereotypical demographic, socio economic and cultural-ethnic group. The relevance of social values in consumer choice depicts social communication and information diffusion.

Another value influencing consumer choice amongst teenagers is that of *epistemic* value. According to Seth *et al, epistemic value* is defined as, "the perceived utility acquired from an alternatives ability to arouse curiosity, provide novelty and /or satisfy a desire for knowledge. The epistemic value stimulates the need to locate and sample new product as well as implement change or

behaviour. Teenagers who are constantly changing clothing brands and identifying and sharing what's cool and relevant often perceive clothing brands as idea, fashionable brands serving as a status symbol and being trendsetters. (Wooten, 2006)

Various construct affect teenagers attitudes towards consumption across various possessions. Within the intention to purchase fashionable clothing brands, fashion clothing brands being "clothing that is primarily a means of communicating not a personal identity but social identity' (Noesjirwan *et al,* 1982). There are various ways in which teenagers interpret clothing and how judgment's about the relevance of the clothing brands plays a major role in their intention to purchase fashionable clothing. (Elliot, 1998)

THE EFFECTS OF SOCIAL MEDIA

Social media is known as the online service through which users can create and share a variety of content. (Bolton, *et al*, 2013) A forum which allows for an opportunity to produce, design, publish or edit content. According to a poll study conducted in 2010, over ten times a day do 22% of American teenagers log onto their various social media platforms once a day. Within the South African context, Facebook is utilized by a quarter of the population with over 13 million Facebook users, 7.4 million twitter users, 8.28 million YouTube users and 2,68 million Instagram users. (2015, South African social media landscape).

Majority of their social and emotional development takes place when online and through use of their cellphones, thus meaning that they play victim of being either abused or bulled online. There are various ways in which media can be consumed through these social media platforms and often within the teenager context, majority of them utilize social media for social engagement as opposed to research or other activities. (2016 Generation Next, youth consumer behaviour study, 2015 Study, youth consumer behavior study).

The opportunities that lie within the use of social media are that it allows for further understanding of the consumers and is one of the foundations of market intelligence. It also enables a connection by solidifying the customer brand experience through interaction and online community engagement. (Bolton, *et al,*2013; Verhoef *et al,* 2010) Research also states that social media engagement does increase the level of brand engagement which can also lead to purchase. (Manchanda, Packard, and Pattabhiramaiah. (2011),

2.1. First sub-problem discussion heading

To identify whether the factors influencing teenagers attitudes and decision making styles affect their intention to consume fashionable brands. This is specifically in the South African context.

2.1.1 Proposition

The factors influencing fashion choices for teenage girls include, attitude, impulse consumption, peer pressure, self-congruency, socialisation agents which all lead to their intention to purchase fashionable clothing brands.

2.2. Conclusion of Literature Review

Research based on consumption habits and behaviour around teenagers is increasing around the world. Today's markets are understanding the benefits of marketing and engaging with this market and how it will lead to creation of loyal, sustainable and long-term consumers.

The study will investigate and compare the factors influencing the consumption of fashionable clothing brands by South African teenage girls. Further it will gather insights around their behaviour and impulse consumption habits.

The following proposition will be researched:

The factors influencing fashion choices for teenage girls include, attitude, impulse consumption, peer pressure, self-congruency, Socialisation agents which all lead to their intention to purchase fashionable clothing brands. The research problem is to identify whether the factors influencing teenagers' attitudes and decision making styles actually affect their intention to consume fashionable clothing brands.

CHAPTER 3 RESEARCH METHODOLOGY

Bryman defines research methodology as the study of procedures for carrying out research". (Bryman, 2012). Broadly research methodology has three objectives: to identify and describe the research methodology/paradigm (Section 3.1); the research design (Section 3.2); as well as the procedure and methods (Section 3.3). The chapter also describes the research instrument (Section 3.4) this research applied to make it credible as well as technical and administrative limitations of the research procedure and methods (Section 3.5)

3.1. Research strategy

Research strategy can be applied using any of the following strategies: qualitative, quantitative and mixed methods. Neuman (2011) defines qualitative research as, "the extensive diversity in research is matched by the many methods to data analysis. An added complexity to having many approaches is that qualitative research is often inductive. We do not know the specifics of data analysis when we begin a project". (Neuman, 2011).

Research that assembles information in form of words uses a qualitative method. Used for discovering, recitation, recognising or amplification of social phenomena. Whereas the quantitative method is known as "Quantitative researchers can choose from a set of specialised, standardised data analysis techniques". Hypothesis testing and statistical methods are similar across the natural and social sciences. Quantitative analysis is highly developed and builds on a large body of applied mathematics (Neuman, 2011). The mixed method approach is a combination of quantitative and qualitative techniques and analysis methods that can be applied simultaneously or one after the other (Saunders, Saunders, Lewis, & Thornhill, (2011).

For this study, the method that will be applied will be the qualitative approach. As stated by Saunders, 2012. This approach can be applied as a synonym for any of the following data collection approaches such as data analysis or interviews. This method is mainly used for arrangement of data that generates or uses non-numerical data (Saunders, 2012). Qualitative researchers also examine pattern; the goal is to explain the covariation of one variable with another usually across many cases. Through the usage of the qualitative method, there is an opportunity to understand and discover the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014). Grant *et al.,* 2005, the qualitative methods helps to explore the role of branding and purchasing influences from the perspective of teenagers, in order to be able to establish a deeper understanding of their behaviour. The teenage consumer has emerged as an important marketing segment (Mafini *et al,* 2014).

The aim of the study is to empower marketers to know and envisage the purchase behaviour of Generation Y consumers, in this way simplifying the expansion and implementation of more effective marketing strategies and examining Generation Y consumer shopper typologies. In addition to this, the aim is also to comprehend the influence of age in the identified shopper typologies (Mafini, 2014). The benefit of applying this strategy is that it enables looking into and exploring a social phenomenon that can contribute towards a change in which marketers are currently applying strategies to target the youth, specifically, teenagers.

3.2 RESEARCH DESIGN

Research design is known as “subjects involved in designing a study and developing a strategy to guide during the research process”. (Neuman, 2011). It also consists of, “A form of blueprint that is followed in the conduct of the research" (Wagner, 2012) as well as a form of investigation in either one of the strategies (quantitative, qualitative or mixed method approach) that delivers precise instructions for procedures. (Creswell, 2014).
Upon completion and approval of ethical clearance for the proposed study, the data collection will commence and take place over 2-3 months.

The research design resembles a sequential mixed method design, but the formalised mixed methodology process and structure is not followed in their entirety. In Dittmar, & Drury, (2000) the aim was to conduct a thematic analysis with a selected number of interviewees followed by in-depth focus groups whereby “excessive shoppers” where interviewed. In conjunction to this, semi-structured interviews were conducted with retailers, Mr Price and Edcon brand, Jet.

The research design method that was applied for the study was an exploratory design that is used to identify relevant insight before an approach can be constructed. (Stebbins, 2001). The key benefits around this design are that it allows for further exploration around key relationships and variables as well as reduces the research level of bias.

The study commences with the completion of a questionnaire introducing the topic at hand, followed by in-depth focus groups. The first part commencing with a semi-quantitative method of a questionnaire did not result in the application of a mixed method study. The sole purpose of the questionnaire is to introduce the topic at hand, intentions of purchasing fashionable clothing and also trying to identify what the respondents key fashion consumption traits re. Based on Steckler, A. et al, (1992), the integration of a quantitative method will be applied in this qualitative study

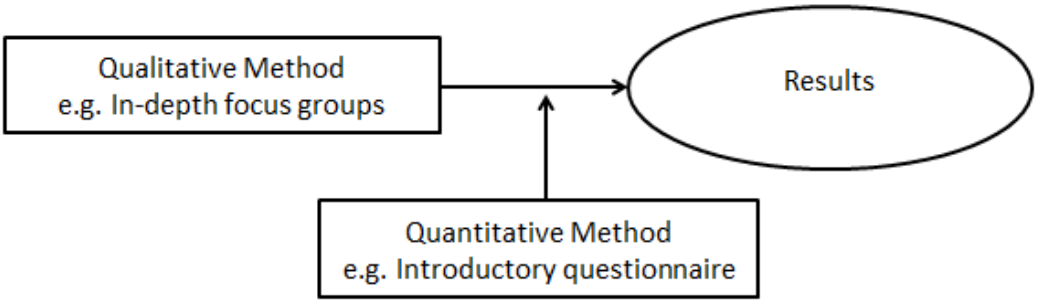


Figure 5: Stecker Model. (1992) Quantitative methods used to embellish a primarily qualitative study.

The main section of the study was based on the focus groups that will be conducted in various groups based on the age split. One focus group was held with teenage girls between the ages of 13-15 years old and the other with teenage girls between the ages of 16-19 years old.

3.3. POPULATION AND SAMPLE

"Population can be defined as people or items (units of analysis) with the characteristics that one wishes to study" (Bhattacherjee, 2012)

For the purpose of this study, the following will become requirements for the respondents:

- The respondents consisted of a sample of teenagers between the ages of 13 and 19 years old, females, currently in High School. Total of 30 participants participated in the focus group
- The respondents will be learners from urban High Schools within Gauteng.
- Additional interviews were also conducted amongst two retailers, Mr. Price and Jet from the Edcon group

3.3. SAMPLE AND SAMPLING METHOD

Sampling, according to Neuman, (2011) is “a slight set of cases a researcher conducts to simplify the population. It also refers to the selection of a sample for participation in the research. “The units chosen to be included in a study”. The term suggests that the units are drawn from a wider population (Robson, 2011).

Non-probability technique

A non-probability technique was applied. This type of sampling refers to sampling that is non-random. Individuals are incorporated on a non-probable sample due to their accessibility and the eagerness to take part in the study. (Wagner 2012)

Because there is a specific interest in extracting information from a specific number of teenagers from affluent urban schools, an independent judgement of this sample was applied as opposed to the way in which a probability sampling occurs. It is necessary, to establish strong theoretical reasons to include the identified sample. The sample for this study will be based on how influenced teenagers are by internal and external factors. Teenagers’ interests in purchasing clothing is evident in the way in which they are constantly having the urge of “fitting in and being cool”. (Grant, & Stephen, 2005)

Table 1: Profile of respondents

Description of respondent type	Number to be sampled
• Learners from the following schools: Parktown Girls High School, Mondeor High School, Ekutheleni Combined School, Abbotts College • Opinionated teenagers	n=6 x focus groups consisting of 6 learners each split between 13-15 year old and 16-19 year olds. Total number of participants: 30

• Have knowledge of different types of fashionable clothing brands	

3.4 The research instrument

Research data collection instruments are methods used to collect data, such as a paper questionnaire or computer-assisted interviewing system or, methodologies used to identify information sources and collect information during an evaluation. (Bryman, 2012)

There are two types of data collection instruments that can possibly be applied. An observation schedule is "an organized explanation of the events, as they are seen by the researcher occurring in a social setting" (Wagner, 2012). A data collection instrument might be an interview schedule, which, according to Saunders (2011), is "data collection technique in which an interviewer physically meets respondents, reads them the same set of questions in a predetermined order and records his or her response to each". (Saunders 2011).

The study applied both data collection instruments. The application of the observational schedule will be to have a "lived experience". Through use of a focus group interviews, each respondent's comments will be cross analysed to highlight similarities and differences from the questions posed. Throughout the course of the interview process, the audience will be asked to define what they understood from key themes that were identified. The advantage of this is the ability to eventually conclude towards an understanding of the intent of their consumption behaviour with the various different types of respondents.

As stated by Neuman (2011), focus groups are a qualitative research technique that involves a researcher who obtains information from a group of 6-12 people within one facility for about 90 minutes. "The moderator is trained to be nondirective and to facilitate free open discussion by all group members." Neuman (2011).

For the data collection instrument, a semi quantitative method with a questionnaire was used with the focus group participants. Consisting of five to eight items per construct, the instrument used derives from the Gil *et al* (2012) study on teenage social consumption behaviours and patterns, which has now been adapted and modified according to the constructs identified. Each of the sections and questions will cover the following constructs: peer influence, materialism, self-congruency, attitude towards fashionable clothing brands and intention to purchase clothing brands. The method that has been applied is a descriptive analysis which consists of examining of data through the probing of questions and presented in the form of a summary i.e. tables and or line graphs. Strauss, A., & Corbin, J. (1990). There are, however, various ways in which the accuracy of the data can be collected. As a precautionary measurement, pre-testing or usage of pilot testing will need to occur to ensure refinement of the current proposed instrument (Kimberlin, & Winterstein, 2008).

3.5 PROCEDURE FOR DATA COLLECTION

Data collection is known as “gathering information to assist the researcher to answer research questions”. (Wagner, Bryman, Saunders, 2012). Data collection is "numerical (quantitatifactove) and non-numerical (qualitative) information and evidence that have been carefully gathered according to rules or established procedures" (Neuman 2011).

A reactive method is applied within this study according to which the participants have the ability to react in some way or another because they are cognisant of participating in the study. It is necessary to ensure that the storage of the data is specified in the study. The various ways in which data can be collected and collection can either be through ethnography or participant observation, which is a “field research that emphasises providing a very detailed description of a different culture from the viewpoint of an insider in the culture to facilitate the understanding of it” (Neuman 2011).

The form of data collection was through the form of a focus group, which is "an approach which allows people's views and feelings to emerge but which gives the interviewer some control" It can take place in a group context as well as one on one" (Robson, 2011). In the situation presented by the focus groups, there are several participants in addition to the moderator/ facilitator. There is an emphasis on the questioning on a particular fairly tightly defined topic; and the emphasis is upon interaction within the group and the joint construction of meaning. Neuman (2011) refers to focus groups as "A group of people informally "interviewed" in a discussion setting that is participating in qualitative research technique".

Focus groups are a common technique for gathering qualitative data and enable the expression of respondents' opinions and ideas. The focus groups will be conducted at HDI Youth Marketeers, 168 Grosvenor Road, and Bryanston. This is a specialist youth marketing company where focus groups are conducted regularly and respondents are often comfortable and are on neutral ground as opposed to being in the school environment.

To ensure that the respondents' answers are not affected, there was no reference to the term "impulse" as a primer to the subject at hand. All of the respondents will remain anonymous throughout the course of each focus group to ensure confident answers. In order to get the teenage girls to freely speak about themselves, each of the focus groups will commence with generic questions pertaining to their shopping habits and free time. In this way we could lead them through to impulse consumption. The respondents can then commence a conversation amongst themselves and an opportunity for the moderator to identify those directing the conversation. The entire focus group was recorded and transcribed.

Storage of qualitative data is critical so some of the data will be transcribed. It is imperative that the transcribing matches the aims of the research. Transcribing is known as the translation of data from audio recordings into text. This method allows for reuse and sharing of qualitative data. It is imperative to have a transcriber agree to sign a non-disclosure agreement for the transcribing and

abide by the provided guidelines as part of the ethics of the study. The data will be derived from the focus groups and interviews will be coded. “Open coding examines the data to condense them into preliminary analytic categories or codes.” (Neuman. 2011)

3.6 DATA ANALYSIS AND INTERPRETATION

Wagner, Bryman and Saunders (2012) "refer to data analysis as the process of making sense of the data to answer the proposition. It involves examining the data and how they fit together to make meaning through data processing”. According to Bailey (2008), (Neuman) 2011 & Kazmer, 2008, “transcribing involves a close observation of data through repeated careful listening and watching, which is a key component of data analysis”. Transcribing is be applied as a form of data analysis as it allows for assessment of data gathered despite the time required. According to Pope et al (2008), “textual data (in the form of field notes or transcripts) are explored using some variant of content analysis. In general, qualitative research does not seek to quantify data.

Qualitative sampling strategies do not aim to identify a statistically representative set of respondents, so expressing results in relative frequencies may be misleading. Simple counts are sometimes used and may provide a useful summary of some aspects of the analysis. In most qualitative analyses, the data are preserved in their textual form and “indexed” to generate or develop analytical categories and theoretical explanations. Based on Kazmer’s (2008) application of transcribing, “researchers might consider modifying their informed consent forms, specifically requiring interviewees not to share the interview record with others. While consent forms are usually designed to protect the interviewee’s privacy, little attention is normally paid to protecting the researcher’s privacy”.

Thematic analysis

Thematic analysis is the analysis of qualitative data for the extraction of key themes in one’s data (Bryman, 2012). The analysis consists of continuous

assessments of the data as well as categorising and grouping the data accordingly (Creswell, 2014).

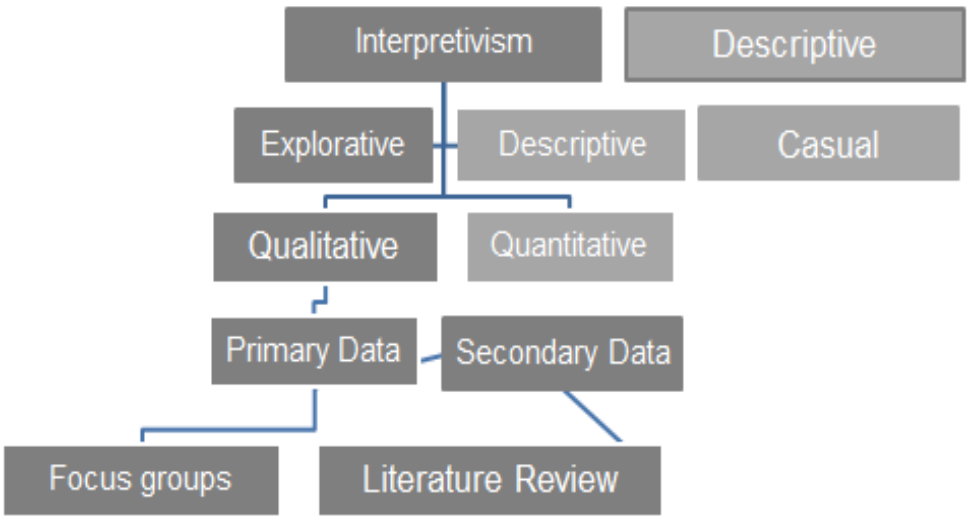
The way in which the use of thematic analysis is applied is through defining each of the themes identified. The advantages of this approach are that identifying various themes helps the researcher to understand the target audience cultures, especially the way in which they consume clothing brands.

In a study conducted by Mafini (2014) responses were analysed by grouping them into the identified themes and extracting conclusions that will form part of the results obtained. The use of this approach helps the researcher assists with understanding how to identify trends.

The approach set out above assisted in understanding the influences that affect teenage girls and their impulse consumption habits of fashion brands. The aim of the study is improve a theory and describe a phenomenon. It also allows for an opportunity to create a model, or conceptual map (Elo *et al*, 2008).

Figure 6: Applied research approach

Figure 6 is an overall guideline of the approach to and the application of methods for this study.



3.7 DELIMITATIONS OF THE STUDY

The aim of this study was not to examine whether teenage girls consume fashionable clothing brands but rather to evaluate their attitudes and impulse consumption towards fashion brands. The aim of this study was not to look into a single variable affecting their attitudes and impulse consumption, but rather to look into multiple variables such as materialism, peer influence, self-concept, socialisation agents and how these drive social consumption motivation. The study is based on only respondents from South Africa, specifically from selected schools in Gauteng only. The respondents focused only on the teen's segment, ages 13-19 years old. Some key delimitations are the following:

- Children (Kids) segment is excluded
- Young adult segment is excluded

3.8 VALIDITY AND RELIABILITY

Validity is known as "how well an idea fits with actual reality". Validity is "the degree to which what is observed or measured is the same as what was proposed to be observed or measured'. At its most simple, validity this refers to the truth status of research reports (Robson, 2012). Validity also needs to be applied in order to obtain a clear fit between the ideas we use to examine the social world in comparison to what actually occurs in the lived social world (Neuman, 2011). What was applied is the conducting of preliminary testing of the introductory questions before commencement of the study in order to increase the validity of the dissertation.

3.8.1 External validity

The key requirements for qualitative research would be precision, credibility and transferability (Winter, 2000; Hoepf, 1997) as opposed to reliability. In this instance, as the researcher, I am the instrument (Patton, 2001, p.14). The credibility and onus are dependent on the capability of the researcher. It is imperative, therefore, to ensure that one is "present during the changes to

record an event after and before the change occurs." In this way one can ensure that the study being conducted is credible (Golafshani, 2003).

3.8.2 Internal validity

To effectively ensure that the study meets the internal validity criteria, the use of investigator triangulation was applied to consider the ideas and explanations generated by additional researchers studying the research participants. Through the function of triangulation, the researcher can enable respondents, through the research questions (including data collection) and by multiple methods such as an in-depth analysis through qualitative- and cross-sectional research to establish developmental differences that can possibly be examined. Another key component of high internal validity is ensuring that a right selection of candidates (teenage girls who are within the right age bracket) will be identified.

3.8.3 Reliability

To test for reliability, which according to Joppe, (2000) is known as, "the extent to which results are consistent over time and an accurate representation of the total population under study", the research instrument (the questionnaire) was considered to be reliable. Should the respondents complete the questionnaire and have "relatively" similar outcomes, then the applied instrument could be viewed as stable and resulting in comparable outcomes. The reliability results in a high degree of based on the high degree of stability. What cannot be guaranteed is the possible change of attitudes of the respondents that may occur post completion of the questionnaire, which could ultimately lead to various responses. Through examination of raw data and process notes, the consistency of data can be observed (Golafshani, 2003; Crocker and Algina, 1986).

3.9. DESCRIPTION OF RESPONDENTS

The respondents for my study consisted of a sample of teenage girls between the ages of 13 and 19 years old, currently in High School. The respondents were learners from urban High Schools in Gauteng.

Breakdown of profile of respondents

The research setting was a comfortable, controlled environment at one of the identified schools. To ensure that the respondents provide valuable and insightful content, the setting and environment needed to be relaxed and secure.

Some of the key characteristics of these respondents are that they are known as the “richest generation in history” (Grant *et al*, 2005). This particular youth segment has been identified by marketers and manufacturers within the fashion industry. According to Grant *et al*. (2005), “the teenager market has become more significant as these young people depict the behaviour of younger adults by demanding their own fashion brands in an effort to validate their own sophistication” (Grant *et al,* 2005). As stated by McKay, (2008), the younger generation spend money immediately after obtaining it and spend their money on consumer goods, such as clothing and personal services.

CHAPTER 5: PRESENTATION OF RESULTS

5.1. Introduction

The purpose of this study is to explore the consumption choices of fashion clothing brands among South African teenage girls. A proposition focused on the factors that influence their fashion consumption choices, which include attitude, impulse consumption, peer pressure, self-congruency, and socialisation agents. All of these factors direct the respondents to the intention in purchasing fashionable clothing brands. The analyses will showcase the content derived from the developed conceptual framework. The findings will be in the order of importance of the factors influencing these teenagers' intention to purchase fashionable clothing brands. Based on the proposition, the results are presented in accordance with the defined variables affecting their attitude and behaviour.

Access to the schools was obtained by liaising with the teachers at each of the schools and they were briefed accordingly about the purpose of the study. Upon receipt of approval and feedback from the principal (refer to Appendix A), selection of the candidates was based around those participants who were interested in and available to conduct the focus groups during the scheduled weekend periods (time slots). Each of the identified teenage girls was provided with a briefing conducted at each of the schools as to what would occur. After the briefing details relating to the requirements of the focus groups were given. Appendix B provides this breakdown

Each of the participants that chose to take part in the study was then issued with consent forms to complete. Parents and participant consent forms were completed. To obtain consent from their parents/legal guardian as well as obtain a participation consent form (Appendix C). As part of the introduction to the focus groups, each of the participants was informed by the researcher that there would be no right or wrong answer throughout the discussion. In addition to this, all participants were informed that should they no longer wish to take

part in the discussion they would permitted to exit the focus groups at any even given time.

Data was gathered with an introductory semi structured questionnaire which is a combination of unstructured and structured questionnaires.Some of the questions and their sequence are determined in advance, while others evolve as the interview proceeds. Followed by this is a 45-minute in-depth focus group consisting of six participants from different backgrounds and different schools. Simultaneously with the focus groups observational capturing was carried out as part of the researcher's notes based on further understanding the audience. The sample was drawn from High Schools within Gauteng: Parktown Girls High; Abbotts College; Saint Stithians College; Bryanston High School; Mondeor High School; and Ekuthuleni Combined School. It was imperative to ensure that a mix of South African teenagers be in different focus groups. According to Vaughn *et al*. (1996), discussing matters and issues around consumption in groups is a generally natural and familiar setting environment for teenagers. (Vaughn *et al*., 1996) Specifically for ensuring the comfortability of this age group, we need to create an interactive and engaging setting to ensure immense focus on the topic. The approach of thematic analysis has been applied as the foundation method of these analyses. (Holloway & Todres; 2003; Braun & Clarke, 2006) According to Krippendorff, (1980, thematic content analysis, "provides knowledge insights, a representation of facts and a practical guide to action". Through the use of thematic analyses, the content needed to be arranged according to the themes identified to ensure effective & systematic coding of data. Braun, V & Clarke, V. (2006) The themes identified were the following:

- Income & expenditure: *where they obtain their money and what they are generally interested in purchasing.*
- Socialisation agents: *their personal fashion interests and what they see in the public regarding fashion.*
- Peer influence: *how their friends affect their fashion interests, purchases and dislikes.*
- Materialism: *how they consume intentionally and unintentionally.*
- Individualism/ self-congruency: *how they feel about fashion individually.*

The themes set out above were derived from the literature review and were discussed in the above order. Mutually exclusivity was placed on each of the themes as the researcher had put in place some form of context when commencing with each theme. From each of the above themes, new insights often emerged and theory was extracted from the focus group interactions through the exploratory study; that is, the application of applying theory of planned behaviour for older teenager groups.

Ethical considerations:

In order to conduct the research, permission was granted from each of the schools. Owing to the request to obtain consent from the learners being required, the teachers of each schools who are appointed as legal guardians within the school environment needed to have provided consent to conduct the research. Each participant interested in the study was notified in detail of the sole purpose of the study and the objectives.

4.2 Respondents.

The structure of this chapter is mainly driven by the proposition and for each variable, significant results and analyses will be presented. A common thread throughout all of the analyses is around fashion consumption and this will necessarily be its own sub-section throughout the in-depth discussions.

4.2.2. Focus group participants

Derived from the semi-questionnaire is a summary of the age groups, their shopping frequencies as well as the pocket money they obtain monthly. A core differentiation among each of the groups was based around the amount of money they allocate to or spend on clothing. Our participants were all in High School and all attended school.

Table 2: Focus Group Respondents

Name	Age	School	Average monthly allowance
Simphiwe Mahlase	14 years	Ekuthuleni Combined School	R 30,00
Kekeletso Zwane	14 years	Ekuthuleni Combined School	R 100,00
Tinyiko Maphanga	14 years	Ekuthuleni Combined School	R 150,00
Hlengiwe Makhapela	19 years	Ekuthuleni Combined School	R 100,00
Gugu Magubane	15 years	Ekuthuleni Combined School	R 50,00
Busisiwe Gamei	14 years	Ekuthuleni Combined School	R 50,00
Banele Malambo	16 years	Ekuthuleni Combined School	R 150,00
Nonhlanhla Mkhonza	14 years	Ekuthuleni Combined School	R 200,00
banlungile Memani	18 years	Parktown Girls High School	R 30,00
Asma Pandor	18 years	Wits	R 1 000,00
Keamogetswe Mokomane	17 years	Parktown Girls High School	R 500,00
Pierrette Kyamba	18 years	wits	R 1 000,00
Thuto Mohale	18 years	Abbott's college	R 1 500,00
Liziwe Memani	17 years	St Stithians Girls' College	R 1 500,00

Sandra Mbatha	17 years	Parktown Girls High School	R 1 000,00
Thembelihle Zwane	17 years	Parktown Girls High School	R 1 000,00
Sophia Sideras-Haddad	18 years	Parktown Girls High School	R 1 000,00
Sara Iagardven	18 years	Bryanston High School	R 500,00
Sanele Melita Setloboko	18 years	Parktown Girls High School	R 1 000,00
Kirtanya Maidoo	15 years	Mondeor High School	R 500,00
Dishania Naidoo	14 years	Mondeor High School	R 500,00
Mbali Ndlovu	14 years	Parktown Girls High School	R 500,00
Teagan Willams	14 years	Parktown Girls High School	R 500,00
Jasmine Mullah	13 years	Parktown Girls High School	R 300,00
Thembi Khaya	16 years	Ekuthuleni Combined School	R 250,00
Thandi M	18 years	Ekuthuleni Combined School	R 250,00
Lihle Harambe	13 years	Mondeor High School	R 100,00
Lerato Molai	19 years	Ekuthuleni Combined School	R 150,00
Tsedi Molapo	15 years	Ekuthuleni Combined School	R 250,00
Thandi Molise	18 years	Ekuthuleni Combined School	R 200,00

Findings around income expenditure and general interests

Focus group one

Focus group one consisted of six High School girls from Parktown Girls High. The results for each of the questions are reported in a narrative format. The analysed raw data is stated in Appendix D.

The participants were highly eager to be a part of the focus group as they indicated that they had a clear interest in fashionable brands. Based on observation, the attitude was a positive one.

Within the literature review we discuss fashion as being a general interest among teenagers that drives the urge to want to consume all the latest trends and be under immense pressure to obtain them (Horwood, 2013). Despite their various circumstances and backgrounds, they tend to have a positive attitude towards the consumption of fashionable clothing brands.

Throughout the discussion, observations were noted of the display of group influence and the nature of the interactions from the data extracted. (Braun, V & Clarke, V; 2006). From this older crowd, there was mention of monthly allowances & potential earnings. The teenagers are semi-independent of their parents. (Sunday Times Generation Next, youth consumer behaviour study, 2015, youth consumer behaviour study, 2015) The observational note taking that also occurred indicated that the teenagers in this group conveyed external and internal pressure towards conformity, which leads to the development around real opinions.

Thuto Mohale, 18, "I take what I like and don't buy things for fun; I am in charge."

Focus group two

Extracted from this group of respondents were their own experiences around how they make the key decisions within their households. This insight ties back

to the notion that teenagers are highly influential and seek to fit in. (Hofstede, 2010). Their decisions around purchasing came across as highly firm with a sense of confidence about knowing what they are interested in purchasing. Behaviourally they are go-getters when it comes to making purchasing decisions.

Liziwe Memani, 17, "What I am wearing is important."

During their interaction with one another one could observe the group members observing their clothing. Their continuous assessment of their clothing clearly indicating their mood around clothing as items that are fulfilling and are statement pieces.

Focus group three

The outcome of income expenditure and the general interests of the younger teenagers (13-15 year olds) felt more explicit and raw. The younger crowd felt far more comfortable around sharing specific details around their shopping purchases and clearly stating the things that they may need. The majority of them indicated that they seldom received pocket money/allowances and that the minimal money they received they used to buy basic things such as cosmetics and tuckshop purchases.

Jazmin, 14, "Things that I need are make-up, facewash and clothes. I want to wear clothing that is fashionable and that stands out. However, Mum & Dad make the key decisions within the household."

The dependence on parental decision making remains strong in this age group. With the urge to acquire various things, these teenagers come across as wanting to obtain as much as possible from their parents despite understanding their backgrounds and different cultures. Their ability to also convince their parents to purchase fashionable clothing brands at any given time also coincides with their frequent visits to the shopping malls and consumption of brands. A common interest among their purchases derives from the following brands, Mr. Price, which they consider to be more of the "now" kind of shopping

destination. Whereas brands such as Ackermans and Woolworths only have clothing for younger kids that are often black, white and grey in colour.

Focus group four

A different perspective was extracted from the township set of teenagers, in that the majority of them indicated that their monthly allowance ranged from anywhere from R 50–R100 a month. These teenagers clearly specified where the money would come from, either from an older working sibling or grandparent. Few made mention of their parents providing them with monthly allowances let alone receiving money to purchase clothing.

Focus group five

The older group, also from the township group, generally indicated that they never receive money to purchase clothes. Often they would need to wait for special occasions; that are, birthdays and events in order to obtain clothing. With the small amount of money (R 50-R 150) obtained from their parents or close relatives, they would spend that money buying “cheap clothes” and underwear garments.

Thembi, 15, “The fashion these days also depends on whether your parents have money or not”.

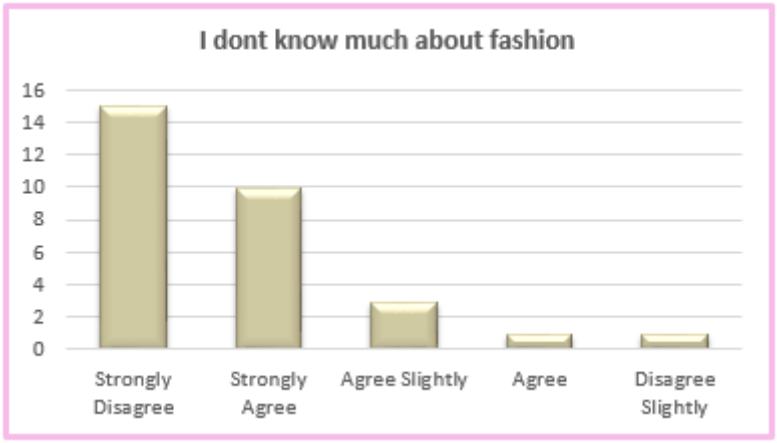
Focus group six

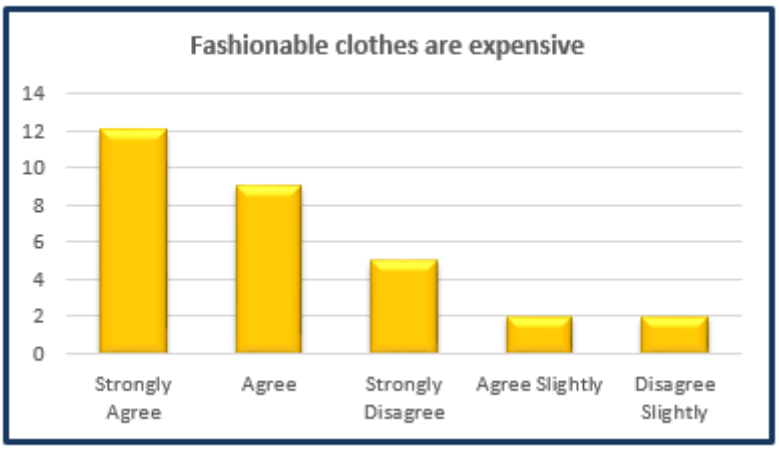
Owing to their financial circumstances and backgrounds, the majority of the teenagers aged between 16-18 years old in this group highlighted the fact that they received little to no pocket money to spend on clothes. The sole purpose of the money they obtain is mainly for purchasing food during school time. For a special occasion they purchase clothing, often at times with parental guidance. They are interested in fashion and convey a sense of “one day”. They want to own as many clothes as possible; however, their backgrounds do not enable this.

Based on the data gathered above it is evident that teenagers with different backgrounds have similar interests around the purchasing of clothing. Evidently their ages also determine where their interests and requirements lie. Generally, the youth are particularly curious and are constantly seeking to obtain more information about their clothing choices and available options. This age group tends to take the fashion-consumption information provided seriously as they are constantly on a quest to obtain the best.

Below is a summary analysis of the insight gathered from the semi questionnaire around the respondents' general interests around money and fashion

Table 2: Semi-questionnaire analysis on their interest in fashion and monetary value





Findings on the effects of their socialisation agents, their personal fashion interests and what they see in the public regarding fashion

Focus group one

According to Yavas & Abdul-Gader (1993) and Gardner & Bennett (1999) there is a strong effect and influence of mass media as a key socialisation agent. Online content and social media play a pivotal role in the lives of today's South African teenagers. (2015 Sunday times, Generation Next, youth consumer behaviour study, 2015, youth consumer behaviour study). The majority of this particular group use social media for fashion inspiration. Teenagers are reluctant to follow a particular individual as they feel that there is merit in wanting to be an individual.

Pierette, 18, "Sometimes it's a trend to be different. A lot of people do things because everyone is doing it. And it's cool".

These particular individuals tend to believe that consumers are grouped and convinced to all follow the same trends. They are less likely to be influenced by their socialisation agents as they seek to be individuals.

Focus group two

This group of teenage girls 16-19 year old, from more elite families, do not want to make fashion choices based on what other influencers may have to say. Despite this, some of the participants did acknowledge their parents' and siblings' fashion sense. The researcher noticed the sense of admiration and aspirational tone around the acknowledgement.

Sandra, 17, "My mothers and sisters fashion style is great. I don't have that sense of style but like my own things."

Focus group three

The effect of friends as one of their core socialisation agents within this group was noticed. This older group of teenagers, aged 16-19 year old, conveyed their reluctance to follow models and online fashion influencers for the fashion. Group members wanted to know about their celebrity influencers but did not necessarily mimic them.

The inclusion of friends within their purchasing of clothing was emphasized emphasised as more of an “adventure with my friends” where they could compare clothes and identify how “cool” they could be, particularly when buying items at unique stores such as local charity stores and thrift shops.

In addition to including their friends during their shopping activity, a key agent was predominately the Internet and specifically social media and Instagram as platforms. This form of medium was particularly mentioned as a guide to source “interesting people and get a better idea” of fashion pieces they are seeking.

“Sanele, 18, “I won’t wear a crop top and jeans……you need to look presentable. Clothes are supposed to do a function.”

Despite their interest in the purchasing of clothing and treating the experience like an excursion and opportunity to mingle with their friends. The majority of them tend to want to have a unique look and appeal in the general public; hence, their interest in purchasing unique pieces that are unlikely to be found and they tend to not want to frequently visit the malls.

Focus group four

Amidst this age group of 13-15 year olds, co-shopping remains a reoccurring tendency (Blackwell et al, 2001: 387). So predominant among their discussions was the involvement of either mom or dad as socialisation agents and the teenagers’ hesitation to want to constantly frequent malls because the income does not allow them to. Despite this being the case, they remain fashion conscious and are heavily drawn in by mass media and watching TV. A commonality amongst is the items they seek to purchase; that is, torn jeans,

Nikes and Timberland boots. They still remain brand conscious and seem to want to have the best of the best items.

Mbali, 14, "Kids in school don't buy clothes for themselves; they do it for other people".

Focus group five

Socialisation agents such as media such as magazines influence this group of respondents aged 13-15. The majority mention the use of magazines that they don't purchase but read at home and from which they obtain fashion updates and inspiration.

Focus group six

Because of their limited access to money, teenagers aged 16-18 in the township school stressed the point of downloading imagery of celebrities and musicians to see what can be worn., for example, Rihanna and Beyoncé were mentioned as fashion inspirations. Followed by this is the searching of popular actresses from local television shows, which mainly indicates their sense of wanting to connect with a local personality. These respondents made emphasises that celebrities and musicians' all looked the same.

Thandi, 18, "Come civvies day or weekends, I tend to see that we all look the same."

With a limited amount of research on the consumer socialisation of teenagers in South Africa, it is important to have marketers aware of the particular environmental changes, family backgrounds and online effects. All respondents seemed to understand how one is an individual. They are fully cognisant of their environments and socialisation agents that might or might not affect them.

Peer influence: how their friends affect their fashion interests, purchases and dislikes

Focus group one

The knowledge and insights into the participants' beliefs about their fellow audience was predominant in this discussion. The 18-19 year olds stressed how the sharing of information is more of a positive reinforcement of the information you might have about fashionable clothing. The majority also make mention of the involvement of their friends when purchasing clothing and how involved the friends are in their final decisions.

Kea, 16 "Most people look at a person's clothing before they speak to them. It's a sign of judgement."

Focus group two

An interesting extract from the teenagers within this group, aged 16-19 years old, is that they feel the need to share information with their peers about their shopping preferences and purchases. They seek to constantly want clothes but are reluctant to mention this. Evidently indicating various shopping destinations is conveyed through the way in which they want to make mention of places and how fashion fits into their space. It comes across as though they are heavily influenced by their peers to want to acquire as much as possible to look the part in the eyes of their peers.

Liziwe, 17, "Fashion talks when you are quiet".

Focus group three

Heavily influenced by their peers, this group all provided feedback about shopping. Shopping at malls appeared not to be as interesting as excursions to charity stores and thrift shops, which is a social activity that they carry out as friends frequently (Hartmen & Kiecker, 1991). This group all value the opinion and feedback obtained from their peers and are hesitant to take advice from shopping consultants. To some extent, as peers they all tend to inspire one another.

Sara, 18, "None of us are entirely individuals. We are all inspired by someone big or small. Even subconsciously you might see something and want it. The hype around shopping is made more fun with your friends around".

Fundamentally the insights gathered indicate the collective participation amongst some teenagers who are dependent on their peers.

Focus group four

The 13-15 year olds communicated the fact that they are particularly limited when it comes to visiting shops with their peers as they conduct the majority of their shopping purchases with mom and/or dad. However, those that had the opportunity arise indicated that they seldom take their friends' advice because they don't feel they provide the right feedback. This comment clearly indicates a lack of trust at such a young age.

Teagan, 13, "You can be judged based on what you are wearing. People dress up to impress other people."

Focus group five

Feedback obtained from the 13-15 year olds from this group resulted in their lack of interest in peer involvement. The respondents highlighted the reasoning behind this as not being able to afford an experience to purchase with friends and not being able to have the "right amount" of money to buy the "right clothes". Irrespective of their own personal financial situations , if the opportunity arises of purchasing clothing with their parents, they do conduct discussions amongst themselves around the items they seek to purchase; hence the fact that they tend to all have a similar sense of style.

Lihle, 13, "For civvies day, we agree as to what key item we will wear and make sure that we are all dressed in it, if we can afford it."

Focus group six

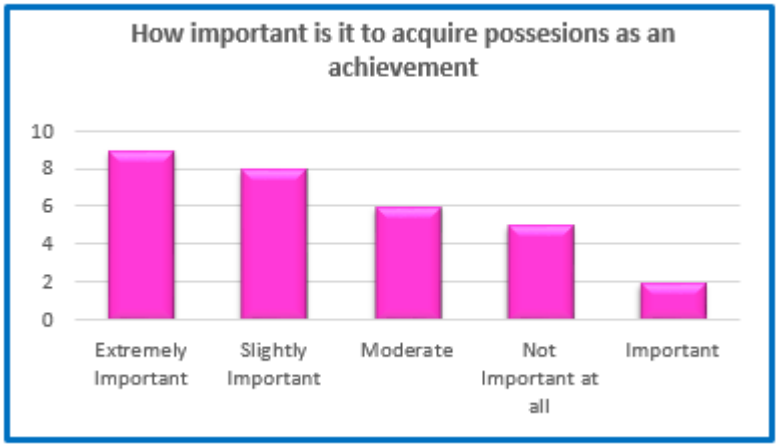
Extracted from this particular group of older teenagers (16-18 year olds), indicated the pressure that they experience because of the urge and need to have fashionable clothing brands. Owing to the fact that they share information about fashionable items they seem to be hesitant to provide information about whether or not they would acquire a certain garment. Their reluctance to share this information is mainly based around the notion of affordability within the household. Even though the respondents may not have verbally mentioned their disappointment, observationally they seem somewhat disappointed to not have the means to own certain items that their peers might possess.

Lerato, 19, "You can tell who stays in Diepkloof and who doesn't, based on what they are wearing. But you can tell they dress well but are not necessarily from a well off background".

Peer influence has evidently been a common characteristic within each of the groups. The majority of the teenagers (specifically those aged 16 onwards) indicated their move away from parental involvement around their purchases and indicate a sudden urge to want to form their own personal identity; hence the involvement of their peers, which creates more of a positive experience around purchasing. The peer influence within each of groups can and may very well be of good use to retailers. Research has indicated that the purchasing of clothing together as friends results in positive purchases and decision making. According to Totelian & Gaedeke (1992), an interest exists among teenagers to want to purchase clothing as a collective. Key discussions around fashion and clothes are common among teenagers as opposed to other items such as jewellery and accessories, which come secondary. Their most key influencers are their siblings' school environment in comparison to other reference groups

The table summary below provides data based on the effects of peer pressure.

Table 3: Semi-questionnaire analysis on peer influence





Materialism: *how they consume intentionally and unintentionally*

Focus group one

Despite the variety of backgrounds, as far as consumption and materialism were concerned the group shared similarities. The older teenagers aged 16-19 years old highlighted their experience of consuming fashionable brands and how they search and analyse their clothing before making a purchase. They indicate a sense of interest around clothing and do not necessarily have an inclination towards being possessive over clothes. They understand that money is a concern when it comes to items they seek to acquire.

Balungile, 18, "I seek to acquire clothes that bring about a change in my life because I enjoy reinventing myself."

Focus group two

Fifty per cent of this 16-18 old group had different sentiments about acquiring possessions and also clearly indicated the importance of having clothes. The respondents provided insight around how other teenage girls are judged based on the items they own.

Sandra, 17, "Clothes speak to people and say a lot about you."

The group seemed to have a strong interest in the importance of obtaining clothing immediately whereas some of the older teenagers in the group mentioned that obtaining clothing wasn't a key necessity right now.

Liziwe, 17, "At this stage I don't care but later on in life, I don't want to be that girl who didn't care."

The statement set out above indicates a sense of wanting to belong. However, the statement made by the respondent also remain as individualistic and unique as possible.

Focus group three

The predominant 'middle-aged' teenagers (16-18 years old) clearly indicated their desire to be unique and stand out. For this reason, they state their confidence levels and how they don't feel the need to acquire clothing items in order to make a statement.

This group highlighted the importance of purchasing special pieces of clothing as opposed to acquiring what's the latest and most trendy.

Sophie, 18, "My mom wore vintage and that's what we do now because it's in. We were not part of the fashion, we become the fashion."

The statement set out above clearly indicates how parental influence has affected their choice of clothing and fashion sense.

Focus group four

The discussion about materialism with this group of younger teenage girls (13-15 year olds) illustrated the need to have the "right" type of clothing in order to

fit in. This particular age group indicated wanting to have as many “cool” clothes as possible in order to be the best. This comment indicates their current levels of insecurity (Kasser *et al.,* 2004).

Focus group five

Obtaining possessions and planning to own them plays an important role in the purchase of fashionable clothing items with this group of Soweto teenage girls aged 13-15. They stressed the idea of having to purchase as many clothes as possible when the opportunity arises; that is, parental purchasing for certain occasions. Regrettably, this kind of purchasing results in items being returned as they might not be the right fit.

Tsedi, 15, “I buy items that are identical to my friends’ only to find out that they don’t suit me.”

Focus group six

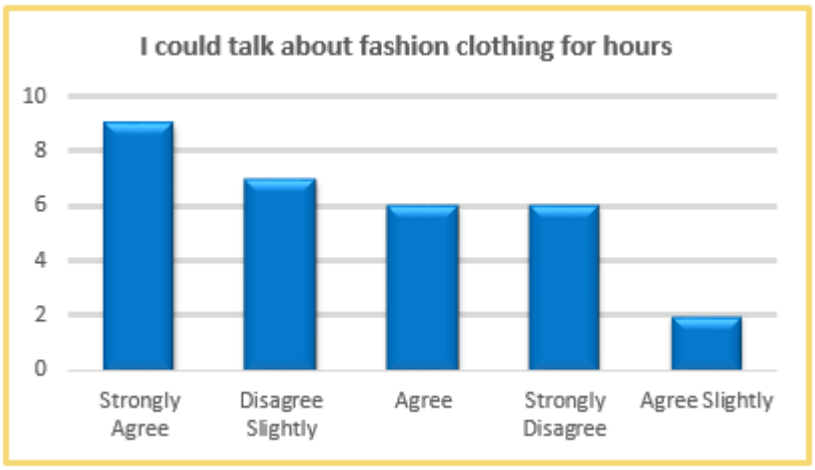
The older group from the same background made clear their planning procedure for purchasing clothing. They stressed the notion of having to visit stores, identify their items and return back to the stores when the opportunity arises to purchase. They also indicated the urge to want clothes but spoke about waiting for the right time to possess them. They conveyed how happy each of the purchases made them feel.

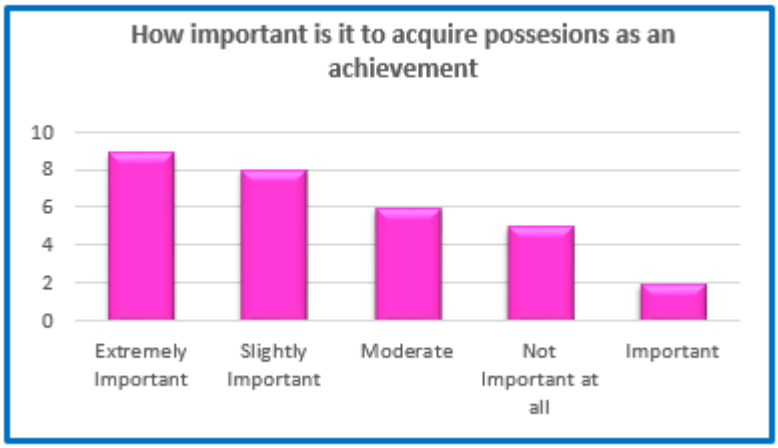
Thandi, 18, “When I get a new outfit, you cannot wait any longer to wear it. You wear it repeatedly to the point that people start saying, “there she goes again.”

Acquisition of clothing evidently remains a common urge each of groups despite their backgrounds. These young people showcase that urge to want to have clothes that are relevant and unique to them.

The table summary below provides data based on the effects their materialistic values

Table 4: Semi questionnaire analysis on materialism





Individualism/ self-congruency: how they feel about fashion individually

Focus group one

A general consensus within the older group of teenage girls is that they are all fond of clothing and obtaining them. They tend also to want to share as much information to their peers on what items to purchase and why.

Balungile, 18 "I love clothes, so I am over the moon all the time when buying clothes with Mom."

Focus group two

This group divulged their insecurities about wanting to make purchase decisions on their own as they found that the task might be overwhelming. They indicated the need to have a second opinion; that is, where often they find having their friends and even shopping consultants get involved.

Thembi, 17, "I trust the shopping consultants because I am a regular at the same Mr. Price"

Focus group three

A key insight that speaks to this group's engagement with social media indicated that they find the sharing of clothing amongst friends as information overload and redundant. There seemed to be a lack of independence around their own personal perception of fashion.

Sandra, 18, "Acceptance and conformism occur because of the pressure. Not even but myself, I am not confident."

Focus Group four

The younger age group of 13-15 year olds seemed to have more of an interest in expressing their own individual clothing preferences during purchasing and post a purchase. Each of them divulged their need to want to own fashionable clothing. However, participants understood and mentioned the fact that their parents often conduct personal sacrifices as a result of obtaining clothing for their children.

Focus group five

A set of mixed reaction occurred from this young group of 13-15 year olds when discussing fashion purchases individually. They raised their concerns about the fact that there was no point in seeking to stand out, as they felt that they were all the same when it comes to their aspirations of wanting to dress well. In addition to this group all emphasised the amount of pressure they receive from society about wanting to meet social standards.

Thembi, 15, "My heart gets sore and I've even cried when I didn't get what everyone else has/owns."

Focus group six

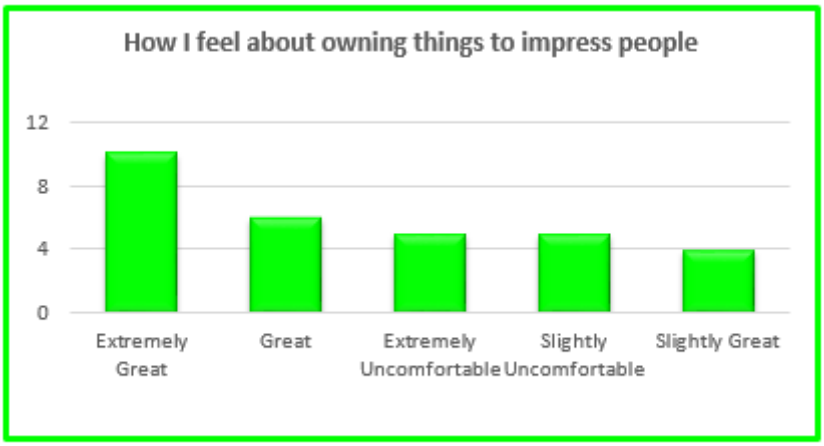
Even at an older teenage bracket of 16-18 year olds they often feel pressurised to conformity and are not interested in being unique. The majority of group members view each other as trying very hard to want to stand out despite the fact that not everyone seems to have the means to do so. The outcome of the discussion indicated a sense of not wanting to care or be concerned around what people thought of them when it comes to their purchasing of clothing.

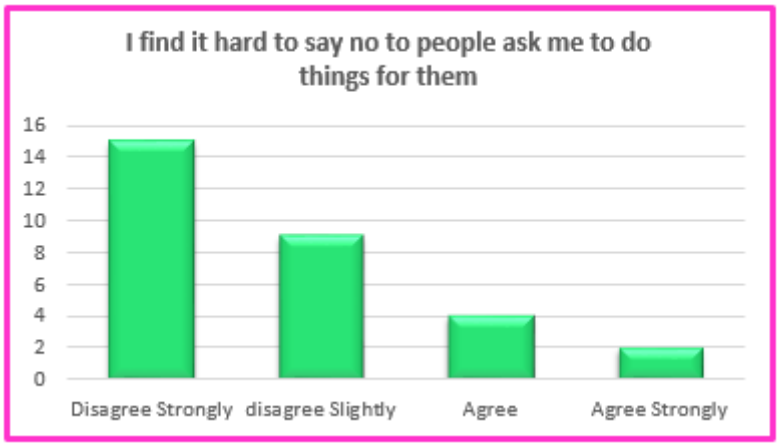
Lerato, 19, "People shouldn't care about what people think, people will constantly be talking about people."

On the basis of the data gathered there remains a lack of self-amongst individualism each of the different groups of teenagers. They still remain on a journey to find themselves and clearly identify their interests. Despite an inclination towards wanting to be individuals, they clearly have not understood who their true self would be.

The summary below provides data based on the how the respondents seen themselves: a reflection of self.

Table 5: Semi questionnaire analysis on the audience understanding of self





To reflect back on the proposition of the study based on the above gathered data, the factors influencing fashion choices for teenage girls include attitude, impulse consumption, peer pressure, self-congruency, socialisation agents that all lead to their intention to purchase fashionable clothing brands. All of these factors are the key factors affecting their purchasing behaviour.

Interview summary from retailers

To further enhance the quality of the study, a methods triangulation approach was applied where data from the focus group as a source and interview schedule as a data source was used to ensure better quality and credibility. Interviews from representatives of the following retailers, Mr Price and Jet (Part of the Edcon group), provided their perspective on the consumption choices of South African teenage girls. Unfortunately, Woolworths was unco-operative and did not submit their interview feedback, so Woolworths is omitted despite the respondents having made mention of them.

In summary, both Mr.Price and Jet have identified their core audience falling within the youth space; each of these two retailers having different ways of how it segments its target audience. Mr. Price knows that it is seen in the market as being the “on trend” retailer to the youth and it finds it effective to engage with teenagers through social platforms as well as through online targeted communication. Whereas Jet doesn’t position itself as a trendy retailer. Instead it proposes itself as a “family discount store”, which does not necessarily appeal

to the youth market as the youth aim to be affiliated with trendy stores as opposed to family stores. Jet connects with its markets by positioning their value and pricing to the parents who make the key decisions. Positioning for parents indicates that Jet are not on trend and nor does its value and price engage with teenagers.

Both retailers have also indicated their understanding of what South African teenagers seek and use keywords like “affordability”, “value for money”, “social status” and “trends at a bargain”.
A common thread between Mr. Price and Jet is that both gather insights around understanding their audiences. However, both are also faced with the complexity of the way in which they can engage with the youth audience through their frequent evolvement., This evolvement is also present in the data derived from the focus groups, which clearly stipulates the number of factors that drive both these retailers’ intention to purchase fashionable clothing brands. As stated by Patton (1999), “each method reveals different aspects of empirical reality, multiple methods of data collection and analysis provides more grist for the research mill”. Please refer to Appendix E for detailed interview documents.

5. DISCUSSION OF RESULTS

5.1. Introduction

This chapter the results, in accordance to the proposition of the study. Thematic analysis as a qualitative technique allowed for data to be extracted from each of the themes identified. Sub-sections are divided for each of the themes and categories of analysis. On the basis of each of the participants, data is presented according to themes. Throughout the analysis, quotes were extracted and data from the introductory semi-questionnaire were presented as a summary conclusion to encapsulate the themes discussed. Key extracted quotes were stated to represent each of the themes. Each of the focus groups was analysed in its totality both through recording as well as observation.

Research was conducted through focus groups with female teenagers at High Schools. Also interviews with South African retailers were held in order to triangulate the data and obtain a better understanding of fashion consumption.

The chapter together with the literature & theories presented reviews, analyses and discusses the findings of the research. In addition to this, the researcher's observational experiences were recorded.

5.2 Demographic profile of the respondents

Six participants per focus group took part in the study. The groups were split according to age with three groups consisting of 13-15 year olds and three other groups consisting of 16-19 year olds. Their ages varied from 13-19 years old and they were South African teenage girls from different backgrounds and grades.

5.3. The factors influencing fashion choices for South African teenage girls include their attitude

Based on the shared views from the participants of the study, the research has indicated the types of attitude regarding how much involvement each of the participants has when purchasing fashionable clothing. The key extracts from the data gathered were the following:

- Positive attitude when they have the opportunity and ability to make their own clothing decisions was evident amongst the older group of teenage girls.
- Negative attitude, yet very curious and interested, amongst the younger participants. The negativity stems from the younger participants being very dependent on parental approval and do not make the purchasing decision even though they receive a monthly allowance. Fundamentally, the study does not point out whether their attitudes affected their behaviour. There remains a strong interest in fashion consumption despite it not being for immediate consumption.

Since the inception of social psychology (Eagly, & Chaiken, 1993), the factors affecting attitude formation change have been a challenge. Ciadini, Petty & Cacioppo (1981) and Andrew & Kandel (1979) state that, “attitudes have a causal predominance over behaviours, which suggests that attitudes have an important degree of predictive utility”.

The research indicates that the participants’ attitudes and behaviour may correspond when it comes to target and the context in which is the attitude object is, in this case being fashionable clothing. All the participants seem to have a positive sense of urgency to want to acquire fashionable clothing. In terms of action, however, and resulting from circumstances, the older participants (16-19 year olds) seem to have latitude to make their own purchasing decisions, which they do in most cases with their friends. The younger audience (13-15 year olds) on the other hand are restricted and not permitted to make their own purchasing decisions despite its interest in the object. (Ajzen & Fishbein, 1977).

Cacioppio *et al*. (1981) state that a lack of correspondence does not guarantee that attitudes will be unrelated to behaviour. Evidently, the study also indicates the effects of a stimulus like fashion and how it can influence one’s attitude towards their intentions to purchase fashionable clothing brands (Crano, & Prislin, 2006). The level to which the older group of teenagers is exposed to influencers – be it friends or family, conducting of independent visits to the mall, and social media exposure – leads to more of an attitude formation than for those with less exposure. “The exposure frequency is experienced as affectively positive”. (Winkelman & Cacioppio, 2004)

An observational indication with both groups reflected an aspirational attitude, despite the different backgrounds and approach to life and how they conduct themselves

Other key attitude dimensions to consider from the analysis were based on the significance that acquiring fashion clothing has for this audience. The data indicates that 80% of the focus group participants across all ages mentioned that that they could discuss fashion clothing for hours on end and how important

fashion clothing is to them. South African teenagers' attitude to fashionable clothing remains intense. They seem to have a resistance to change and it may very well be a generational continuum.

As a conclusion, perhaps the change of attitude should be monitored. What also needs to be taken into consideration is how retailers communicate and entice the consumer. How consumers process the information. Another suggestion is based on the ELM model, as a dual process model that marketers need to better understand in order to note that if and when receivers are properly motivated they will elaborate or systematically analyse persuasive messages. If the message is well resonated, data based and logical, it can persuade. Persuasive communication can affect an attitude. Fundamentally there is no bad pertaining to the way in which consumers can form an attitude around fashionable clothing. However, key things to be cognisant of are the intensity around teenagers' interest in fashion in general and fashionable clothing, as well how much information they have access to.

5.4 The factors influencing fashion choices for teenage girls include impulse consumption

As a continuum of interests for further understanding South African teenagers and their habits, an interesting extract from the study is based on their urge to acquire fashionable clothing. However, a firm note of caution needs to be given that when opportunity arises it shouldn't lead to impulse consumption because a better opportunity may arise. As stated by Martin (2000), "teenagers have a very wide impact on the overall market because teens tend to better understand the trends than other age groups". Evidently what was extracted from all the various participants' was their overall knowledge of what fashionable clothing is. Their ability to understand the long-term benefits of "quality vs. quantity" as well as "mass production vs. unique pieces of garments obtained from thrift shops. Their views expressed around impulse consumption amongst the older audience came across as being more analytical and cautious of what they intend on purchasing. Their attitudes are allowed to develop because they receive a monthly allowance and are gradually understanding the value and

importance of money. Only 20% of the girls aged 16-19 years old indicated that for forthcoming occasions would they purchase on impulse, thus indicating the teenagers as an audience that are not heavily impulse consumption shoppers (Bayley et at, 1998). One of the older group of less affluent teenagers discussed their urge to acquire fashionable clothing but also expressed how they need to constantly make decisions about what it is they would purchase.

Similarities to do with impulse consumption are based on their assessment and awareness of identifying their needs vs. their wants. Thus clearly demonstrating that the respondents have a sense of knowledge about current economic times. The teenage girls also take into account that they are not the only child in a household and tend to feel bad about the value of the items they request to obtain. The majority of the participants also mentioned that they were aware of the hierarchy of importance in clothing and that fashionable clothing was in top position. This was a strong focal point particularly made by the younger teenagers aged 13-15. As stated by Olson (1981) “when making a suitable decision or evaluation new information is integrated with existing knowledge structures”. A considerable amount of comparison is conducted by this segment whereby close to 70% plan their purchase and this is mainly because of the fact that they don’t earn a steady form of substantial income. Thus clearly indicating these teenagers attitudes towards their purchases of clothing brands is specifically influential within the decision making process.
It is imperative to have marketers investigate in depth the underlying nature as well as the narrative influence of impulse consumption. As indicated by Rock and Gardner, (1993), “impulse consumption is in a relatively immature state compared to the other hedonic consumption”.

5.5 The factors influencing fashion choices for teenage girls include peer pressure

A strong gravitation towards the notion of *“my friends and I”* was predominant throughout the discussions. However, when the teenagers were asked questions in relation to themselves and not an experience like shopping they made it a point to state their uniqueness as individuals.

The teenage girls expressed their eagerness to be recruited by influencers outside of the family. According to the 2015 Generation Next, youth consumer behaviour study, 2015 study 70% of teens consider friends' recommendations when selecting their brand of preference. As presented in the literature, peer influence does not affect teenagers' attitudes, thoughts as well as actions. Similarly the majority of these teenagers feel more positive and somewhat independent when purchasing fashionable clothing collectively. However, their purchasing habits are is based on those who have the ability to do so. In our data the numbers are derived from the older teenage sample of 16-19 year olds. Their interaction with their peers when shopping is mainly seen as a consultation when going through the decision-making process of clothing. They are not highly dependent on their friends but do acknowledge and take their advice. As stated by Coleman & Hendry (1990) and Bourne, (1978), a core developmental task among teenagers is being affiliated with or becoming a member of a peer group. The perks of teenagers' identity and socialisation abilities are revealed. They are far more likely to explore the unknown and discover individual interests within this group than with their own parents and or siblings.

Steinberg and Silverberg (1987) state that the youth, particularly teenagers relate more to their friends that have the same interests. They often to have a sense of belonging amidst them. Their sense of belonging still remains even though they are within a group of friends with the same interests. They make it a point to have their individuality come across. The literature also dictates that being actively encouraged or finding the urge to do something with individuals that are your age is known as "peer pressure". (Santor *et al,*1999). The teenagers' ages 16-19 years who explained their friends' involvement in the shopping experience also explained how unique it is to share unexpected experiences with your friends who are least likely to judge you.
Unlike when shopping at a mall with your friends, you are influenced by shopping consultants, as they seek to sell you items that might be unflattering just to ensure that they make a sale.

The less privileged teenage girls mainly emphasised their reluctance to conduct shopping activity with their peers as they live by the mantra of “waiting for the right time” to reveal their new clothing purchases. They are aware that, as peers, they all want to purchase the same items and so they extensively conduct research (by assessing and evaluating) of different stores to find the right items that are unique to them. All of them provided a statement about not accepting conformity. The possibility exists that these teenagers are attempting to escape the reality of not being able to afford these fashionable clothing brands.

5.4 The factors influencing fashion choices for teenage girls include self-congruency

A common thread across all focus group discussions that were conducted was the urge to express their own individuality, despite each participant’s inclination towards a group of friends they may share interests or extramural activities with. What needed to be expressed or made known was the fact that somehow, someway, *“I am unique even though I’m part of group of teenagers that are all the same, please don’t think I am just a follower”.* The outcome of this form of characterisation is linked to self-congruency and how teenagers are opposed to being communicated to or treated as a collective. At the age of 16-19 years old, the older and mature audience made references to how they felt when making clothing purchase decisions. They elaborated on how they felt more empowered when making choices for themselves as the pocket allowance they received was now their own.

According to Groterant & Cooper (1985), and Waterman (1993) “the assumption is that a high quality of parent adolescent relations fosters the development of identity”. This assumption may be true when speaking to teenagers between the ages of 13-15 years old. Because of the fact that they are able to identify items that may be of interest to them and even go to the extent of redeeming them, they don’t necessarily make the final decision because they remain heavily dependent on parental approval.

The younger teenagers have a high level of concern around self-congruency. The ways in which they want to be perceived by their peers came across as desperate and almost reliant of the outcome of acknowledgement from their peers. This statement can speak to the idea around the fact that a strong dependency on parents catalyses the development of one's identity (Meeus et al, 2002). Researchers like, Ainsworth, Belhar, Walter and Wall (1978) also indicate that "securely attached children are more inclined than insecurely attached children to explore their surroundings. The younger teenagers wanted to break fee but also had a sense of fear of where they would be without their parents.

5.4 The factors influencing fashion choices for teenage girls include socialisation agents

It has been addressed by numerous researchers that the support of socialisation agents like friends is dependent on the power of possessing certain brands and products. (Wooten, 2006; Gil et al, 2012; Whitesell & Kowalski, 1992). Socialisation agents can affect the ways in which teenagers engage, behave, what they listen to and what they wear.

The effects of socialisation agents like friends and family differ per age group and also differ among social groups of this particular age. Prendergast & Wong (2003) and Elliot & Leonard (2004) state that clothing as a status symbol is of great importance to teenagers.

The older teenagers who frequently purchased items at thrift shops made reference to wearing "mom's old clothing" because it was fashionable. Evidently and based on the literature there are generational similarities between those born within a 20-year time period (Roberts, D.F.2000).

Friends were also mentioned; however, it was communicated as more of secondary influence following television and media. The teenagers had a tendency to acknowledge their peers but as advisers but some even made mention of asking shopping consultants for advice and approval.

Fundamentally it all comes down to the communication methods and their accessibility and attainability. Seeing that consumer behaviour is a life time process, teenagers will continue to gather insights on different things from various sources and they can and will be influenced by socialisation agents at each life-cycle stage. (Moschis & Moore, 1983; Abidin *et al*, 2011)

5.7 The factors that influence teenage girls purchasing intentions include their consumer decision process

Fashion consumption is a behavioural concept amongst teenagers. The discussion also drew on the notion of purchasing of clothing as a social experience. The data gathered indicates similarities' around their attitude formation and of how teenagers make individual- and collective choices. It is evident that as consumers they apply Fishbein's multi-attribute model; however, they apply most of the phases with the involvement of their peers, (mainly with the older groups, aged 16-19 years old) and sometimes the involvement of their parents (with the young groups, aged 13-15).

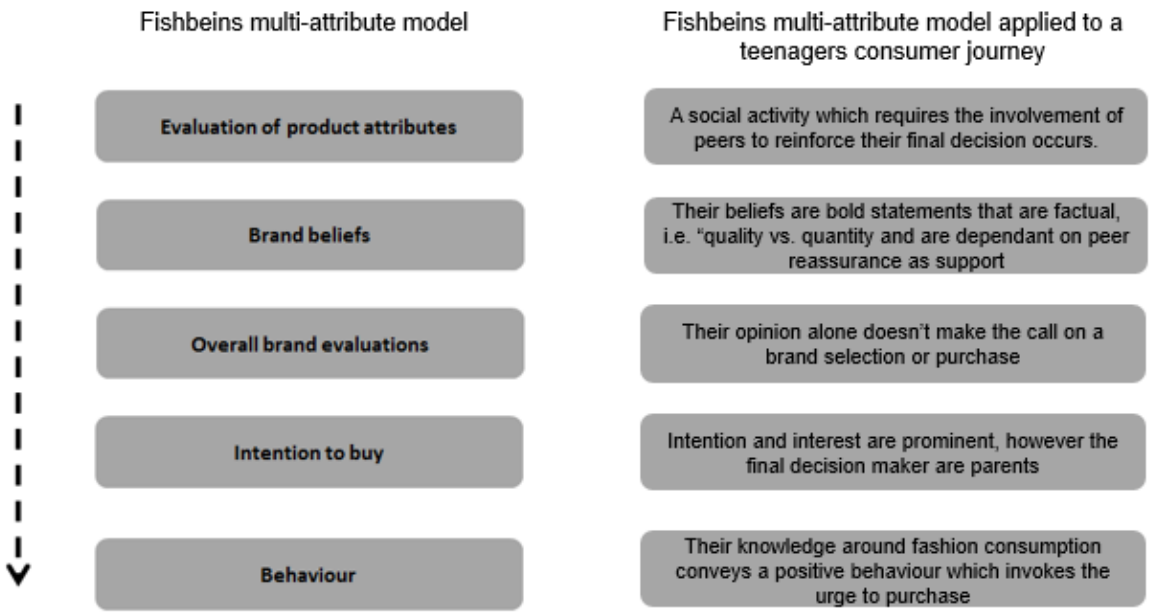


Figure 7: Fishbein multi-attribute model (1992) and teenagers multi-attribute model, own model example

The model in Figure 4 depicts teenagers' characteristics around the need for acceptance amongst their peers, the opinionated self and their disempowerment at not being in a position to make their own decisions when it comes to purchasing of fashionable clothing. On the other hand there is a positive attitude towards purchasing and a negative formation when applying Fishbein's model to a teenager's consumer- purchasing journey. Their inabilities to make their own decisions also played on their emotions. As stated by Annsile (1982) "emotions play an important role in driving purchase decisions; both planned and impulsive". When making decisions and a preference around certain brands most consumers are driven by emotions. It is through better understanding of teenagers' emotional needs and wants that we gain better insight into their decision-making styles as well as their general orientations towards shopping and buying. They are clear and concise when it comes to knowing what they would like to purchase. However, the barrier is often the lack of money and parental approval.

Theory of reasoned action in action

The utility of their attitudes, behaviour and intention demonstrate an application of the theory of reasoned action. Their intentions are purposeful and occur with action and determination, which speaks volumes about their positive attitude to fashion consumption. Today's teenagers are likely to purchase fashionable clothing if it means coming across as important and being popular amongst their friends. These intentions are influenced by the attitude toward performing the behaviour and the subjective norm. Among teenagers their intentions are to acquire clothing now.

As part of the theory of reasoned action, the subjective norm is how teenagers seek to question what others may or may not think about the clothing items they purchase. In this case within this context others are their friends. Ultimately,

their intention is mainly led by their attitudes as opposed to their subjective norms.

5.8. Conclusion

Based on what has been discussed from focus group results and findings, one can infer that a number of factors influence the purchase decisions of South African teenage girls. These factors evolve around them as they try to establish where they fit society.

Through the assessment of variables identified like peer influence, impulse consumption, socialisation agents and media (both large scale; that is, the television and small scale; that is, the Internet & social media platforms). All of these variables have revealed a response about their attitudes, behaviours and perceptions that teenage girls have been cheered to embrace. Evidently, the majority of these teenage girls have adopted some purchasing- and fashion-consumption ideas and beliefs. And as a form of amplification these beliefs and ideas have been disseminated in the socialisation process through constant engagement with social media platforms; for example, Facebook, Instagram, googling of fashion influencers. The pressure among the teenage girls of wanting to be unique and stand out was emphasised in the findings. The majority of the participants also made close reference to their limitations when it comes to making decisions about their own clothing purchases.

This study supports the notion of various factors influencing the intention to purchase fashionable clothing with an overarching theme/direction around the urge to have each teenager establish a unique voice and reinstate their individuality. They do not want to conform.

Furthermore to the above, an outcome has been the change around the assumptions of all teenagers wanting to own fashionable well-established clothing. This is no longer the case, as we also noticed the evolution of identification with unique clothing items and stores occur from teenagers as young as 16 years old.

The positive attitude, opinionated and confidence characteristics that these teenage girls have adopted has resulted in the ways in which they make their own consumer decisions.

It is through these results obtained from the study that there was a need to create a research model that constructively enables a better understand of the gathered findings.

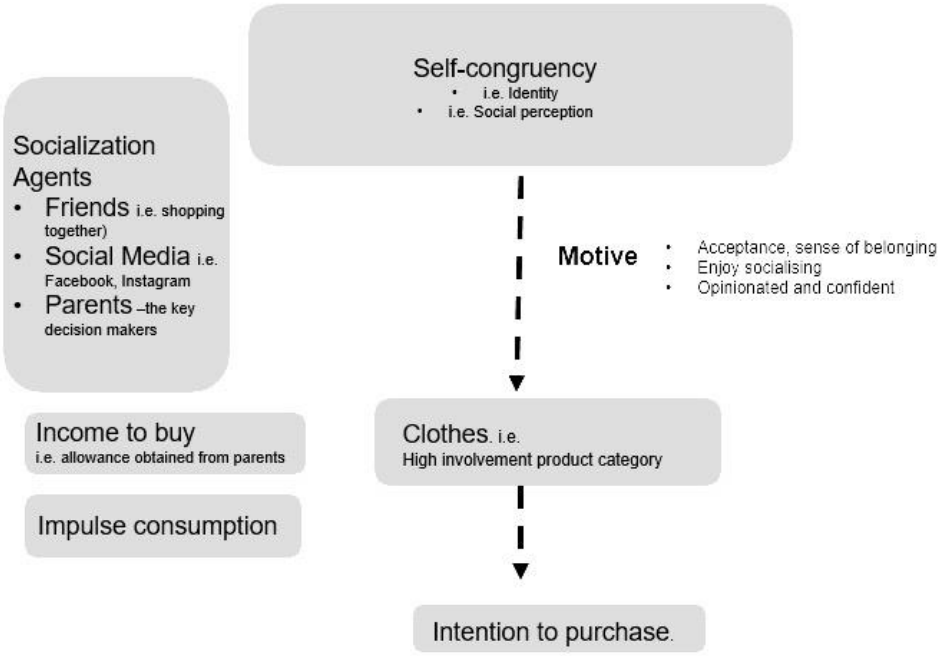


Figure 8: Teenagers intention to purchase model. Own model.

The research model created above indicates the drivers that influence a representation of South African teenage girls' (aged 13-19 years old) intention to purchase fashionable clothing. This model depicts their intentions, the effects of their peers and their need to express their own individuality. Their own self-

development and character are dependants of each of the teenagers' identity. Other core factors are based around parental and peer influence.

Those girls enjoy having a following and an audience but also are on a quest to be unique and have their own individuality showcased. They are inspired by their parents (their mothers) fashion sense and clothing that was worn in their time and enjoy the hunting of pieces that make them unique.
The influence of the parents comes into play when it involves the purchasing of these items as they provide pocket money, despite some of them having control over what they can purchase. Even though this may be the case, they can and are sometimes reluctant to make their own decisions because they remain under parental care.
Impacting on their lives regularly is the easy accessibility of the Internet. They are dependent on social media platforms like Facebook and Instagram, which is utilised as an "encyclopaedia" from which they extract fashion inspiration.

The model also depicts how teenagers really only shop when shopping with their friends. This habit has increased their intention to purchase fashionable clothes because they enjoy sharing opinions with their friends.

The high involvement of fashion consumption amongst this audience is also indicated in the model as teenagers have stipulated the importance of fashion because it enables a platform to expression and creates allows form freedom of unique expression. The model also showcases their self-congruency and influences. Genuinely they enjoy the feeling of owning something new but are also strategically planners as they have characteristics of evaluating clothing items before making a purchase.

The model also shows our conclusion that South African teenage girls make fashion purchases based on a post-assessment decision from their friends and, in some instances, parents from whom they receive approval or acceptance. At the same time, however, they make it a point to establish their individuality.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

Within this chapter are the conclusions of the research report, consisting of the overarching themes that were presented as well as key extracts from the respondents. Followed by this are recommendation that stakeholders can consider implementing when developing marketing strategies, followed by a conclusion about future research that can applied to further understand this volatile youth market segment.

6.2. Conclusions to the study

Our proposition addressed the factors influencing the fashion consumption choices of South African teenage and their intention to purchase fashionable clothing. Based on the conceptual framework, we examined through thematic analysis the effects of peer influence, impulse consumption, self-congruency, socialisation agents and materialism. All of these factors affect or do not affect the attitude of teenagers and their intention to purchase fashionable clothing within a South African perspective. Respondents were South African teenagers from a variety of backgrounds.

The findings revealed more insights into the make-up of today's teenagers and their fashion interests. Derived from the pre-selected themes were findings that reinforced the fact that teenagers seek a sense of belonging and want to be seen as individuals and not as collectives.

As a core variable, attitude and attitude formation were declared through the majority of the questions asked during the focus groups. In this way a better understanding of their behaviour was formed as well as an understanding of their retail preferences.

Contrary to what was considered as a construct that led to their intention to purchase was materialism and peer influence. Both of these constructs are highlighted when it comes to ways to connect with the youth. Interestingly, the data conveyed more in-depth insights into how they were specific about items they wanted to possess and the ways in which their peers influence them.

Self-congruency as a variable was by far the most influential of all factors. This variable had become by far one of the main discussions in each of the themes discussed. The respondents sought to emphasise what they stood for and how they wished to be perceived.

The findings gathered showcase how socialisation agents have evolved over the years (Bakewell, 2003). Among the different age groups of respondents there seem to be levels of socialisation agents that differ. Despite the differences, teenagers showed a level of dependency on them.

Two main sub-themes were the influences of media and word of mouth. Media consumption played a role of a “sounding board” where the respondents were able to gather information around their fashion interests and find ways in which they could create their own sense of style. Observationally, the impact of word of mouth was not dominant but was present in more of negative sense. The respondents made mention of the way in which teenagers in their school environment were depicted as all looking and behaving a certain type of way.

6.3 Recommendations

Retailers need to constantly assess their strategies and implementation plans and to see if these strategies and plans are appealing to their targeted audience. The youth of today are constantly changing and retailers need to catch up in order to keep up. It is imperative to note that there is no set formula for how to attract this youth market.

Ongoing research to better understand the youth as a whole is of great importance. The findings from this study have implied that South African teenage girls are not a “copy and paste” of Westernised teenage girls. They have some similarities but they differ when it comes to consumption habits and fashion destinations. This market can be effectively targeted with marketers utilising strategies that enable influential behaviour, peer-to-peer marketing strategies and customisation that allows for teenagers to engage with retailers, together as friends, but also find themselves in the process.

To further appeal to this lucrative market, marketers that also create communication and ways of engagement need to involve the process of co-creation together with the consumer, clothing exchanges and more opportunities for sharing. Frequent engagement will create more of an open forum to allow for an environment that speaks to this audience. To further capitalise on the engagement retailers need to invest in online and TV campaigns that convey the message of fashion being of the NOW and learn to act in the present.

6.4. Suggestions for further research

Within the South African context, 51% of the population are under the age of 24 years old. Of which South African teenage girls spend over R 49bn annually, with 28% of that amount being spent on clothing purchases. (2016 Generation Next, youth consumer behaviour study, 2015 study, youth consumer behaviour study)
To conclude, the study has examined the key factors that drive South African teenagers' intention to purchase fashionable clothing. The study does, however, have limitations. Firstly, the sample being utilised is not the entire population sample of South African teenage girls. Secondly, other factors or influences may have contributed had South African teenage boys been considered. And lastly, the inclusion of the entire youth segment may have influenced the outcome of their intentions and understanding of the consumer decision process. A more in-depth cross-cultural study is required to better understand the demands and interest of these teenagers and identify the significant difference in their lives; that is, when they purchase on impulse vs. their general interest in fashionable clothing. Finally, also take marketers need to take into consideration the clothing and retailers they consider to be fashionable as well as the motivation to acquire these items.

Aside the limitations, the study has shown that South African teenagers are evolving. They do not want to be misunderstood and want to be seen as individuals that are unique, with each one conveying her own identity. They tend to enjoy engagement socially when shopping with friends and are highly

opinionated. The effects of external factors like social media, advertising and the impact that retailers have on them are not the make-up of their key decisions as to where and want they seek to purchase. The study has shed light on various factors that contribute towards their purchasing decisions contributing factors but what is important to note is that very seldom will these all be the set formula to their preference or conformity.

”Whenever you find yourself on the side of the majority it’s time to reform” -

Mark Twain

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APPENDIX A: Pre-study interview guide'

1. Please provide your name and age (all details will become anonymous in the study)
2. What do you do in your free time?
3. Do you receive pocket money from your parents and how much is it monthly?
4. Do have a part time job or any expenses that you pay for out of your own pocket money?
5. On average, how much do you spend on clothes in an month
6. Who do you shop for clothes with?
7. Who makes key decisions for you when shopping?
8. Whose style of clothing do you like?
9. When shopping do you have any idea of what it is you are going to buy?
10. How frequent do you shop?
11. How do you feel when you buy something?
12. What kind of mood are you usually in?

APPENDIX B Focus group interview guide

1. Please state your name and age (you will remain anonymous in the study)

2. What do you do in your spare time? What do you do to enjoy yourselves?

3. Do you receive pocket money from your parents (and if so, how much) and how much of it do you spend every month?

4. What do you spend your money on? How much do you spend, on average, on clothes every month?

5. Are you interested in fashion and clothes? Do you think you are up-to-date on current fashion trends? How do you keep up with trends?

6. Do you read a lot of fashion blogs and magazines? How often?

7. Do you think there is a difference between trends in general and trends at for example your school?

8. Do you and your friends share fashion advice and tips on clothes and trends?

9. Is your clothing consumption inspired and/or influenced by any particular person?

10. Do your parents impact on the way you dress and what clothes you buy?

11. Do you think that you can show which social group you belong to by the way you dress?

12. Is purchasing clothes important to you? Is it something you are interested and highly involved in, something you gladly dedicate your time to?

13. How often do you go shopping and visit stores?

14. How often do you buy an item of clothing?

15. Do you mostly shop alone or with someone else or several others? If so, with whom? Is there a difference between shopping alone or with others?

16. When shopping, do you know what you are looking for?

17. What makes you fall for a certain piece of clothing? What makes you feel that you just “had to have it”?

18. Are there certain types of purchases that are more exciting/more important/feel better than others?

19. Who usually pays for your clothes, you or your parents?

20. Do you sometimes buy something just to experience the feeling of having something new?

21. Do you usually plan your clothing purchases?

22. How do you go about making a purchase decision? Is it a long planning process where you weigh the pros and cons against each other and compare different products, or do you just make the decision right on the spot in store?

23. How often do you make impulse purchases? Why do you think you make them?

24. How do you feel when you buy something? What emotions do you experience?

31. Do you ever regret your clothing purchases? If so, why?

32. Are you often more satisfied with a purchase if you had planned for it for a long time?

33. Have you ever returned a piece of clothing because you regretted buying it?

34. Do you think about the money you are spending when making a purchase, that you could have used it to buy something els

APPENDIX C Semi-quantitative questionnaire

SECTION A

Please respond to the following questions about yourself.

1) Please indicate your gender

1) Male
2) Female

2) Please indicate your age

1) 13
2) 14
3) 15
4) 17
5) 18
6) 19

3) Do you have a cell phone?

1) Yes
2) No

4) Please indicate your number of siblings

1) 0 (I don't have any)
2) 1
3) 2
4) 3
5) 4
6) 5 or more

5) How many TV's do you have in your home?

1) More than 4 TVs
2) 3
3) 2
4) Only 1 TV
5) None

6) Mark the top category that you usually spend your allowance on (or the money that you usually receive from your job or parents/relatives). Please, mark only one category

1) Entertainment (movies, games, magazines, CD's)
2) Clothes/ shoes
3) Food/snacks
4) School needs (pen, paper)
5) Cosmetics (cologne, make up, cleanser)
6) Others

7) Do you have a job?

1) Yes
2) No

8) What is the highest degree obtained by either of your parent (s)?

1) No high school
2) High School
3) Bachelor's
4) Graduate degree
5) Don't know/none of the above

9) Please indicate your grade

1) 8th
2) 9th
3) 10th
4) 11th
5) 12th
6) None of the above/ not sure

SECTION A

PEER PRESSURE

Please use this 5-point scale to indicate your agreement or disagreement With each statement (just mark just one alternative per statement).

1) My friends could push me into doing just about anything	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
2) I give into peer pressure easily	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
3) When at school, if a group of people asked me to do something, it would be hard to say no	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
4) At times, I've broken rules because others have urged me to	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
5) At times, I've done dangerous or foolish things because others dared me to	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
6) I often feel pressured to do things I wouldn't normally do	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**

SECTION B

MATERIALISM (Material Value)
Please use this 5-point scale to indicate the extent to which you believe best represents your opinion about the question (mark only one alternative per question).

7) How do I feel about people who own expensive homes, cars, and clothes?	**Do not admire**	1	2	3	4	5	**Greatly admire**
8) How do I shop? (r)	**Buy anything I might want**	1	2	3	4	5	**Buy only what I need**
9) How do I feel about owning things that impress people?	**Makes me un-comfortable**	1	2	3	4	5	**Makes me feel great**
10) How do I feel about acquiring material possessions as an achievement in life?	**Not important**	1	2	3	4	5	**Very Important**
11) How do I approach my life in terms of your possessions (i.e., buying and owning things)? (r)	**More is better**	1	2	3	4	5	**Simple is better**

SELF-CONGRUENCY (INDEPENDENT SELF-CONSTRUAL) (items 27-40)
INTERDEPENDENT SELF-CONSTRUAL (items 41-51)
Please use this 5-point scale to indicate your agreement or disagreement
With each statement (mark only one alternative per statement).
Please note that “group” is a small, relatively intimate group of peers who
Interact with you on a regular basis.

SECTION C

12) I should be judged on my own merit	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
13) Being able to take care of myself is a primary concern for me	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
14) My personal identity is important to me	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
15) I prefer to be self-reliant rather than depend on others	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
16) I am a unique person separate from others	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**

17) If there is a conflict between my values and values of groups of which I am a member, I follow my values	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
18) I try not to depend on others	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**

SECTION D

SELF-CONCEPT CLARITY
Please use this 5-point scale to indicate your agreement or disagreement with Each statement (mark only one alternative per statement).

19) On one day I might have one opinion of myself and on another day I might have a different opinion (r)	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
20) I spend a lot of time wondering about what kind of person I really am (r)	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
21) Sometimes I feel that I am not really the person that I appear to be (r)	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
22) When I think about the kind of person I have been in the past, I'm not sure what I was really like (r)	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
23) Sometimes I think I know other people better than I know myself (r)	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
24) In general, I have a clear sense of who I am and what I am	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
25) It is often hard for me to make up my mind about things because I don't really know what I want (r)	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**

SECTION E

SOCIAL CONSUMPTION MOTIVATION
Please use this 5-point scale to indicate your agreement or disagreement with each statement (mark only one alternative per statement). All statements below are related to the topic: **What is important to know before purchasing a product?**

Topic: What is important to know before purchasing a product?							

26) What others think of different clothing brands	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
27) What kind of people buy certain clothing brands	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
28) What others think of people who use certain clothing brands	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**
29) What clothing brands are bought to make a good impression on others	**Strongly Disagree**	1	2	3	4	5	**Strongly Agree**

SECTION F

ATTITUDE TOWARD FASHIONABLE CLOTHING BRANDS

[(r) Reverse code, (I) interest toward luxury factor, (e) evaluative attitude toward luxury factor]

Please use this 5-point scale to indicate your agreement or disagreement with each statement (Mark only one alternative per statement).

30) I don't know much about the fashionable clothing (I)(r)	**Disagree**	1	2	3	4	5	**Agree**
31) In my opinion, fashionable clothing is too expensive for what it is (e) (r)	**Disagree**	1	2	3	4	5	**Agree**
32) In my opinion, fashionable clothing is flashy (e) (r)	**Disagree**	1	2	3	4	5	**Agree**
33) I'm not interested in fashion (I) (r)	**Disagree**	1	2	3	4	5	**Agree**
34) I could talk about fashionable clothing for hours (I)	**Disagree**	1	2	3	4	5	**Agree**
35) People who buy fashionable clothing brands seek to imitate the rich (e) (r)	**Disagree**	1	2	3	4	5	**Agree**
36) People who buy fashionable clothing brands try to differentiate themselves from others (e) (r)	**Disagree**	1	2	3	4	5	**Agree**

Thank you for taking the time to fill out our survey ☺

APPENDIX D: SCHOOL FORMS



School of Human and Community Development

Private Bag 3, Wits 2050, Johannesburg, South Africa Tel: (011) 717-4500 Fax: (011) 717-4559

I _____ Consent to my group with ……. being tape-recorded.

I understand that:

- The tape and transcripts will not be or heard by any person other than ……., and will only be processed by her.
- All tape recording will be distorted after the research is complete.
- No identifying information will be used in the transcripts or the research report.

Teacher signature _____

APPENDIX E: LETTER TO LEARNERS

School of Human and Community Development

Private Bag 3, Wits 2050, Johannesburg, South Africa

Tel: (011) 717-4500 Fax: (011) 717-4559

I have read and understood what this involves and what is expected of me.

I understand that:

- I may refuse to answer any question that I feel uncomfortable answering.
- I may withdraw from the study at any time and it will not be held against me in any way.
- Participation for this interview is entirely voluntary and no information that may identify me will be included in the research report.
- Any information shared in the group interview will also kept confidential by the researcher
- If I disclose any violent sexual crimes that are in the process of being committed that will either harm myself or others, the will researcher will report this to the relevant authorities.

I will keep any information shared by other participants in the group interview confidential.

I hereby consent to participate in this research project. I give Lipalesa Kolane. Permission for my results to be used in the write up of the study.

Name: _____

Date:_____

Signature_____

APPENDIX F: FOCUS GROUP DATA

Data Analysis.

Topic: Consumption of fashionable clothing brands: an exploratory study of fashion purchases by South African teenage girls.

Research propositions:

Focus Group 1: High LSM girls n=6 Ages 16-19 n=6

Step 1: Topic Guide. Key Quotes/take-outs		**Step 3: Index**
Income & expenditure/ Interests in general. ***1-4.***	*Brands from Germany* *(overseas purchases)* *It depends on my parents* *Take what I like and not buy things for fun* *Mom is the shopaholic* *(influence)* *Mr. Price is reasonable guys* *Fashion is diverse and doesn't have a limit* *She's paying so I wear it to please her* *I'm in charge of me.*	*Receive pocket money, R 500 monthly* *Have social lives, work towards money for special occasions* *Do small jobs to accumulate money* *Parents buy clothing* *Purchase where there are discounts*
Socialisation agents/ Fashion interest ***5-7***	*Influencers: Jaden smith, Zidane, anaemia kay* *Screengrab what I like*	*Use social media Instagram for inspiration.* *The clothes shouldn't wear you. Need*

	Artsy kind of dressing and youthful *Wear whatever!* *Don't just do it because everyone is doing it. Do it because you look & feel good.* *Trends are everywhere.* *There are limits to what's in fashion.* *Everyone follows a trend. Don't say that you don't follow one.* ***Sometimes it's a trend to be different. A lot of people do things because everyone is doing it. And it's cool.*** *Township people are for Nikes. Different brands speak for different classes.* *Being a part of a trend is about proving a point* *People are really funny because they have money, they feel to complete and collide around it.* *There is always a hype around trends and we fall into this bandwagon of "I might as well do it" The more people go for it the more you need to conform to it.* *You might not necessarily know how to spot trends.*	*to ooze confidence that's where you get inspiration* *Follow trends but want to be individuals* ***Clothing needs to ooze off something*** *Don't follow trends, dress according to self-belief and value* *Comfortability is key as an individual* *Have versatile looks* *Grouping people into doing the same thing (people all follow trends)* *Restriction.* *Social media usage but not all of them apply to them* ***Observation**: they take on a lead from one another and expand on this* *Social class comes into play for fashion, you follow trends to be apart and fit in* *Instagram big lead* *They are not from the township & state they are different, aware of label hungry township mind-set.* *Making your own decisions are also on a trend* *Depends on the environment that you*

		are in in terms of trends, township vs. ladylike vs. student depends on your background
*Peer influence **8-12***	*Sharing is caring.* *When they know you look good they won't share that information.* *They hunt for good deals.* *I am concerned about what my friends see.* *Observation: listing each item they are wearing i.e. I am wearing knock off timberland boots, a cool jersey. Do you judge me?*	*Individualism, not affected by peers when making decisions* *Sharing of information is acceptable. Why? How I wear won't be the same as someone else* *You need to hustle for thrift shopping, you need to be street smart to know this information* *Quality clothing I will share with my friends* *Hate imitations* *Save in order to get the quality items.* *My friends know my style, friends are involved* *Label brands they will see so there is okay.* *People spend so much on their status whilst at home they live in a shack* *CFOs who wear old all-stars but they are loaded.*

		Most people look at a person's clothing before they speak to them, judgement.
Materialism & fashion consumption ***13-20***	*Breakaway from the typical, yes's, torn jeans, Kim Kardashian and Nunki.* *Africa being known for print* *When you see print you think Africa. Which gives us an identity.* *Bringing change to my life and reinventing myself when buy clothes* *That's the only shoe she has-timberland purchase.* *Leggings are in but I don't wear because everyone has them.* *Save up for fabric and make things but also use moms old pieces*	*Online shopping to see what they like* *Search and analyse existing wardrobe before purchasing-planners* *Buy what I need but end of spending on other items.* *Do clothing comparisons and buy pieces for people to notice them.* *Like to keep people guessing* *Feels good to buy good clothes all the time* *Are about good quality when in shops* *The have to haves are skinny jeans, leggings* *Money is a concern around the things they want.*

Individualism/ Self congruency ***21-22***	*I love clothes, so I am over the moon all the time. You hear the EFT from your mom's card machine* *All eyes on me*	*Cognisant of parents spend on their clothing* *Information sharing*
Self-reflection ***25-28***	*Switch it up* *Depends on my income and what I can afford but they plan for what to buy.* *Make it different, make the piece your own.* *Observation: when thinking of the money they spend on clothing they feel down because they know parent's money is being spent.*	

Step 2: Research notes and jottings from first group

- Very opinionated, want to stand out from the crowd
- All about change
- Mom still makes the decision
- Have me now, gives you an idea around immediacy
- Insight around the retailers:
- I appreciate Mr. Price for being reasonable with their price and looking at different types of trends. They are always changing their stock.
- Zara every week there is always new stuff and then you are like let me buy now. (Snap of fingers, quick, quick)
- Woolworths clothing is so generic (grey, grey, black, black white), for us young people it's not for us at all. It's for 8 year olds when mom chooses and there isn't a variety, hence why they have other stores. It's not fun clothing its straightforward clothing hence why they have all the stores within a store
- Edgars is okay but they need are lacking, clothing doesn't make you want it, the presentation is not great. Mr. Price makes everything look like "have me now". I go to Edgars for the shoes and not clothing
- Edgars doesn't give your ideas, Mr. Price gives your ideas that why it's so full. So many people in there.
- Sport scene has cool clothes for guys but not girls they specialize in shoes
- Edgars and Woolworths are doing it right, its Quality over quantity, mass production is a problem. **(Idea: to create single minded messages for pieces).** Mr. Price is mass. Think about two years from now
- Woolworths says a lot about someone's maturity and say a lot of you and that you can have a grown conversation with you.
- Mr. Price is for everyday clothing but go to Woolworths to find quality pieces. For clothing and fashion things in certain go to Woolworths.
- With trends Mr.Price is good for trends, I will probably go there when I don't have money. Woolworths is just everything you can spice everything and it lasts long.
- Woolworths doesn't think out the box. Mr. Price is doing it right for the targeted audience. Irritation is that you will find someone who has the same thing. Cotton On, caters for a specific audience, the bum shorts wearing, they are expensive, and they need to speak to another target market.
- Woolworths needs to try and bring in a bit of youth into it they are not doing it for you. Ultimately some go there to be different, because it's grown up.
- Woolworths and Cotton on have the same price range.
- Cotton On has 2 for the price of is somewhat of a cheat. I am wasting the money that I have. 2 for 200 they know how to appeal to us.

- Woolworths is still about quality, but doesn't mean that I will work for Woolworths.
- Mr. Price again reasonable.
- If you take care of something it will last. If you buy at Pep you know it won't last, you don't buy jeans at Mr. Price but don't wash them. Whereas Woolworths they last.
- There is a look around being dapper and black boots with heels the look. There is a new style and people our age are not wearing crop tops. People our age are not wearing crop tops. People want to look like they are "outchea"
- Jeans from Topshop, and crop tops you wear without your tummy out. A lot of people wear high waited jeans from Topshop but they are overrated. If you buy from Mr. Price they don't fit well.
- Cotton on and Factories cater more for the slim girls for me it's great, but for other girls it doesn't work. Sizes are different
- Fashion express they have nice things but they don't show it nicely. (Idea: target them) they need to put things together, they could become a Mr. Price, and they have such good potential. The TFG are not advertising, the stores are clumsy and stuffy, things are not placed around.
- Jet has nice smart things, they are affordable.
- Fashion world they don't portray themselves that well but they have nice items. Fashion world and fashion express need help. Fashion world logo is not great at all. Fashion world employees don't care. Product placement and the signs are a concern. It's untidy.
- Image, identity and the product placement is a big deal
- I appreciate legit
- Fashion is to me……
- Fashion to me is creating an identity
- Fashion is a way liberates and creates a scared space that you can call your own

Income & expenditure/ Interests in general. ***1-4.***	*Firm response in making clothing decisions. Serious*	*I do make decisions when buying clothes.* *What I am wearing is important*
Socialisation agents/ Fashion interest ***5-7***	*Maybe Rihanna* *Corporate world look is nice*	*My mother and sister fashion style is great. I don't have that sense of style. Love how they put outfits together.* *I like what I like, no particular sense of style* *More about comfort than fashion* *Getting there and seeing something I like. I see it in a magazine and then I go get it.* *If I need something I know what I need to buy. (seasonal purchases occur alot)* *For me, I don't enjoy shopping go into the store and get what I need*

*Peer influence **8-12***	*Shop with an open mind, you have factorie, mr.price, woolworths* *Won't get new items because I saw Kanye West or Kim K wearing them* *I can't follow trends because I don't have the money* *Your parents won't spend 1000 just to buy you shoes* *People at school are updated, you see on YouTube and know from kids at school.* *I don't really care If my friend 'Thembi looks like Kim Kardashian when we are going out, it's all about comfort.* *Something that suits you suits you.* *Trends are not just trends until you have your own interpretation of a trend* *Do you have the time to keep up with trends even if you have the money?* *We think when we do have money we think we will be able to keep up but its boils down to time* *You will only keep up with*	*Feels happy shopping with mom* *I get hyped up when I have bought something new.* *Never happy or sad it's not an occasion. Don't set your hopes up high* *I feel happy when I buy clothes, I want people to see my outfit* *I like shopping from factories and having factories bag because they are proper.* *I know what I am going to do at the shops and have that excitement* *Look online before purchase. Quick buying* *Get ideas/trends from litter sisters, not interested (**observation:** hesitation with being trendy)* *Magazines, Instagram and school to stay on top of people in fashion. They seem to know* *Not up to date, it doesn't excite and phase me, I don't wake up to see the latest clothing. I am aware but don't follow.* *If I want something and it's*

	trends because of the people you will now associate yourself with. You will be forced to keep up. *When money is available you will keep up* *Society influences us and what we see at school. So what we see outside we do inside at school* *People in school step out into society and all look the same.* *(Identity concern)* *However wearing designer clothes what does it say about me, I am rich!??? (reaction: so what)* *NB: Who am I trying to impress at this age right now. When speaking about clothing and image* *The thing is you can clean up without clothes, you can look good* *Look good for yourself, you need to impress yourself* *Is it okay to judge me based on what I am dressed in? Why??? (observation: feeling uncomfortable about it* ***Fashion talks when you are quiet-bold statement around the importance of***	*expensive I have to do something depending on when I shop.* *Disinterest with keeping up with trends* *Money is not an issue, it's something that you can save up for yourself. It about time with trends.* *If I have the money I would spend it on fashion.* *We see Rihanna and we want to keep, we want to keep up because of the people. We need to be the in thing.* *I got a crop top because I LIKE it* *(emphasis)* *People follow all these people on Instagram and buy things to be the first one at school* *Some people say girls at your school all look the same* *I share, I feel like why not. There however once a stage that I didn't. I share cheap affordable places* *Purchase at thrift shops because they know people won't get them* *5/10 clothes are important, I*

	personal brand and others not caring about it or their appearance	*buy it when I them.* *7/10 clothes are important, even if we say appearance doesn't matter, it does because it forms what people think of you. If you go for a job interview they form some of an opinion.* *Appearance matters but doesn't matter for me and the people I surround myself with.* *4/10 importance of clothes for now because it doesn't excite me, when working yes but not now (which boils down to money)* *9/10 clothes speak to people, say a lot about you. They say a lot about your character. If you look bad it shows that you don't care about your image, yourself and family. You are representing your family and people won't take your first impression seriously.* *I can still wear sweatpants and still look nice.* *You don't need to be wearing labels.* *Why can't I wear whatever I want and still feel good? Who am I impressing?*

		At this stage I don't care but later on in life I don't want to be that girl who didn't care. *How you dress does impact on what people think about you. I will look at you and be like 'she's a laidback' person.* *People look past what you are wearing? Yes & no debate, it's about the price of your clothes it's about are you neat, even if its laid back are you decent, you can wear a full Mr.Price outfit and shut it down with someone wearing dolce.* *It about packaging, a whole package you are branding yourself the youth just don't know this.* *People still look up to me even if my blazer is filthy. What is it, you are a brand? But what of my looks? What is fashion why?* ***Ans: Because fashion talks when you quiet***
Individualism/ Self congruency ***21-22***	*Friends and people influence you so much, you might not need their opinion.*	*Feel overwhelmed when I shop alone because I don't know what to buy. Need to*

	Understand there is trust thing but remember you are not dressing for the people you trust you are dressing for the outside world. Ask a Mr. Price consultant an outsider. *Don't buy clothes for your sister.* *I trust the consultants because I am a regular at the same Mr.Price. They can give you an alternative choice/perspective. But I don't really trust them but am used to them* *Want to be seen with new jeans and new top, you must see them together* *My sisters has it and I just take things from her cupboard*	*buy with someone I trust in case I am not 100%. Sometimes I need a second opinion* *Prefer to go alone because your friends influence you so much. It. gets too much and when you think you look good.* *Don't get advice on clothes from my friends because we have different styles.* *The colour makes me want to have to have it!* *Factors for me would be the material, the stitching and the small details.* *Texture and colour plays a role in me wanting to buy clothes* *Love dresses and heels. Shoes and jeans.*
*Self-reflection??? **25-28***	*Want to come out of the shop with something.* *Want to feel important and*	

	that you do stuff with your and do something new. You want to feel brand new. *When mom has money we go buy.* *Put money away to purchase a certain item* *I live my life planning that I will go to East gate two weeks after payday because people won't be in the shops.* *You need to think about what you buy before you purchase* *If it was your money you would spend less. So we use our parents for expensive purchases when destroyed you don't get that upset.*	

- Fashion doesn't have a race, a colour or an agenda.
- It's a way of expressing yourself whilst having fun as well and I keep on finding myself through different kinds of fashion clothing
- Fashion is fun and shows different layers of who you are. Like Today you can wear a WW suit and then the next day something bright. You can be different types of people. You cannot be put your personality in a box.
- Fashion goes with your personality, people change and reinvent themselves. That kind of clothing you don't like but not appeal to you but then you find that it might and that comes along with the change.
- I feel like we all have multi personality disorder, everyone. We all are different**, I am white but I see there is a contrast**
- The need vs. the want issue.

Attitudes: positive

Behaviours: know themselves, all are confident individuals, have a sense of uniqueness. Observational: they tend to look at one another and see what they are wearing but generally want to speak about their own pieces and what they are all about. Despite their ages they all seem to want a sense of uniqueness and for the world to understand that they are individuals.

Focus Group 2: High LSM girls n=6 Ages 16-19 n=3

Step 1: Topic Guide. Key Quotes/take-outs **Step 3: Index**

Step 2: Research notes and jottings from second group

- Majority buy for seasonal purchases & special occasions
- Tend to buy things for the sake of having the factorie / nine west bag. So they can be seen with the bag. However they plan their purchases are not for impulse consumption.
- Don't like when they make small sizes and they are not small. Retailers assume we are all small**.**
- The Space and Woolworths are expensive but cater for everyone
- Cotton on caters for petit people
- Topshop gets trends right but not size. A lot of shops don't care about size all except for Woolworths. They think about the youth and their sizes
- Cotton on, like their style that you don't find in S.A. on trend with international
- Mr. Price get it right and provide people who can't afford to have the same type of trends. Pep won't bring about trendy stuff. Mr. Price provides trends at a cheap price.

Income & expenditure/ Interests in general. ***1-4.***	*My sisters knows me better than myself.* *Out of the ordinary. It less about people judging you but more about, "oh wow that's different". But at the end of the day it comes down to me as an individual and what I want at the end of the day.* *It's about being fashionable in your own capacity*	*Shop with my sisters and friends.* *Mom is not so cool to shop with.* *Take sisters advice seriously around fashion. I depend on her to look fashionable.* *Majority make their own decisions because they reckon you are judged on what you are wearing so you might as well be unique as to how you want to be portrayed because that's how I want to be see tangibly.*
Socialisation agents/ Fashion interest ***5-7***	*I wear what I like myself and there is no imitation.* *I like to think I don't follow any trends but when I look deeper I think my style is like the braam kids and people who around in maboneng, they mix stuff together and random things are put together.* *Really not for consumerism.* *You need you get.* *Like Damn that looks so good, damn that cools so rad! Just the vibe around shopping. Especially when you find something different, it just looks so good. It's the best feeling ever, we spend over two hours in the shop because there are unique pieces. Let me take this because I will be the only one with it. Just the vibe around it.* *Within my small society, I am pretty trendy but the bigger scheme of things not really. I am not into mainstream trends. Just because I am exposed to the latest trends I keep up with them but it's not*	*2% wear clothes just to wear clothes because where I come from clothes have been passed down to us and it's always been its just clothes.* *Majority really don't follow models/influencers'.* *There is confidence about being unique and they seem to believe that they too can pull it off. Go ahead and wear whatever they like.* *It more based around of people they hang out with, i.e. skateboarders and follow what's on Instagram* *There needs to be a need to identify what they need to buy. But only when there is a need,*

	necessarily a general interest *The trends are not FOR me, they are very hyped up and expensive. I'd rather spend R 5 on pants.* *I don't kill the importance of the outside, I won't wear a crop top and jeans you need to look presentable* *Clothes are supposed to do a function.* *I do follow non mainstream people & fashion. Prefer older fashion people*	*they are seldom impulsive* *Shop at charity shops as well when they see something cool.* *Buy only when they need which is once a month. Or when there is money to shop.* *It sometimes get exciting but they always want to show off what they have. When you find what you really like, you can use this to express yourself.* *When shopping to charity shops its always an adventure* *Clothes don't really matter, it's not what you put on it's the person who you need to know and find out more about.* *Going to an all-girls school all the trends are in your face.* *Middle class kids who are on social media are all about keeping up.* *Instagram is cool but doesn't affect what I wear.* *The implications of these trends is a concern because they don't want to be associated with some crowds despite it looking cool. They don't want to be part of a crowd* *Shopping at braam makes me more unique than retailers*

		Often of the time they keep up with trends just so that the can comment about others peoples clothing. *Have minimal following around trends* *Believe that trends are exaggerated a lot in schools, because as teens they can a lot about their image* *In schools environment they spend a lot of money because it's not theirs and they don't seem to care. Care a lot about image, its exasperated in schools-trends and fashion* *They also tend to believe that it is about impressing people in both in and outside their school environment* *People do however feel free outside of schools, people more themselves outside of schools.*

Peer influence ***8-12***	*Ohhh nah fam, that outfit is actually good. They boost my ego. But only highlight the positive as opposed to the negative* *Discovered fashion through music videos & found out how to be different, with mackelmore videos!* *You are either in it or out. You either belong or don't* *None of us are entirely individuals we are all inspired by someone big or small. Even subconsciously you might see something and want it* *The hype around shopping you're your friends make it more fun* *Where you come from creates the kind of fashion you will grow up with* *If my parents bought stuff for me from Mr. Price etc. then maybe it would be buying that now but that's not the case now****. Our mom wore vintage and that's what we do now because it's in. We were not part of the fashion we became the fashion.***	*My friends are really different, but we don't dress the same. Happy to tell friend that things don't look nice on them.* *I value my friend's opinion a lot we do allot of things together. They are my friends because I value their opinions. I won't take a shopping consultants opinion.* *My friends and I have the same kind of fashion sense.* *Want to be individuals and wear their own pieces because they know that people won't find their outfits.* *People are out there and don't care about what people think, the fact that they are not fazed by what people say. What you wear is an expression of yourself* *My parents understand that being in Grade 9 I'm different because I have a job and buy my own clothes, I save money by buying at charity stores and don't expect them to spend money on me* *They wear mothers clothing when she was 20. When shopping with mom I don't like*

		the things she picks out for me. Influenced and guided by her. *My parents know I am cautious about spending a lot of their money and they don't really have a say* *Yes its evident that you can see people in their groups, there are sanctions in fashion* *They can tell who are rich people and their class and then you have the middle class kids where people try to also imitate & you can also see hand me downs* *Even the rich buy from thrift shops they don't care but they want to express their individuality* *Prefer to go shopping with my friends because I want to experience it* *They shop to express their individuality* *They feel pressured when they need items for special occasions*

Materialism consumption ***13-20***	*I have fetish for things.* *Obsession with jackets and coats* *The possibilities that come with one new item, it's also nice to have.*	*Colour is a big deal and has its own energy* *The clothes needs to be out there and outrageous & different* *Try not to just consume but sometimes there is an urge to get new things'* *It's about also trying what's new and see what's required*
*Individualism/ Self congruency **21-22***	*When mom contributes for an item then I am more likely to want it because she is paying* *Acceptance and conformism occurs because of the pressure. Not even pressure but myself.* *People conform because they are not fully aware of what they want* *A sense of belonging also plays a major role in having items. You can see it and its comforting for being accepted* *At the end of the day you make the final decision*	*I create a list of whether I should get this outfit and why, based around price, the aim is not to spend unnecessary money* *Price is a big factor but when shopping at thrift shops its more about do I look good in it.* *It comes down to the cost* *They tend to get overwhelmed but items and I overwhelmed by guilt and good marketing from social media Instagram'*

		Also seeing friends wearing something you feel the need to buy on impulse
Self-reflection??? ***25-28***		*Loathe impulse purchases and seldom do regrets* *Rather spend money on other items*

- Edgars/Sissy Boy jeans are tiny and Foschini. Never fond of Foschini, it doesn't give me that ooooooh have to have excitement
- Cotton on & Factories because they are Australian give a cheap price, cheaper alternative as opposed to online –hipsters & youthful
- Mr. Price not better quality
- Jet has nice clothing, they are were about necessities but now they have changed. They are trendy and cheap.
- Mr. Price Sport needs to kick up their game
- Zara is the proper expensive shop when they have sales, they have great SALES. It's nice to know that there is a massive discount and you can afford at a sale.
- The buy over 800 and get 10% is like how much more you want from me.
- When Aldo has a sale they have a SALE.
- Yde is a forgotten brand and now everyone want to tailor make everything,
- Mr. Price caters for everyone, mass production. You don't want everyone to look like everyone and 20 people have it.
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NB: Create points in black for indexing.

Focus Group 3: High LSM girls n=6 Ages 16-19??? n=3

Step 1: Topic Guide. Key Quotes/take-outs **Step 3: Index**

Step 2: Research notes and jottings from third group (n=3)

- The very unique cool kids based on what they were wearing you can see that they are particularly interested in fashion, it is something they enjoy and embrace that this is evident in their fashion sense.
- Shops that sell brands don't appeal to me you are not buying the clothing you are buying the brand (Mango, Puma)
- They money should go to the people who make the clothes and not the brand. Mr.Price is a shop that I frequent
- Brands like Cotton on & H&M, emphasis on what women should look like. There are so many brands that have a realistic look to women. Like H&M they don't reflect true reflection because of the whole no black models. These stores get away with a lot of injustices
- Brands need to speak to real people to get to them. Their job needs to be about shaping society and not just sales.
- There needs to be more integrity around brands and clothing stores
- In order for change retailers need to address key issues, I cannot relate to blonde hair skinny types. A lot of the companies portray the world like that & it seems like that is all that is being offered.
- Prefer semi-independent stores and don't go to malls at all.

Income & expenditure/ Interests in general. ***1-4.***	*Buy clothes because they feel that people judge them.* *Dad and mom make the key decisions* *Things that I need are make-up, facewash & clothes* *Feel like people are watching us when buying clothing. People judge you.* *Want to stand out, wear fashionable items* *The clothes that my cousin's wear makes her look attractive and stand out. Looks like it defines who she is.*	*Purchase cosmetic brands and clothing with mom's money. Receive an allowance* *Dad and mom make key clothing decisions* *Prefer to shop with dad as opposed to mom* *Parents make key decision on clothing items they buy for them* *They value their parents approval* *Like skinny jeans, plain tops and something fashionable that will make me stand out* *Want things that make them look good.* *You need to know what you want in terms of your purchases strongly feel like that.*

		Go shopping 3-4 times in a month *Majority receive pocket money from siblings, parents, monthly basis, if & when they ask. Don't keep a record of what they get*
Socialisation agents/ Fashion interest ***5-7***	*Kids in school don't do it for themselves they do it for other people. Kids get judged at school.* ***If you look good you are seen to be rich*** ***Why must you be poor if you shop at PEP?*** ***If I like something I buy it.*** ***I like to wear what's in.*** ***My friends really enjoy shopping at Factories*** ***Wish I had Kendall Jenner's style***	*Excited about shopping but also find it tiring.* *Sometimes stores don't have the right sizes and what you want.* *We know torn skinny jeans, crop tops and girls dress more tomboyish than like girls, we know fashion.* *Money and status was often raised during this part.* *Don't follow blogs or magazines only teen zone.* *Watch TV to see what's in in terms of fashion. Nike & converse. People talk about it on Facebook, Instagram, all over social media* *School learners follow what's being done on social media. We all wear the same things, e.g. timberland boots and Nikes* *Minority want to stand out.* *Follow famous people on Instagram and see on the internet to see what's in fashion.* *Majority believe that school kids are different*

		from their outside environment *Majority seldom discuss fashion advice with clothing rather shoes etc. because they all have different styles.* *Majority look at different styles and then mix & match.* *To a certain extent you can see based on what people are wearing you can see what social group they fall under* *Majority of the little ones don't really enjoy shopping for clothes – could be because the money isn't there's.*
Peer influence ***8-12***	***The pocket money you get from your parents is specific to what you want. E.g. three tops only.*** ***You can be judged based on what you are wearing. People dress up to impress other people.*** ***Whether it's their body or not they still will have an opinion***	*Often and a lot share advice around fashion clothing but also share info just to make their friends happy they will provide positive feedback* *Seldom take their friends advise because they are not giving them the right advice (trust concern/issue)* *You cannot buy a lot with your parents' money. You are limited.* *Feel the need to oblige to shop if and when the opportunity arises.*

		Believe that you tell what social group kids belong to based on what they are wearing. *Want to fit in and other kids make fun of you if you look different*
Materialism consumption ***13-20***	*Don't wear old clothes things that make you look good.* *When I see things on someone else then I want it* *One shouldn't wear the same clothing all the time* *If I don't have that thing then I am not in style, not in fashion and people will laugh at me.* *When they feel like it, we await on mom & dad. My mom is a shopaholic.* *My old sisters dresses to impress* *Prefer to shop with people who don't judge them.*	*It's not that important to have a lot of clothes because we are school kids* *Drive to want to get items is based on what other people are seen wearing and what's fashionable. They have an urge to want things but are not really materialistic.* *All like the feeling of having something new.* *Specific around fashionable items i.e. converse, Nike* *Majority tend to make impulse consumptions.* *They buy what they want because they have a need to want to fit in.* *It always depends on mom and dad around when to shop* *Buy items that they know will make money happy*

Individualism/ Self congruency ***21-22***	*Makes them feel like they are ungrateful.* *Things that are of importance are also make up and bags than clothes.* *People judge you based on their shopping destinations and where they buy*	*Feel happy and excited that I am getting something new.* *Have regrets about clothing they have purchased* *Felt unhappy when they are returning items because they don't feel nice in them* *Feel guilty at times with the purchases their parents make for them on clothing.*
Self-reflection??? ***25-28***	*Feel happy when they have something new but it won't last me that long.* *Get bored easily with a garment that they hyped up and finally got.*	*Often conduct a pros and cons with parents involvement* *Seldom make impulse purchase decisions around clothing.* *They are more of planners due to parental involvement* *When they receive their money they plan as to what they will do with it, they don't feel guilty.*

- Mr. Price has young youthful models of all races, their clothing is so cheap and comes from china where they exploit, and I won't support that.
- We need more honest and authentic brands. There needs to be more integrity
- Fashion/clothing consumption to me is something that has to be done. But for me it is not essential more a need a thing for a service.
- Fashion is about expressing your individuality
- Fashion is being able to be myself

Focus Group 4: High LSM girls aged 13-15 year olds n=3 + 3

Step 1: Topic Guide. Key Quotes/take-outs Step 3: IndexStep 2: Research notes and jottings from third group (n=3) + (n=2 addition)

- Highly dependent on mom don't earn money receive an allowance
- Young but well-spoken and confident
- Learners from the Glen. (Profile the glen resident)
- Relook the data based on what the examples they have provided
- MR Price, I love it and they are more teenage. Hate Ackermans because they don't make fashionable clothes. MrP is more NOW. Edgars and WW are more formal
- Fashion to me is nice shoes, really nice shoes
- Fashion is about making myself looking good (13 year old). Wear what you want to wear.
- Buying cheaper things is not always the best way.
- If people see you in PEP they will assume you are poor
- I love Edgars.
- Jet quality is not always great.
- Often walk around the malls first before purchase and buy at factorie, jet. They buy anyway
- H&M and Mr. Price get fashion. I don't like factorie is overrated everyone likes it.
- Edgars doesn't really suit my age more for younger children, 10 year olds
- Don't know Soda block at all
- If they had their own money, they would spend it on H&M, Nike and factorie.
- They would never step foot in PEP
- Ackermans has nice clothes for kiddies
- Fashion to me means everything, means clothes that's all
- Hate when they go shopping and they need to buy items for someone else, they want to be the certain of attention
- Civvies day is the most important day for them, they plan their outfits a week beforehand around what it is they will wear.
- Are fully aware of the fact that people are constantly judging, this came up a number of times through each of the themes

- But they understand that you cannot really please everyone, they also feel as though that we all look the same. Fear breaking out because they are worried that they will be continued to be judged. So they would rather stick to being the same
- Envious of being university students

Focus Group 4: Low LSM girls aged 13-18 year olds n=6+

Step 1: Topic Guide. Key Quotes/take-outs	**Step 3: Index**
Income & expenditure/ Interests in general. ***1-4.***	*My grandmother gives me R 50 a month of which I use to buy sweets at school.* *My old sister or grandmother which I save to use to buy bras or cheap clothes* *like tops which I buy at Mr. Price* *Majority don't get money to spend clothes*
Socialisation agents/ Fashion interest ***5-7***	*They download pictures from the net around what to wear. T* *They google popular TV stars to see what's fashionable* *All believe they are fashionable* *They watch fashion TV and like and idolise models.* *They read magazines but they don't buy them, read the ones at home* *Complain that we all wear the same outfits in school.*
Peer influence ***8-12***	*They often tell one another fashion tips and advise* *They consult before purchases of new items that are in*

	fashion *Big concern is around the money* *They understand & tell one another that they will plan their outfits* *They all have people that they idolise, (pearl modiadie, my sister, my mother)* *Parents often push them against what they wear* *The aim of having clothes is to make YOUR self-happy and no one else.* *Few say clothes don't really matter and they are really into fashion and prefer an older look.* *Prefer to shop with family and not friends because they want to be unique* *Love buying ripped jeans.* *Parents, grandma are the key people who purchase their clothing.* *Sometimes they buy when not necessary*

Materialism consumption ***13-20***	*They plan their purchases to the extent that they visit stores before making their selected item purchase* *Enjoy shopping at Southgate and Chinese and small shops, the glen and mall of the south* *Few say that they do want to be seen as different so will wait for the "right time" to reveal that new item.* ***They must look at me*** *Have a few items they regret having, long dresses and items that* *parents/grandparents* *might have purchased for them.* *They often return items they don't like and keep the money as* *opposed to returning the* *money or they buy something else*
*Individualism/ Self congruency **21-22***	*They often feel as though we all wear the same outfits like jeans* *A mix reaction around being an individual or all being the*

	same, worried about *Constant comparison amongst people who judge them.* *They feel under pressure to be have the items that everyone has at school,* *they put pressure on their parents to get these items* *They pressured by friends in terms of getting items they do it sometimes*
*Self-reflection??? **25-28***	*Often regret their purchases because they feel that their parents could rather spend the* *money on food and school uniform*

Step 2: Research notes and jottings from 5th group 6+ girls

- Huge hesitation to answer around whether or not they receive pocket money. They do however it's not enough they say for them to be purchasing clothing.
- Few indicate that they don't really have a store preference they buy wear they seen nice things they buy (china mall, fashion world, Mr.Price)
- Mr. Price they love
- Enjoy going to the mall but also e-small. Small factory outlets
- They worry that people might think they are wearing fakes but they don't care
- PEP for them sells ugly clothes for younger kids
- Truworths is for older people and not them
- Jet doesn't have good quality clothing
- Love fashion world they have good pricing for us and lots of items
- Legit is nice but expensive
- Don't know of Cotton On. Foschini is however expensive but nice
- Price is big concern for all of them. Mr. Price sizes are also sometimes wrong and they don't always have small sizes

- They are take advantage in the sense that they await on when their parents get bonuses and pester them to get what they want.
- **Never give up on fashion.50/50 believe that fashion is everything.**

APPENDIX G: RETAILERS INTERVIEW DATA-Jet stores



1. Who are your core youth consumers?

As a family discount store we aim to hook customers into a life cycle with the Jet brand, we'll cater from infant, toddlers, little girls/boys (4-7), older girls/boys (7-14) and finally adults. We have a 'transitioning' range from older girls/boys into adults.

2. What would you say is your offering for south African teenagers and particularly South African teenage girls

From the research that we recently conducted, feedback from customers was that we do not have enough assortments for this group and we keep repeating styles from the past. Our buyers have been tasked to buy more on trend products and widen the assortment. We were compared quite a lot to MRP who manages to retain the youth consumer through affordable and trendy merchandise.

3. How are your brands effectively engaging with this audience?

Jet is a family discount store, we want to appeal to the entire family, including the youth consumer. Our 'focus' is determined by ailing categories, for example, our women's wear is doing phenomenal – we assume all is well and

continue as is; infant wear is currently going through the most – the business has thrown most of its attention to this category to identify what is the problem.

4. How do you as a retail brand remain relevant amongst this audience?

We do so in 2 ways; we position our value and pricing to the money makers [parents], once we've persuaded the money makers, our merchandise then does the up sell to the youth consumer. This is communicated via our marketing through various comms channels.

5. Who would you say are your main competitors?

Our main competitors are Ackermans, PEP and MRP

6. What do you think South African teenagers are looking for when it comes to fashion and clothing?

They are looking for on trend clothing at a bargain.

7. If you could change your current strategy around connecting with the South African teenage audience, what would you possibly change?

Jet is not a trend setting brand that has the luxury to focus solely on youth consumers, however, we can definitely leverage off our sister brands in the Edcon stable. Changes can be made to the consumer life cycle; here's Neo…

She's shopping infant – out data reveals that she's a mom

Neo moves from infants, to toddlers and eventually young girls

[Keep in mind that we've been marketing to Neo based on her spend pattern]

Jet now knows that Neo has a teen daughter, they should keep existing Jet marketing going.

Jet now needs to keep the money within Edcon, they need to start pushing marketing from LEGiT and Edgars to Neo.

LEGiT position itself as a one stop shop for girls, trendy and affordable. Edgars prides itself with internal brands, which appeal to youth, they aren't cheap but can be bought on credit.

8. What are the key insights that you are looking to obtain from South African teenagers?

We have the insights, the question is how we develop strategies that incorporate the findings in a profitable way – that is what we are currently working on.

9. In your experience, how do girls between the ages of 13 to 15 act in store? Do they shop with their friends, parents or mainly alone?

In our stores it is usually with parents.

10. Have you noticed that teenage girls shop in a certain way?

They are happiest when they shop in packs, this only happens when items that are being bought aren't expensive – accessories mainly.

They shop hop a lot, comparing prices.

Malls are a winner with them.

Online shopping hasn't caught up with them because shopping is a social event for them.

11. Do teenage girls come in to the store asking for garments they have seen in the media?

We see this a lot in Edgars and LEGiT.

12. Do teenagers return items?

I cannot answer this one, I don't know.

13. In your experience, how common is impulse buying?

With young consumers, I think that's where retailers make their money. We create a sense of urgency with our promotions to fuel this behaviour – limited time only! And we create an illusion on getting a bargain, buy two and get this free/half price, buy 3 for Rxx.xx

14. What emotions do you notice customers experiencing when impulse shopping?

Personally compulsive buying is a rush when you do it, but a crash and burn when you are at home and looking at the unnecessary buy. Compulsive buying is rewarding only if it's a proper sale. Last week I spent R1350 on items that could have easy cost R5000.00 plus under normal circumstances.

15. Would you say that the everyday teenager is materialistic?

Not really, I think at that age they just want to look the same as their peers and be accepted into circles. Materialism probably starts manifesting itself when they are in varsity – young adults.

Topic: Consumption of fashionable clothing brands: an exploratory study of fashion purchases by South African teenage girls.

APPENDIX G: RETAILERS INTERVIEW DATA –Mr Price



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1. Who are your core youth consumers? RT - Ages 16 – 24 male and female young adults/ RT kids 7 – 14 – Ages 7 – 14 boys and girls
2. What would you say is your offering for south African teenagers and particularly South African teenage girls On trend, affordable fashion for both guys and girls
3. How are your brands effectively engaging with this audience? On social platforms and through our instore environment and online environment
4. How do you as a retail brand remain relevant amongst this audience? To make sure we always have the most on trend items at the best value in the market place.
5. Who would you say are your main competitors? Jet, Legit, Edgars, Woolworths, cotton on, Identity,

6. What do you think South African teenagers are looking for when it comes to fashion and clothing? Affordability, value for money, quality, social status
7. If you could change your current strategy around connecting with the South African teenage audience, what would you possibly change? To co-create with the youth in various ways
8. What are the key insights that you are looking to obtain from South African teenagers? How do they like a brand to engage with them? Do they still view traditional media as relevant? How can we remain relevant, how can we ensure that we deliver the social status they are looking for
9. In your experience, how do girls between the ages of 13 to 15 act in store? Do they shop with their friends, parents or mainly alone? Mainly with friends, sometimes with parents but they are the decision makers
10. Have you noticed that teenage girls shop in a certain way? Busy with a study now on this
11. Do teenage girls come in to the store asking for garments they have seen in the media? Yes sometimes, but more likely to come from the online space
12. Do teenagers return items? Not sure
13. In your experience, how common is impulse buying? Very common
14. What emotions do you notice customers experiencing when impulse shopping? Obsession, love at first sight, have to have it, euphoria
15. Would you say that the everyday teenager is materialistic? Generally yes