SELF CONCEPT, ACCULTURATION, AND

FASHION ORIENTATION

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ABSTRACT

The research begins with a discussion of the worldwide and the Canadian market. The research profiles the examination of the relationship between a person's self concept (as defined by Malhotra) and fashion orientation (as defined by Gutman and Mills), and to understand how these factors are influenced by acculturation, focusing in-depth on their managerial implications. To study these relationships; a random sample of 196 Chinese-Canadian female university students living in Canada was given a survey based on Malhotra's self-concept scale, and the SLASIA acculturation scale. Based on multiple regression analysis, findings suggest that the adoption of language and social interaction dimensions of acculturation constructs have significant effects on the relationship between self concept and fashion orientation.

This research contributes significantly to both marketing theory and practice. Theoretically, this research develops new insights on the dimensionality of fashion orientation, identifies various moderating effects of acculturation on the relationship of self concept and fashion orientation dimensions, and provides a framework to examine these effects, where results can be generalized across different culture. Practically, marketers can use available findings to improve their understanding of the fashion needs of Chinese-Canadian consumers, and target them based on these findings. The findings provide valuable implications for companies to formulate their fashion marketing strategies for enhance fashion orientation

in terms of different dimensions, based on different levels of acculturation.

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CHAPTER 1

INTRODUCTION

1.1 The Fashion Market Environment

Fashion orientation is considered as an important source of new market research related to the worldwide clothing industry. Consumer behavior, lifestyle, and shopping purpose can affect activities throughout the fashion supply chain. However, the fashion industry is an increasingly global business with considerable variations in the cultural, social, and economic aspects of the participants. Consequently, the practice of fashion marketing is not uniform at a national or international level, and differences are necessary to appeal to different subcultures. That's why researchers and managers have been paying increasing attention to the effects of acculturation on fashion orientation. Most fashion designers allocate 20-30 percent of their expenditures to marketing efforts, partly funding customization of marketing campaigns to appeal to different subcultures (Fashion Marketing, 3rd Edition, and Mike Easey).

1.2 Chinese Canadian Consumer Market as Research Context

The Chinese population in Canada has been growing steadily since 1967 when Canada adopted the points system to select immigrants based on employment skills. Colin (2001) notes that between 1996 and 2001, the number of Canadian people who said that they had a Chinese origin rose by 19% while the overall population grew by 4%. These immigration figures were boosted by relatively affluent Hong Kong residents moving to Canada as a result of recent governmental changes in Hong Kong. The Chinese-Canadians are now the third largest ethnic group in Canada, numbering over 1 million in 2004 (Statistics Canada, 2004). In 2001, 82% of people who reported Chinese origin lived in Ontario and British Columbia, with 72% of them living in the cities of Toronto and Vancouver (Colin, 2001). Between 2006 and 2017 the Chinese-origin population in Canada will increase by 40% and will represent the majority of the population of Toronto and Vancouver (Preston, 2003).

These changes in the composition of the Canadian population are of concern to retailers, since they have important implications for understanding the core needs of different subcultures, and the design of appropriate product and marketing strategies to meet these needs. Apart from the population figures, the purchasing habits of the different ethnic subcultures form another important consideration for retailers, Marketers found that younger adults are more likely to be fashion leaders, forming

the largest demand for fashion goods (Evans, 1989). In 2001, 33% of the Chinese community was aged 25 to 44 (Colin, 2001); and since the average age of Chinese-Canadians is lower than that of other Canadians and coming from relatively affluent families, they will represent a disproportionately large segment of the fashion market in the coming years. This study aims to streamline a part of the fashion marketing process and allow marketers to better target the Chinese-Canadian subculture fashion market.

1.3 Motivations for the Current Study

Past studies have shown that fashion orientation relates to differences in fashion consumption behavior (Gutman & Mills 1982); although they have often confused it with shopping orientation. Stone (1954) first introduced the concept of shopping orientation which referred to shopping lifestyles. Other researchers added to this definition by pointing out that shopping specific lifestyles encompass shopping activities, interests, and opinions (Darden & Howell, 1987; Kwon, 1991; Shim & Buckle, 1994; Shim & Kotsiopoulos, 1992; Shim & Kotsiopulos, 1993). In identifying clothing and fashion life style segments, Gutman & Mills (1982) are the only ones who give a clear definition for fashion orientation, composed of four dimensions: Fashion leadership, fashion interest, importance of being well dressed and anti-fashion attitude. On the other hand, shopping orientation is a complex and

multidimensional concept; which is hard to define due to numerous interrelated variables (Visser & Preez, 2001). Consumer researchers have done many studies on how shopping orientation influences buying behavior (Bellenger & Korgaonkar, 1980, Reynolds & Beatty, 1999), however few have studied the effect of fashion orientation on fashion purchasing behavior. For this thesis, fashion orientation will be defined as the underlying psychological guideline for clothes-shopping; while shopping orientation will be defined as the actual set of shopping behaviors and activities.

1.4 Research Objectives

The present thesis is an attempt to achieve three major objectives: 1) to examine relationship between a person's self concept and different fashion orientation factors: fashion leadership, fashion interest and importance of being well dressed; 2) to create a new model explaining the effects of acculturation as a moderator between self concept and fashion orientation (fashion leadership, fashion interest and importance of being well dressed); and 3) to advance research in Gutman & Mill's (1982) fashion orientation model by focusing on a subculture group, such as Chinese Canadian, rather than a Caucasian group. The results are expected to contribute to an understanding of the effects of acculturation on the relationship between self concept and fashion orientation in all different subcultures, so that it may be applied by practitioners for marketing other ethnic groups. Our literature review has showed that no previous study has covered either the

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relationship between self concept and fashion orientation, or the effect of acculturation on that relationship.

Therefore, there is a need to address the following research questions:

1: Is there any relationship between self concept and fashion orientation?

2: How does self concept influence fashion leadership, fashion interest, importance of being well dressed?

3: Does acculturation have an impact on the relationship between self concept and fashion orientation?

4: How does ethnicity identity, media consumption, adoption of language, social interaction influence the relationship of self concept and fashion orientation?

1.5 Chapter Outlines

In the second chapter of this thesis, a literature review on self concept, acculturation, and fashion orientation is provided. This review is then followed by the proposed conceptual model. In the methodology section, survey design, data collection procedure, and data analysis are presented. We conclude with a discussion of our findings, managerial implications, limitations and further research.

CHAPTER 2

THE CONCEPTUAL MODEL

This chapter presents relevant research that has been conducted regarding self concept, acculturation and fashion orientation. The first section provides an overview of fashion orientation. The second section describes how self concept has been defined by different scholars. The subsequent section describes the self concept scale. The last section discusses the potential impacts of acculturation on the relationship between self concept and fashion orientation. Several research questions are proposed at the end of the chapter.

Over the past few decades, a growing number of researchers have focused on fashion-related consumer behavior. King & Ring (1975) pointed out that very little work has been directed toward applying fashion concepts to fashion marketing. In particular, no one has considered the impact of acculturation on fashion orientation. Goldsmith (1982) demonstrates the importance of self concept to consumer behavior. Later Goldsmith (1996; 1999) studies the relationship between self concept and fashion leadership, and self concept and fashion innovativeness. Based on the study of the relationship between self concept and the individual dimensions of fashion orientation, we analyze the relationship between self concept and each of the three

dimensions of fashion orientation. Finally, evidence suggests that buying is strongly

related to self expression, especially in younger markets (Evans, 1989). Therefore,

the subjects of this thesis are chosen to be the university students between 17 and 27

years old.

Conceptual Model Figure


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              ┌─────────────────────────┐
              │   Ethnicity Identity    │
              │   Media Consumption     │
              │   Adaption of Language  │
              │   Social Interaction    │
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                           │
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┌──────────────────┐            ┌────────────────────────────┐
│                  │            │    Fashion Leadership      │
│   Self Concept   │───────────▶│     Fashion Interest       │
│                  │            │  Importance of being well  │
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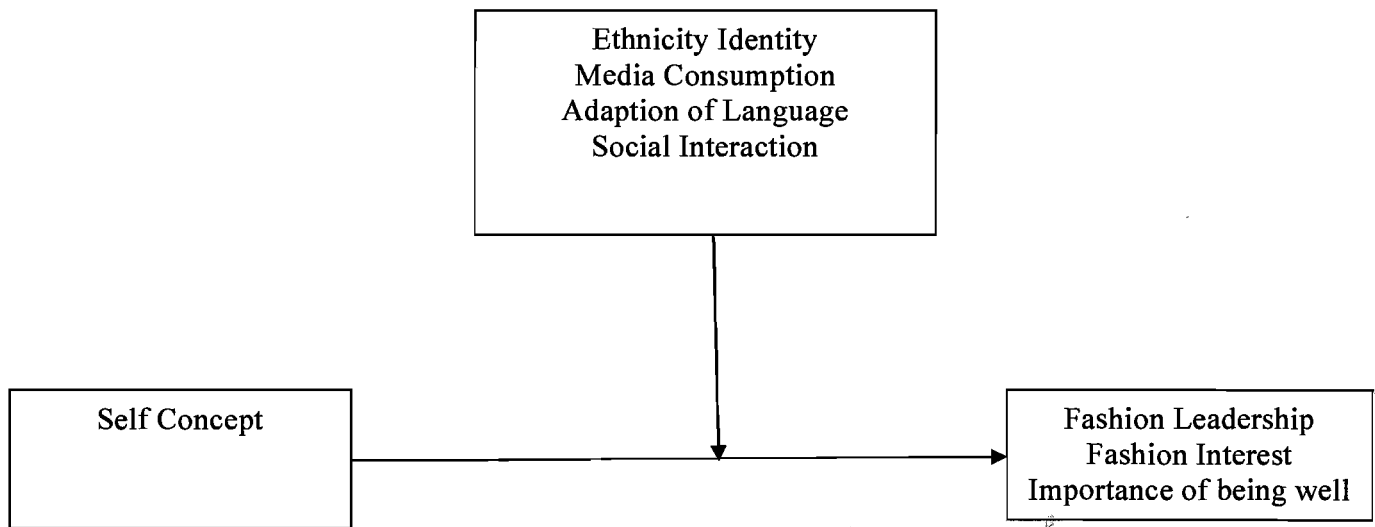

2.1   Definitions of Fashion Orientation

A style is a distinctive overall look, created by wearing several apparel items (Evelyn,

2005). Fashion is a set of styles popular during a certain period of time

(Nystrom,1928). Fashion has been defined in psychology, sociology, and consumer

behavior studies. In this thesis, fashion will be described as a social and

psychological response to the external environment (Wester's,1966).

Gutman & Mills (1982), defined fashion orientation to have three dimensions: fashion priority (fashion interest, importance of being well dressed and anti-fashion attitude), time frame and initiative (fashion leadership). Darley & Johnson (1993) defined fashion orientation to comprise of fashion innovativeness and fashion opinion leadership. Both Jonathan and William analyzed fashion orientation together with shopping orientation. Little work has been done on fashion orientation separately since many scholars consider fashion orientation and shopping orientation together. Although Huddleston (1993) used fashion orientation to identify lifestyle characteristics that directly related to shopping behavior and Lumpkin (1985) included it as a variable in identifying shopping orientation segments, it might still be necessary to indentify shopping orientation and fashion orientation separately. In this thesis we define fashion orientation to consist of three dimensions based on Gunman's delimitation: fashion interest, fashion leadership and importance of being well dressed.

2.1.1 Fashion Interest

Katz & Lazarsfield (1960) defined fashion interest to include interest in clothes, makeup and hair styles. People with a high fashion interest spend large amounts of time discovering the latest fashion trends, and large amounts of money buying the

clothes associated with those trends. They also tend to develop larger wardrobes, suited for many different activities.

2.1.2 Fashion Leadership

Since styles are socially prescribed for specific settings and social roles, new fashion is not widely accepted when first introduced (Barber & Lobel, 1952). The very character of fashion demands that it should be exercised at one time only by a portion of the given group, the greater majority being merely on the road to adopting it (Simmel, 1904). Clothing choices express personal style and individuality but also serve to manipulate the public image and expectations of others. The engine of fashion is driven by the dual goals of imitation and differentiation, of fitting in and standing out, of following the leaders and being distinctive (Flugel, 1930; Simmel, 1904). A desire for change is a key motive for innovations in fashion (Hurlock, 1929; Bull, 1975). Fashion leaders are those customers who accelerate the fashion cycle by legitimizing an innovative style and by influencing others in their social world to accept the style innovation as a replacement for the currently accepted one (Workman & Johnson, 1993).

2.1.3 The Importance of Being Well Dressed

This variable measures peoples' attitudes towards their attire. When it is high, people believe that the "clothes make the man" and pay a lot of attention to being dressed appropriately for any event. They believe that their clothes represent their opinion of

themselves, their goals and aspirations, and are an important part of their self-satisfaction. When this variable is low, people do not pay attention to the appropriateness of their attire, and instead wear anything that feels comfortable. They do not believe that their clothing has any relationship with the person they really are.

2.2 Self Concept

Before getting immersed in the study of how self concept is associated with fashion orientation, it is imperative to cite the definition several scholars have given to self concept. The broad topic of self concept refers to the collection of attitudes that people hold toward themselves. Although there is no single definition (Sirgy, 1982), most scholars seem to view the term "self concept" as a single variable (Rosenberg, 1979; Solomon, 1996; Bellenger, Steinberg & Stanton, 1976; Grubb & Hupp, 1968; Grubb & Stern, 1971).

Some define self concept to include the "actual self" and the "expressive self" (Spivey, 1980) which pertains to either the ideal self-concept or the social self-concept. According to Onkvisit & Shaw (1987), people develop their self concept by interacting with the external environment, especially other people. Self concept may influence how consumers view advertising, brands, salespeople, and the ways they interact with these stimuli (Onkvisit & Shaw, 1987). Consumers frequently buy products that are congruent with or enhance either their actual or ideal self concepts (Malhotra, 1988; Onkvisit & Shaw, 1987; Sirgy, 1982). The clothes consumers wear

tell other people their social status and what kind of person is inside the clothes (Lurie, 1981).

The discussion of self concept was initiated by Levy (1959), who argued that the consumer is not functionally oriented and that her behavior is significantly affected by the symbols products represent. (Douglas, 1967) confirmed Levy's contribution to consumer behavior: that products have dimensions beyond functional utility, and consumers prefer products that are congruent with self concept.

Paul & Carol (1998) used a multiple regression analysis to show that self concept accounted for a large proportion of the variance in behavioral intentions (especially those related to self expression). Since fashion is a form of self expression, we believe that one's self concept will influence one's fashion related behavior. Therefore, self concept was chosen as an independent variable to measure the dependent variables of fashion orientation.

2.3 Self Concept and Fashion Orientation

Self concept may be especially important to study in the context of fashion behavior because of the importance clothing has in the formation and exhibition of self (Davis, 1985; Evans, 1989; Lurie, 1981). Consumers frequently buy products that are congruent with or enhance their self concepts (Malhotra, 1988; Onkvisit & Shaw, 1987; Sirgy, 1982). Clothing, especially fashionable apparel, often represents an

important symbolic consumption area for consumers. Regardless of their level of disposable income, some consumers will spend more on clothing that says something important about them (Douglas, 1967, Lurie, 1981). Goldsmith (1996) used Malhotra's scale to measure self concept's effect on Fashion Leadership. Fashion Leaders considered themselves more excitable, indulgent, contemporary, formal, colorful and vain than followers. We agree with most scholars' view that "self concept" is a single variable.

2.3.1 Self Concept and Fashion Interest

Past authors believed that in general, the people of Chinese origin lacked the purchasing power to buy expensive merchandise, and that they had little interest in fashion. Soyeon & Yen Qiong (1996) found that Chinese-Americans who were more closely associated with Chinese traditions exhibited a lower level of interest in fashion. This is in line with Tan & McCulough (1985), who found that people of Chinese origin whose values highly associated with traditional Chinese values held less importance in image. This finding also reconfirmed the conclusion that Asians with high Asian ethnicity were less concerned with being well dressed (Ho, 1991).

H1: the higher one's self concept is, the higher fashion interest one has.

2.3.2 Self Concept and Fashion Leadership

Innovation Theory

The diffusion of innovations is a guiding concept in the fashion study by Thomas (1967) and Rogers (1962); the concept of fashion opinion leadership is similar to this process.

The ongoing movement of fashions through the fashion cycle is driven by consumers who desire change and are looking for new fashions. Some classic fashions never seem to enter the decline or obsolescence stages, while others are fads and are only popular for short periods of time. Styles during the introduction and growth stages are called high fashion; these are usually very expensive and are primarily bought by fashion leaders. A popular high fashion style then progresses to the mass fashion stage, where it is provided by manufacturers and retailers at lower prices, bought by fashion followers who have lower interest in fashion and fashion laggards who want good value. This thesis will focus on the growth stages driven by fashion leaders. In the growth stage, manufacturers who copy new designer clothes will reproduce the styles in less expensive fabrics or by minimizing details. Of the people now able to afford the new designs; the fashion leaders are the first to purchase and wear them; thus promoting the designs and accelerating wider adoption. As designs become widely adopted, they also become cheaper (due to mass production mechanisms), thus continuing the cycle. Fashion leaders are therefore important to style adoption at

each income tier (See Graph 1, 2, 3).

H2: the higher one's self concept is, the higher fashion leadership one has.

2.3.3 Self Concept and the Importance of Being Well Dressed

Importance of being well dressed is the belief that their clothes represent their opinion of themselves, their goals and aspirations, and are an important part of their self satisfaction (Gutman & Mills, 1982, Chung, 1996 & Lee et al. 2004). While when this variable is low, people do not pay attention to the appropriateness of their attire, and instead wear anything that "feels comfortable". They do not believe that their clothing has any relationship with "who they really are".

H3: the higher one's self concept is, the higher importance of being well dressed one has.

2.4 Acculturation as a Moderator

In discussing fashion orientation, it is impossible to ignore the influence of culture, since fashion orientation is a kind of attitude that is guided by cultural values. Culture can be perceived as the different cognitive, emotional and behavioral human configurations that represent the essence and values of a specific group of people (Kluckhohn, 1951).

Developments in communication and transportation technologies have resulted in increased interactions between people of vastly diverse cultural backgrounds (Colleen, 2001). Due to these changes, studies of acculturation have become increasingly important. Since Canada is a society where many ethnic groups meet and interact (Hirschman, 1983) and Canada is a good location to study the influences of Acculturation.

There have been many studies of the effects of Acculturation on various aspects of United States society; examples include studies of youth (Jean, David L. & Paul, 2006), cultural values (Seung-jun & Douglas M. McLeod, 2003), adjustment (Huong, Lawrence & Gary, 1999), business (Rossiter & Chan, 1998), family (Wilkinson, 1993), situational ethnicity (Douglas & Rohit, 1989), food (Melanie & Michael, 1983) and on different groups such as Korean (Soo-Kyung, Jeffery & Edward, 2003), Scottish (Tara, Jean and Laurel, 2004) abd Mexican (Lisa, 1994) groups. Some research has even been done on the effect of acculturation on media consumption (Lee & Tse, 1994), shopping orientation (Shiretta & Patricia, 1997) and consumer behavior (Venkates, 1995); however very few such studies have been done on Chinese-Canadians. Some acculturation studies have been done in Canada such as studies on women (Pon, 2005) and on shopping values (Richard & Jean, 2004), but once again the studies on Chinese-Canadians have been very limited (Lu, 2004). None of these touched the relationship between self concept and fashion orientation

among Chinese-Canadians.

2.4.1 Theories on Acculturation

American anthropologists introduced the concept of acculturation in the 1880s (Sayegh & Lasry, 1995). Acculturation is defined broadly as the process of cultural adaptation and change that occurs when two different cultures come into contact with each other (Berry, 1994; Sayegh & Lasry, 1995). Acculturation may be viewed as a multifaceted phenomenon composed of numerous dimensions, factors, constructs or subcomponents. Values, ideologies, beliefs and attitudes appear to be important components of acculturation as are cognitive and behavioral characteristics such as language, cultural customs, and practices (Cuellar, Harris, & Jasso, 1980). As people from different societies come into contact with each other through migration, including cultural, psychological, social, economic and political aspects, the immigrant's behavior pattern becomes a mixture of the two cultures, a combination of the values of the culture of origin and the values of the culture of residence. When the immigrant's behavior pattern and values are identical to the culture of residence, they are considered fully acculturated. There are two major models in the study of acculturation (Bourhis, Moise, Perreault, & Senecal, 1997; Keefe & Padilla, 1987; Nguyen, Messe, & Stollak, 1999, see Figure 1).

Earlier acculturation models have focused on behavioral adaptation (Birman, 1994).

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The models assume that immigrants are recently separated from their culture of origin and a firm sense of belonging to the culture of origin is easily maintained. Ryder, Alden & Paulhus (2000) describe the unidimensional approach to acculturation as one that places individuals on a continuum of identities ranging from exclusively heritage culture to exclusively mainstream culture. Acculturating individuals are seen as relinquishing attitudes, values, and behaviors of their culture of origin while at the same time taking on those of the new society.

One weakness of the unidimensional model is that it cannot separate bicultural individuals having high familiarity with both societies from those having low familiarity with both societies (Cuellar, Arnold, & Maldonado, 1995). However, Alba & Nee (1997) strongly argued that the unidimensional model could explain much of the experience of contemporary immigrants.

Since dress styles vary widely from culture to culture, we can infer that different cultures will have different fashion-related behaviors and attitudes (fashion orientations). We can then infer that the process of acculturation will have an effect on observed fashion orientation.

2.4.2   Acculturation and Fashion Orientation

We are trying to find all the possible relationships between different dimensions of

acculturation and different dimensions of fashion orientation. Since the dimensions of fashion orientation are positively related to each other (Gutman, 1982), we can consider fashion orientation as one concept for literature review. During our data analysis, we will use statistical analysis tools to confirm this positive correlation.

2.4.2.1 Ethnicity Identity and Fashion Orientation

An ethnic group is a segment of the population distinguished from others by a sufficient combination of shared customs, beliefs, traditions and characteristics derived from a common or presumed common past (National Population Council, 1987). As a material culture symbol, clothing is a part of an ethnic identity. Clothing serves to express one's attitudes in an observable way (Hamilton, 1991). Clothing is often used as a symbol of agreement with the norms and values of a cultural group (Joanne &Mary, 1979), whereby such agreement is visually demonstrated by wearing similar clothing styles as that cultural group. Holman (1980) identified this as the emblematic function of apparel, which creates a sense of belonging (Eicher, 1995). One assigns other individuals to stereotypical groups based on their appearance. Because of these cultural functions of clothing, we expect an adaptation to a different culture (Acculturation) to change one's clothing-related behavior (fashion orientation).

Chinese-Americans who were more closely associated with Chinese traditions exhibited a lower level of interest in fashion. (Soyeon & Qiong, 1996) The more

strongly Asians identified with their ethnicity, the less important they considered being well dressed (Ho, 1991) Past authors believed that in general, the people of Chinese origin lacked the purchasing power to buy expensive merchandise, and that they had little interest in fashion. Soyeon & Yen Qiong (1996) found that Chinese-Americans who were more closely associated with Chinese traditions exhibited a lower level of interest in fashion. This is in line with Tan & McCulough (1985), who found that people of Chinese origin whose values highly associated with traditional Chinese values held less importance in image. This finding also reconfirmed the conclusion that Asians with high Asian ethnicity were less concerned with being well dressed (Ho, 1991).

H4a: Ethnic Identity amplifies the relationship between self concept and fashion interest

H4b: Ethnic identity amplifies the relationship between self concept and fashion leadership

H4c: Ethnic Identity amplifies the relationship between self concept and Importance of being well dressed

2.4.2.2 Media Consumption and Fashion Orientation

Fashion leaders tend to read more fashion magazines than fashion followers

(Chowdhary, 1989; Goldsmith et al., 1991; Painter & Pinegar, 1971). It is possible that their exposure to such media influences their fashion orientation.

For the Individualism and Collectivism aspect in behavior, people from more individualist countries tend to stress leadership and variety, whereas those from less individual countries tended to stress conformity and orderliness. And in consumer behavior, people from more individualist countries tended to rely on media and less on their social networks for information (Hofstede, 2001). Since China is generally considered a Collectivist country, while Canada is generally considered an Individualist country; it can be expected that shifting from Chinese to Canadian media will impact one's fashion orientation.

H5a: Media consumption amplifies the relationship between self concept and fashion interest

H5b: Media consumption amplifies the relationship between self concept and fashion leadership

H5c: Media consumption amplifies the relationship between self concept and importance of being well dressed

2.4.2.3 Social Interaction and Fashion Orientation

Fashion leaders have certain behaviors, such as purchasing apparel which makes a

unique or impressive statement about them (O'Shaughnessy, 1987; Gould & Barak, 1988). Noesjirwan & Crawford (1982) make the point that clothing is primarily a means of communicating, not personal identity, but social identity. They conclude that clothing is symbolic of that [social] identity and the values espoused by the group. The same values serve as a yardstick for judging the clothing worn by others and the social identity symbolized by it. Because clothing plays a part in all types of social activities; one would expect social interaction with different groups of people to have different effects on one's fashion orientation. Here, we define social interaction as the immigrants interaction with the local population (English-Canadian, not including Quebec Canadian due to their special fashion background).

H6a: Social interaction amplifies the relationship between self concept and fashion interest

H6b: Social interaction amplifies the relationship between self concept and fashion leadership

H6c: Social interaction amplifies the relationship between self concept and importance of being well dressed.

2.4.2.4 Adoption of Language and Fashion Orientation

Another measure of acculturation is the ability to communicate in the local language. People with better English skills are more likely to have spent large amounts of time interacting with other English-speaking people, and therefore are likely more acculturated to the Canadian culture. We therefore hypothesize that the adoption of (local) language will be a predictor of changes in fashion orientation.

H7a: Adoption of language amplifies the relationship between self concept and fashion interest

H7b: Adoption of language amplifies the relationship between self concept and fashion leadership

H7c: Adoption of language amplifies the relationship between self concept and importance of being well dressed

CHAPTER 3

METHODOLOGY

3.1 Survey Instrument Validity

3.11 Measures of Self Concept

One of the earliest attempts in consumer self concept measurement was a Q-sort method by Sommers (1964). Belch & Landon (1977) modified the Q-sort by using a rating scale with a predetermined distribution, and later added the semantic differential. This method asked the respondent to rate themselves on a bipolar adjective scale (Bellenger, 1976, Malhotra's, 1981). Other methods included the adjective check list (Guttman, 1973), and a Likert-type scale (Jacobson & Kossoff, 1963).

The scale from Malhotra's Scale (1981) to Measure self concepts is adapted, Person Concepts, and Product Concepts, which was also used to measure self concept and fashion innovativeness (Goldsmith, 1999), self concept and fashion of fashion leaders (Goldsmith, 1996). Malhotra's self concept scale consists of 15 bipolar adjectives with five response points. Malhotra used multiple samples, multiple stimuli and several analytic procedures to enhance the validity of this scale. Malhotra's scale is adapted for market research because it was developed using rigorous analytic

procedures.

The final scale was later arranged to have the low self concept adjective on the right and high self concept on the left, rated from 1-5. However when presented to the study participants, the adjective sets were presented in random orientations in order to remove possible biases.

Goldsmith (1996) used Malhotra's (1981) self concept scale to measure the self concept characteristics of fashion leaders. Goldsmith analyzed each bipolar adjectives one by one and found that fashion leaders felt that they were more delicate, excitable, indulgent, pleasant, contemporary, formal, colorful, emotional, liberal and more vain than the followers. In this research, we consider self concept as one whole concept in order to measure the relationship of self concept and fashion orientation in general. In order to do so, we need to put each self concept bipolar adjective pair in a consistent manner, self concept as low when the scale score equals 1 while self concept is high when the scale score equals 5. However, the original Malhotra's (1981) self concept scale was not arranged in this way, so we consider these adjectives: delicate, excitable, indulgent, pleasant, contemporary, formal, colorful, emotional, liberal and vain that Goldsmith used to describe fashion leaders when self concept is high. The new scale is described below with pairs marked with a star are reversed from the original sequence in Malhotra's self concept scale.

Therefore a person's self concept is considered as low and scale score equal to 1 if he or she identifies themselves as Delicate, Excitable, Comfortable, Dominating, Indulgent, Pleasant, Contemporary, Organized, Emotional, Youthful, Formal, Liberal,

Complex, Colorful and Vain. While a person's self concept is considered high and scale score equal to 5 when he or she identifies themselves as Rugged, Calm, Uncomfortable, Submissive, Thrifty, Unpleasant, Non-contemporary, Unorganized, Rational, Mature, Informal, Orthodox, Simple, Colorless and Modest.

1. Delicate- Rugged*
2. Excitable-calm
3. Comfortable-uncomfortable*
4. Dominating/submissive
5. Indulgent- Thrifty*
6. Pleasant-unpleasant
7. Contemporary-noncontemporary
8. Organized-unorganized
9. Emotional- Rational*
10. Youthful-mature
11. Formal-informal
12. Liberal- Orthodox*
13. Complex-simple
14. Colorful- Colorless*
15. Vain- Modest-

Malhotra (1981)

3.1.2 Acculturation Measurements

We used the Suinn-Lew Asian Self Identity Acculturation (SLASIA) to measure acculturation level. This scale was originally developed for use in psychological intervention for Asians (Suinn, Rickard, Lew, & Vigil, 1987), however, SLASIA was used for acculturation on shopping orientation (Owenbey & Horridge,1997), acculturation characteristics and apparel shopping orientation (Shim & Chen, 1996), which has something in common with fashion orientation (Gutman, 1982).

To assess unidimensional acculturation, several self report measurements were designed, including the Greek Immigrant Acculturation Scales (Madianos, 1980), the acculturation rating scale for Mexican Americans (ARMSA; Cuellar, 1980), and the acculturation scale for Asian in Canada and United Kingdom (Ghuman, 1994).

Ryder 2000 developed an improved measure of acculturation: the Vancouver Index of Acculturation (VIA), a 20 item self report instrument that assesses several domains relevant to acculturation, including values, social relationships, and adherence to traditions.

Some objective scales have also been designed to measure acculturation levels of Asians. The Chinese Traditional-Modern Scale (Dawson, 1971) primarily reflects the dimension of culture-specific attitudes and value orientations and how much people affiliate with the culture of origin and adhere to its traditional values. The behavior acculturation scale (Szapocznik, 1978) measures an acculturation dimension related to language proficiency, preference and use along with behaviors related to tradition, customs, cultural identification and preference. More measurements are the Acculturation Scale for Southeast Asians (Anderson, 1993), the Acculturation Scale for Asian Americans (Lai & Linden, 1993). The Lee (1993) measure was developed to investigate the acculturation process of Taiwanese-

Americans and their attitudes toward American advertising. Lee reported that acculturation levels influenced Chinese-American consumers' attitudes toward advertising. Lee & Tse (1994) reported linkages between acculturation patterns of Hong Kong immigrants to Canada and changing media consumption. Previous research has indicated that acculturation is closely linked with various traits and behaviors of individuals.

To date, few studies have explored how acculturation influences fashion orientation, but related research on acculturation levels and shopping orientation of Asian-American Consumers (Owenbey & Horridge, 1997) can provide some direction. (Owenbey & Horridge, 1997) used the Suinn-Lew Asian Self Identity Acculturation (SLASIA), originally developed for use in psychological intervention for Asians (Suinn, Rickard, Lew & Vigil, 1987). SLASIA has also been used to measure acculturation characteristics and apparel shopping orientation (Shim & Chen, 1996). Since many researchers study shopping orientation and fashion orientation together (Gutman, 1982), it can be assumed that they have many similarities; therefore we will use the SLASIA scale in our research.

The SLASIA Scale (Suinn, Rickard-Figueroa, Lew& Vigel, 1987; Suinn, Ahuna & Khoo 1992) assesses uni-dimensional acculturation among Asian-Americans. The SLASIA is a 21-item multiple-choice questionnaire that covers topics such as

cultural preferences, ethnic identity, friendship choice, language, history and attitudes. The instrument is scored using a 5-point Likert-type scale; the score may range from 1.00, indicative of low acculturation to 5.00, indicative of high acculturation. All 21 items are summed in order to obtain a total value for the scale. Internal consistency for the SLASIA ranges from 0.68 to 0.91, with a model range of approximately 0.80 (Suinn, 1987). Significant correlations between SLASIA scores and generation status, length of residence in the host country, self rating of ethnic identity and country of residence have been reported as evidence of criterion-related validity. The SLASIA has a reliability coefficient-Cranach's alpha of 0.87 (Suinn., 1987). Concurrent validity has been reported by correlating SLASIA scores and attitudes toward shopping (Shiretta, 1997). For our thesis, we have adapted the SLASIA scale as follows: ethnicity identity, media consumption, adoption of language, and social interaction.

3.1.3 Fashion Orientation Measurements

Gutman & Mills (1982) developed a scale for fashion orientation to have three dimensions: fashion priority (fashion interest, importance of being well dressed and anti-fashion attitude), time frame and initiative (fashion leadership).In this thesis we chose to use Gutman's measurement of fashion orientation as our definition for fashion orientation.

Fashion orientation

Factor 1: Fashion leadership

It is important for me to be a fashion leader.

I am aware of fashion trends and want to be one of the first to try them on.

I am confident in my ability to recognize fashion trends.

Clothes are one of the most important ways I have of expressing my individuality.

I am the first to try new fashion; therefore, many people regard me as a fashion leader.

Factor 2: Fashion interest

Because of the active lifestyle, I need a wide variety of clothes.

I always buy at least one outfit of the latest fashion.

I never read fashion magazines or pay attention to fashion trends.

I spend a lot of money on clothes and accessories.

I spend a lot of time on fashion-related activities.

Factor 3: The importance of being Well Dressed

It is important to be well-dressed.

If you want to get ahead, you have to dress the part.

What you think of yourself is reflected by what you wear.

Wearing good clothes is part of the leading the good life.

Anti fashion dimension is not a very important dimension to the interest of marketers, so we deleted this factor to simpler the research, and focus more on practical

dimensions.

3.2 Reliability of Measurement Scales

Self Concept

Table 4 shows the results of the eight questions relating to self concept. The average score was 3.39 / 5; with 5 representing a high self concept and 1 representing a low self concept (See Table 1).

Deletion of any question makes the scale less reliable because there is less data. Further research might be needed to measure self concept. However, our scale is derived from a well established scale and the resulting Cronbach's Alpha is close to 0.70 and therefore considered reliable despite the deletions (See Table 2).

Fashion Interest

In terms of taking an overall interest in fashion trends, the sample group registered a mean of 2.26 / 5; on a scale of 1-5 with 5 representing a high fashion interest and 1 representing a low fashion interest. The questions that were asked, related to keeping track of fashion trends and taking an active interest in purchasing new outfits and accessories (See Table 1).

These are the results after deletion of question FI3 and reanalysis, giving a

Cronbach's Alpha above 0.70 as a result of the deletion.

Since Cronbach's Alpha is above 0.70, this scale is reliable (See Table 2).

Fashion Leadership

Upon interviewing a sample group of 196 Chinese Canadians, it was discovered that this group has an overall moderate interest in being leaders in embracing fashion trends. Table 1 shows the results of the 5 questions relating to fashion leadership. The average score was 2.24 / 5; with 5 representing a fashion leader and 1 representing a fashion follower (See Table 1).

Since Cronbach's Alpha is above 0.70, this scale is reliable (See Table 2).

Importance of Being Well Dressed

The results of the 4 questions relating to the importance of being well dressed showing average score was 1.83 / 5; with 5 representing a person who highly values being well dressed, and 1 representing a person who does not. The sample group does not believe that it's important to be well dressed. Overall, they see a weak correlation between being well dressed and leading a successful life. The group of 196 does not believe that how they dress is an overall reflection of their self image (See Table 1).

Since Cronbach's Alpha is close to 0.70, this scale is reliable (See Table 2).

Ethnic Identity

Overall, the sample group does not have a strong ethnic identity as the mean ratio on a scale of 1-5 is 2.62 with 5 representing a high Canadian identity and 1 representing a high Chinese identity. This is especially apparent when the group was asked, "Are you very proud of which cultural background?" The overall mean for that question was 3.04 (See Table 1). Since Cronbach's Alpha is above 0.70, this scale is reliable (See Table 2).

Social Interaction

Table 7 shows the results of the 7 questions relating to social interaction. The average score was 2.67 / 5; with 5 representing a high interaction with Canadians and 1 representing a low interaction with Canadians (See Table 1). Since Cronbach's Alpha is almost 0.70, this scale is reliable (See Table 2).

Adoption of Language

Table 5 shows the results of the 4 questions relating to the adoption of language. The average score was 3.63 / 5; with 5 representing a high adoption of language and 1 representing a low adoption of language (See Table 1). Since Cronbach's Alpha is above 0.70, this scale is reliable (See Table 2).

Media Consumption

Table 8 shows the results of the 4 questions relating to media consumption. The average score was 3.41 / 5; with 5 representing a high media consumption and 1 representing a low media consumption. (See Table 1) Since Cronbach's Alpha is above 0.70, this scale is reliable (See Table 2).

3.3 Data Collection

3.3.1 Sample Selection

Since shopping is a primarily female activity (Kenneth & Tim, 1996), our research focused on females. As Horowitz (1982) has noted that younger females are more likely to be fashion conscious than their older counterparts, we decided to limit our subjects to university students. Participants included college and university female students from 17 to 27 years, mean age 22 years).

3.3.2 Data Collection

Online survey was used for data collection. After obtaining approval from a university Research Ethics Board, participants was recruited using via a poster at Brock University, which is a large government funded school of higher education that had a diverse student body. Interested subjects emailed researcher for the link of the survey, and then the researcher sent these participants the link to the survey. All participants needed to meet the requirements of Female, Chinese origin or Chinese

mixed and have been in Canada for more than 3 years, University or College students, Age 18-27. Participation was asked to evaluate their self concept, fashion orientation and acculturation for 1 Session: 0.5 hour

The survey has a brief introduction to the subjects and reminded participants each booklet assigned to a participant were linked with a unique number. The survey included a consent form, a demographic questionnaire and briefing form for study participants. Participants were told that they were free to refuse participation and that they could withdraw from the study at any time without negative consequences. Finally respondents were debriefed. Please see Appendix Booklet 1. For online subjects, debriefing letter showed on the screen after they finish all the questions, please see Appendix Booklet 2 for survey questions. Participants benefited from the further understanding of their own self concept, and fashion orientation and acculturation level.

Once participants completed the survey packets they were collected by the primary researcher for data entry. All data was kept confidential and no identifying participant information was included in the survey packets. All hard copies of tests were stored in a locked filing cabinet within the home of one of the principal researchers, until it can be entered electronically for analysis. Once transferred to electronic form, the data was kept on one digitally encrypted USB flash drive for each of the two principal researchers. The flash drives were secured in a locked

drawer within the office of one of the principal researchers.

The Debriefing Form popped up after they finish all the questions on line. Upon completion and submission of test materials, participants received the research feedback letter. Included in the letter was a more detailed description of the research, including hypotheses and background information, as well as the rationale behind the research. All participants were offered a list of the references used to develop the experiment so that they can gain a greater understanding of the background information. The experimenters' e-mail addresses were provided in case participants have any further questions regarding the experiment. Participants that feel they would not like to have their data used as part of the study had right to withdraw their individual responses, where they were destroyed. See Appendix for a copy of the research feedback form.

Survey monkey is based in the United States and therefore is subject to American homeland Security laws such as the Patriot Act. So the there might be a limitation for the confidentiality and not anonymous, No personal identifiers was collected during the course of this research.

3.4 Sample Profile

A total of 600 students were selected from Brock University 226 questionnaires were

completed, representing a return rate of 37.6%. The participants who responded reported their ages as being between 18 to 24 years old (see Graph 2). The ages are consistent with the target survey group and with the selection process used for survey participants. Out of the participants 40% reported that their major subject in university was or is business related, a further 33% were arts related and 27% Science related majors (see Graph 2). This represents a good spread of subjects between the survey participants.

Participants are mainly from Brock University. The participants were primarily university students, 79%, again consistent with the target survey group and with the selection process used for survey participants. The responses indicated 73% were college students, 6% post graduate students and the remaining 21% were outside of university education, either in high school education or working (see Graph 2).

The participants who responded to the question of annual income reported that 11% earned under $30,000 per annum, 66% between $200,000 and 23% either did not respond or did not know (see Graph 2).

In this thesis, 20.3 % reported Chinese (Mandarin or Cantonese) as their primary language, 39.1% identified English as their primary language, and 40.6% of participants reported themselves as bilingual (See Graph 6).

It was found that 44.6% of participants' immigration status was defined as first

generation (i.e. born and raised in China) and 47.0% second generation (i.e. born and raised in the host country, but with first generation parents) (See Graph 6).

Overall, the participants represent a higher educated group compared to the general population by nature of the fact that the survey targeted university students and their friends and colleagues.

CHAPTER 4

ANALYSES AND FINDINGS

4.1 Data Analysis Procedure

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┌─────────────────────────────────┐
│   Microsoft Excel and SPSS:     │
│    Data Entry and Cleaning      │
│     Descriptive Statistics      │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│            SPSS:                │
│      Reliability Analysis       │
│      (Cronbach's Alpha)         │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│            SPSS:                │
│      Hypothesis Testing 1-3     │
│         Simply Regression       │
│       (Pearson Correlations)    │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│            SPSS:                │
│      Hypothesis Testing 4-7     │
│         Code Programming        │
│       Multiple Regressions      │
└─────────────────────────────────┘
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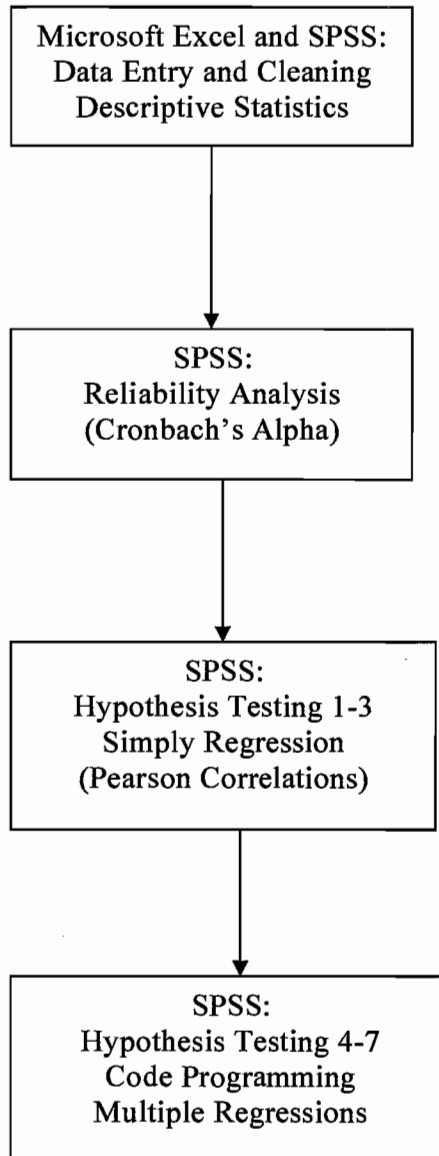
4.2 Test of Moderating Effects

Regarding the moderator function, its nature is that the causal relationship between an independent variable and a dependent variable varies according to the level of a third variable (Fullerton & Taylor, 2002). For instance, the positive moderating effect of Acculturation on the relationship between self concept and fashion orientation tells that the impact of self concept on fashion orientation would become stronger when the level of Acculturation increases. The moderating effect can be examined by multiple regression analysis (Aiken & West, 1991). If the positive moderation exists, managers should allocate more resources on self concept in the situation of high Acculturation (the moderator), but less in the situation of low Acculturation, in order to optimize the resources implications for fashion orientation (the dependent variable).

4.2.1 Testing Moderating Effects: Two-way interaction

To test for two-way interactions (often thought of as a relationship between an independent variable (IV) and dependent variable (DV), moderated by a third variable), first run a regression analysis, including both independent variables (referred to hence as the IV and moderator) and their interaction (product) term. It is highly recommended that the independent variable and moderator are standardized before calculation of the product term, although this is not essential. The product term should be significant in the regression equation in order for the interaction to be interpretable.

	Moderator Function
Definition	The relationship between an independent variable and a dependent variable varies according to the level of a third variable (Fullerton & Taylor, 2002)
Conceptual Model	
Interpretation	It tells when certain effects will hold.
Analytical Procedure	Multiple Regression Analysis: Dependent Variable is regressed on Independent Variable. Moderating and an interactive term (Independent Variable*Moderator) and test for the significance of the interaction term.
Managerial Implications	The same enhancement in Independent Variable would have a greater effect on Dependent Variable in a certain level of Moderator. Managers should place more effort on Independent Variable at such level of Moderator to have greater influence on Dependent Variable.

4.3 Hypothesis Testing

We used simple regression models to test the hypotheses 1-3.

As stated earlier, H1 suggests that the higher one's self concept is, the higher fashion interest one has. Results show that for the relationship between self concept and fashion interest $F (1.201) = 5.132(p=0.025)$ $P<0.5$ so the results are significant. (See Table 3) The dots on the graph show the individual responses. The line indicates the average trend. The slope $b=-.231$ the slope represents the strength of this relationship (See Graph 4). Therefore, H1 is supported

As stated earlier, H2 suggest that the higher one's self concept is, the higher fashion leadership one has. Results show that for the relationship between self concept and Fashion Leadership. $F (1,195) =3.424(p=.066)$ While $p>0.5$, it is still fairly low, so the results are likely to be significant. (See Table 3) The dots on the graph show the individual responses. The line indicates the average trend. The slope $b= -.173$. The slope represents the strength of this relationship (See Graph 3). Therefore, H2 is supported

As stated earlier, H3 suggest that the higher one's self concept is, the higher importance of being well dressed one has. Results show that for the relationship between self concept and Importance of being well Dressed $F (1.201) = 4.402 (p=0.037)$. Since $p<0.5$, this result is significant. (See Table 3) The dots on the graph show the individual responses. The line indicates the average trend. The slope $b=-0.163$. The slope represents the strength of this relationship (See Graph 5). Therefore, H3 is supported

Multiple regression models was used to test hypotheses 4-7. Regression has the advantage of incorporating the continuous nature of variables. The moderating effect is tested by including the multiplicative products of independent variables in the regression model.

For H4a, the relationship between self concept and fashion interest with ethnic identity as a moderator is negative β=-.011, ns (P=0.876), the moderating effect of ethnic identity is not significant, suggesting three possibilities: (1) there maybe be no effect of ethnic identity on the relationship between self concept and fashion interest. (2) The sample used in this empirical test may not be large enough to demonstrate effect of ethnic identity on the relationship between self concept and fashion interest (3) the sample used in this test consists primarily of university students, and therefore may not be completely representative of all fashion consumers. It is possible that these university students have a lower ethnic identity due to their exposure to the multicultural environment of the Canadian university. Therefore, H4a is rejected.

For H4b, The relationship between self concept and fashion leadership with ethnic identity as a moderator is negative β= -.012, ns (P=0.862), the moderating effect of ethnic identity is not significant, suggesting three possibilities: (1) there maybe be no effect of ethnic identity on the relationship between self concept and fashion leadership. (2) The sample used in this empirical test may not be large enough to demonstrate effect of ethnic identity on the relationship between self concept and fashion leadership (3) the sample used in this test consists primarily of university students, and therefore may not be completely representative of all fashion consumers. It is possible that these university students have a lower ethnic identity due to their exposure to the multicultural environment of the Canadian university. Therefore, H4b is rejected.

For H4c, the relationship between self concept and importance of being well dressed

with ethnic identity as a moderator is negative β=-.025, ns (P=.721), the moderating effect of ethnic identity is not significant, suggesting three possibilities: (1) there maybe be no effect of ethnic identity on the relationship between self concept and importance of being well dressed. (2) The sample used in this empirical test may not be large enough to demonstrate effect of ethnic identity on the relationship between self concept and Importance of being well dressed (3) the sample used in this test consists primarily of university students, and therefore may not be completely representative of all fashion consumers. It is possible that these university students have a lower ethnic identity due to their exposure to the multicultural environment of the Canadian university. Therefore, H4c is rejected.

For H5a, the relationship between self concept and fashion interest with media consumption as a moderator is negative β=-.130, P<.10 (P=.072), the moderating effect of media consumption is significant, media consumption significantly changes the relationship between self concept and fashion interest (See Table 9).

Fashion Interest
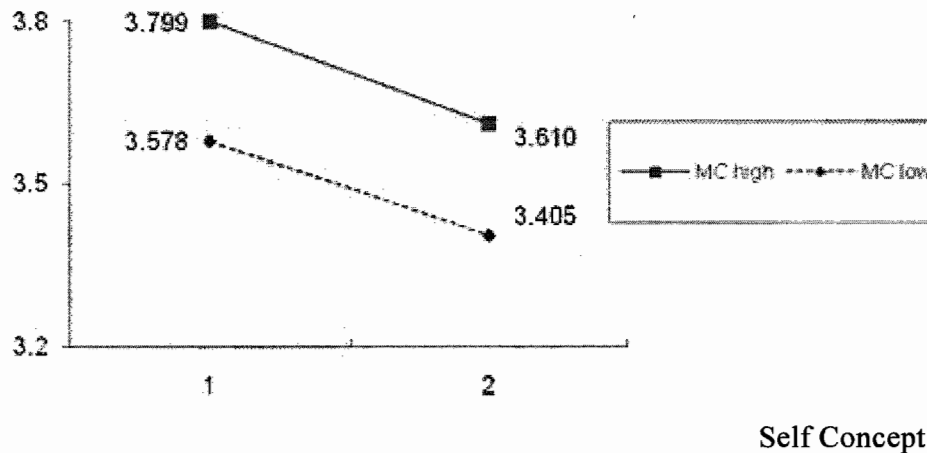
Graph7 Media consumption changes the base level of Fashion Interest

The above graph 7 shows the effect of self concept on fashion interest when the media consumption is high and when the media consumption is low. It can be seen that fashion interest increases as one's self concept decreases regardless of the media consumption which confirms general hypothesis two, H2. However the lines are almost parallel, indicating that media consumption does not have a significant direct effect on the interaction between self concept and fashion interest, instead it appears to have a direct effect on the baseline level of fashion interest (as depicted in the adjusted model above).

This relationship makes practical sense, since people with higher self concept are more confident about their appearance, and therefore feel they need not pay much attention to their attire. While it is surprising that media consumption has no influence on this relationship between self concept and fashion interest; it is unsurprising that it influences the starting levels of fashion orientation. Most media shows feature

frequently changing, highly fashionable clothing; people who watch more of such shows would, all other variables being equal, have a higher natural interest in fashion. Therefore, H5a is supported.

For H5b, the relationship between self concept and fashion leadership with media consumption as a moderator is negative and moderate in strength (β=-.166), this moderating effect of media consumption is also significant ($p<.05$) (See Table 8).

Fashion leadership
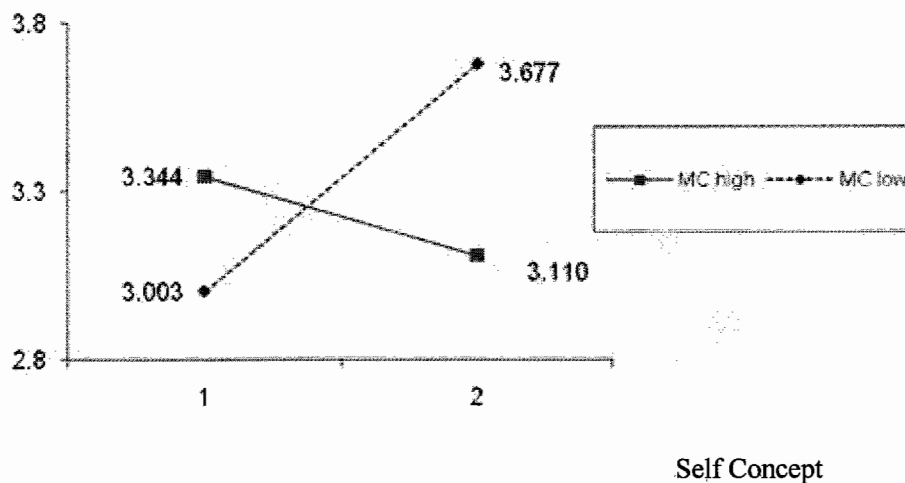
Graph 8 Media consumption on the relationship between self concept and fashion leadership interaction

The above graph 8 compares the effect of self concept on fashion leadership when the media consumption is high and when the media consumption is low. It can be seen that when the media consumption is low the level of fashion interest increases as one's self concept increases which is in line with the general hypothesis two. However, when the media consumption is high the level of fashion interest decreases as one's self concept

increases, which is different from the general hypothesis two. Our model predicated that acculturation (including media consumption) would have an effect on the relationship between self concept and fashion orientation. Results prove that media consumption predicts a change in fashion interest. The results shown in graph 14 demonstrate this effect.

After some thought, these results do make practical sense. A person who simply follows fashion styles depicted in the media would not usually be described as a fashion leader. Since media personalities are usually very attractive, people with low self concept may believe that they require "flashier" fashion styles to compete. Under such circumstances, the people with higher self concepts would be less likely to be fashion leaders. Conversely, when neither group consumes much media, the low self concept individuals would instead copy their more confident friends, reversing the trend. Therefore, H5b is supported

For H5c, the relationship between self concept and importance of being well dressed with media consumption as a moderator is almost unchanged, however the base level of self concept appears to be different β=0.049, the moderating effect of media consumption is not significant P>.10 (P=.498), suggesting three possibilities: (1) There maybe be no effect of media consumption on the relationship between self concept and importance of being well dressed p. (2) The sample used in this empirical test may not be large enough to demonstrate the effect of media consumption on the relationship between self concept and importance of being well dressed (3) It is possible that the effect of media

consumption depends heavily on the type of media consumed; a news show may have a different effect from a movie. Since our thesis made no attempt to account for media type; this discrepancy could be contributing to the inaccuracy.

For H6a, the relationship between self concept and fashion leadership with social interaction as a moderator is slightly negative β=-.055, ns, the moderating effect of social interaction is not significant (P=0.445), suggesting three possibilities: (1) there may be no effect of social interaction on the relationship between self concept and fashion interest. (2) The sample used in this empirical test may not be large enough to demonstrate effect of social interaction on the relationship between self concept and fashion interest (3) The sample of university students may be unrepresentative of general populations, since students usually have more interaction with their peers than other social groups. Therefore, H6a is rejected.

For H6b, the relationship between self concept and fashion leadership with social interaction as a moderator is slightly negative β= -.082, ns. (p=0.256), the moderating effect of social interaction is not significant, suggesting three possibilities: (1) there maybe be no effect of social interaction on the relationship between self concept and fashion leadership. (2) The sample used in this empirical test may not be large enough to demonstrate the effect of social interaction on the relationship between self concept and fashion leadership (3) The sample of university students may be unrepresentative of general populations, since students usually have more interaction with their peers than

other social groups. Therefore, H6b is rejected.

For H6c, the relationship between self concept and importance of being well dressed with social interaction as a moderator is negative (β=-.050), ns , the moderating effect of social interaction is not significant (P=0.487), suggesting three possibilities: (1) There maybe be no effect of social interaction on the relationship between self concept and importance of being well dressed (2) The sample used in this empirical test may not be large enough to demonstrate effect of social interaction on the relationship between self concept and importance of being well dressed (3) The sample of university students may be unrepresentative of general populations, since students usually have more interaction with their peers than other social groups. Therefore, H6c is rejected.

For H7a, the relationship between self concept and fashion interest with adoption of language as a moderator is negative (β=-.109), the moderating effect of adoption of language is not significant (P=.131), suggesting three possibilities: (1) there maybe be no effect of adoption of language on the relationship between self concept and fashion interest. (2) The sample used in this empirical test may not be large enough to demonstrate effect of adoption of language on the relationship between self concept and fashion interest (3) University students may have less fashion interest than the general population, thus skewing our data. Therefore, H6c is rejected.

For H7b, the relationship between self concept and fashion leadership with adoption of

language as a moderator is moderately negative β= -.132, ns. the moderating effect of adoption of language is significant (P=0.068), adoption of language significantly changes the relationship between self concept and fashion leadership (See Table 7).

Fashion Leadership
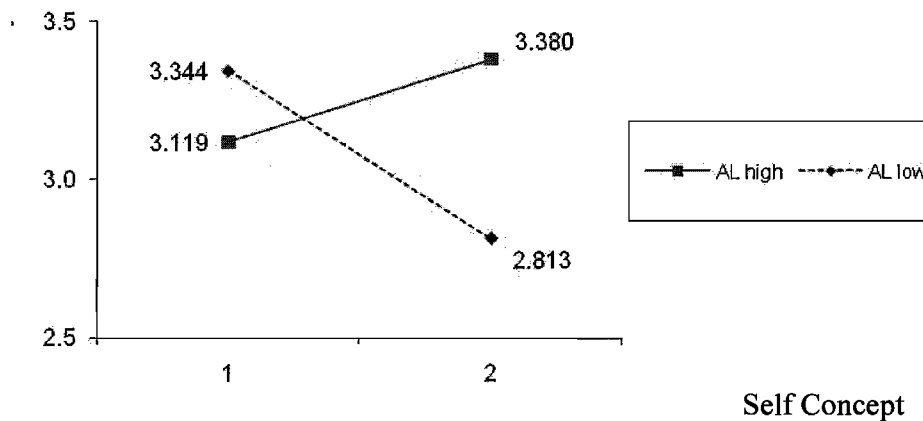
Graph 9 Adoption of language on relationship between self concept and fashion leadership interaction

Graph 9 compares the effect of self concept on fashion leadership when the adoption of language is high and when the adoption of language is low. It can be seen that when the adoption of language is low the level of fashion leadership slightly decreases as one's self concept increases, which confirms the general hypothesis one. However, when the adoption of language is high the level of fashion leadership increases dramatically as one's self concept increases, which is not in line with hypothesis one.

Our model predicted that acculturation (including adoption of language) would have an effect on the relationship between self concept and fashion orientation. Results prove that adoption of language predicted a change in fashion leadership. The results shown

in graph 7 demonstrate this effect.

Practically, adoption of language functions as an indicator of one's contact and identification with varying ethnic groups. Since different ethnic groups have different perceptions about fashion, it is unsurprising that the relationship between self concept and fashion leadership would be affected by the person's linguistic choices. Therefore, H7b is supported.

For H7c, the relationship between self concept and importance of being well dressed with adoption of language as a moderator is slightly negative β=-.053, the moderating effect of adoption of language is not significant (P=.461), suggesting three possibilities: (1) There maybe be no effect of adoption of language on the relationship between self concept and importance of being well dressed. (2) The sample used in this empirical test may not be large enough to demonstrate effect of adoption of language on the relationship between self concept and importance of being well dressed (3) University students may have less fashion interest than the general population, thus skewing our data. Therefore, H7c is rejected.

Summary Hypothesis table:

Hypothesis	Supported	Rejected
H1: the higher one's self concept is, the lower fashion interest one has.	✓	
H2: the higher one's self concept is, the lower fashion leadership one has.	✓	
H3: the higher one's self concept is, the lower importance of being well dressed one has.	✓	
H4a: Ethnic identity amplifies the relationship between self concept and fashion interest		✓
H4b: Ethnic identity amplifies the relationship between self concept and fashion leadership		✓
H4c: Ethnic identity amplifies the relationship between self concept and importance of being well dressed		✓
H5a: Media consumption amplifies the relationship between self concept and fashion interest		✓
H5b: Media consumption amplifies the relationship between self concept and fashion leadership	✓	
H5c: Media consumption amplifies the relationship between self concept and importance of being well dressed		✓
H6a: Social interaction amplifies the relationship between self concept and fashion interest		✓
H6b: Social interaction amplifies the relationship between self concept and fashion leadership		✓
H6c: Social interaction amplifies the relationship between self concept and importance of being well dressed		✓
H7a: Adoption of language amplifies the relationship between self concept and fashion interest	✓	
H7b: Adoption of language amplifies the relationship between self concept and fashion leadership		✓
H7c: Adoption of language amplifies the relationship between self concept and importance of being well dressed		✓

CHAPTER 5

CONCLUSIONS

This chapter discusses the inferences generated from the thesis's findings. The level of acculturation is shown to influence the relationship between self concept and fashion orientation. The importance of high adoption of language and media consumption in fashion marketing research is discussed. Finally, the academic and managerial implications of the research and the limitations of the thesis and directions for further research are presented.

5.1 Overview of the Thesis

The primary goal of this thesis was to examine the relationship between a person's self concept and fashion orientation, and to understand how these factors are influenced by acculturation. Completion of this goal was based on addressing four research objectives. These were:

1: Is there any relationship between self concept and fashion orientation?

2: How does self concept influence fashion leadership, fashion interest, importance of being well dressed?

3: Does acculturation have an impact on the relationship between self concept and fashion orientation?

4: How does ethnicity identity, media consumption, adoption of language, social interaction influence the relationship of self concept and fashion orientation?

To answer these questions and gain a general understanding of the Chinese-Canadian consumers; a random sample of 196 Chinese-Canadian female university students living in Canada was collected. Data were analyzed using simple regression and multiple regression models. Findings suggest that the adoption of language and social interaction dimensions of Acculturation constructs have significant effects on the relationship between self concept and fashion orientation. These important results correspond to the four research objectives, and are described in the following sections.

5.2 Key Results

5.2.1 Self Concept and Fashion Orientation

The thesis findings reject the hypotheses H1, H2 and H3. The ANOVA analysis illustrates that there is significant correlation between self concept and the three dimensions of fashion orientation. Based upon the way we set the descriptive adjectives in the research questions and the resulting standardized coefficients beta values are negative, we can conclude that self concept is negatively related to fashion orientation.

5.2.2 The Effect of Acculturation

The findings corroborate the hypotheses H5b and H7b. The regression analysis showed a significant effect of adoption of language of acculturation on self concept and fashion leadership, and media consumption of acculturation on self concept and fashion interest.

The effect of social interaction on the interaction between self concept and fashion leadership does not meet the scientific standards of significance; but is still very likely (p= 0.256). A bigger sample size would clarify its effect.

The effect of adoption of language on the interaction between self concept and fashion interest does not meet the scientific standards of significance; but is still very likely (p=0.131). A bigger sample size would clarify its effect.

5.3 Implications of the Thesis

5.3.1 Theoretical Implications

This research contributes significantly to both marketing theory and practice. Theoretically, this research develops new insights on the dimensionality of fashion orientation, identifies various moderating effects of acculturation on the relationship of self concept and fashion orientation dimensions, and provides a framework to examine these effects.

5.3.2 Managerial Implications

A key element in the preceding discussion is the dynamic nature of fashion buying behavior. Consumers are subject to an array of diverse and complex motivations and guidelines which are actively reassessed and redefined throughout the purchasing

process. Fashion research would benefit from an analysis of self concept, acculturation and fashion orientation as the underlying mechanisms for buying behavior. Practically, marketers can use these findings to improve their understanding of the fashion needs of Chinese-Canadian consumers, and target their advertisements based on these findings.

On a basic level, corporations can understand how self concept relates to fashion orientation. Self concept is more general than self-esteem, which is the purely evaluative element of the self-concept (Fleming & Courtney, 1984). An interesting example of such underlying mechanisms is the "Dove Campaign for Real Beauty". The campaign's explicit message is that women are beautiful already and do not need fashion products to improve their appearance. In most markets, the implication that a company's products are unnecessary is a disastrous heresy; the company that finances such counterproductive advertisement would quickly turn itself into a bankrupt laughing stock. However by raising women's self-concept, the "Dove Campaign For Real Beauty" actually increases their fashion interest and fashion leadership; thereby increasing their chances of buying fashion related products (such as the Dove skincare lines). The fact that such an apparently counterproductive message can be an active part of a fashion company's marketing strategy is only one of the many insights that can be gained from an in-depth understanding of the relationship between self-concept and fashion interest.

In addition, corporations can understand how various factors relate to different fashion orientation dimensions at different levels of acculturation. Depending on the goal of specific marketing strategies, it can help managers to focus their resources on enhancing a particular fashion orientation dimension thorough initiatives involving factors that have a stronger impact on that particular fashion orientation dimension. For instance, if the marketing strategy is aimed at sustaining fashion interest after acculturation, managers could focus on improving acculturation factors that impact fashion interest. On the other hand, understanding the moderating effects of acculturation on self concept fashion interest relationship would help in managing fashion interest strategies based on relative acculturation levels in different populations. For instance, immigrants with high self concept who master their adopted country's language should be integrated into a marketing strategy because they represent a potentially large fashion market. To estimate the size of this market, demographic surveys of immigrants should determine their self concept levels, their linguistic skills. These findings can then be used to target fashion sales to those immigrants who are most interested in fashion. For example, new Chinese immigrants in Canada who had a good education in China would usually speak better English and have more interactions with English-speaking Canadians. Such people would then be more interested in fashion than the average Chinese-Canadians, and could be specifically targeted for promotional efforts.

National television, radio, print media, and outdoor advertisement can be effective ways to reach these large and diverse market segments. Media which attract highly acculturated Chinese Canadians with high self-concept are a particularly promising advertising area. Most existing media outlets already provide demographic breakdowns of audience ethnicity. If the audience's psychological breakdowns can also be obtained (or estimated), it would then be possible to target advertisements to the correct customer profile.

Another way to target acculturated Chinese Canadians is to sponsor Chinese community events. It should be noted that such events will also attract many non-acculturated Chinese Canadians (which do not appear to represent a lucrative fashion market). Care will need to be taken to select events which attract a somewhat more westernized crowd than average. Sponsorship of community events is also known to create a positive image for a company; this image could prove useful when the low-acculturation individuals do complete their acculturation. Similarly to media advertisements, care will need to be taken to focus on high self-concept individuals.

Given today's harsh economic realities, learning how to reach these new fast growing segments with their rising affluence and sophistication, may be important to stay in business in the economic situation. Chinese, Hispanic, Indian, Muslim and other immigrating citizens have their distinct values. It is very important for companies engaging these emerging segments to understand and use different characteristics as

the main guideline for their marketing efforts. Results in this research are important

ingredients that should be on a marketer's mind when advertising or promoting to any

immigrant group, thus enhance this segment into current marketing strategy.

CHAPTER 6

LIMITATION AND FUTURE RESEARCH

6.1 Limitations of the Study

6.1.1 Limitations of Sample Selection

Since the sample was collected solely at Brock University, there may be a selection

bias. Due to funding limitations, it was not possible to gather multiple samples of data;

therefore city to city differences may exist. This thesis should be replicated with a

more representative sample to measure the effect of all the acculturation factors on all

of the dimensions of fashion orientation. Future work should focus on replicating the

thesis in different locations and with the use of different samples. While such

geographic differences are expected to be small, the sample size should be expanded

to improve accuracy of measurement.

6.1.2 Limitations of Measurement

Due to the nature of acculturation study, not all subjects have fully mastered English;

therefore they may have misunderstood the survey questions and given biased answers.

Aside from this, there is more than one established scale that is available to measure

self concept, acculturation. A different scale may lead to the different results.

6.1.3 Limitations of Research Method

Many business researchers have used qualitative methods, either alone or in combination with quantitative approaches, in order to provide richer descriptions of phenomena. While we were not able to use qualitative methods due to time and resource constraints, these could have helped to confirm our results and to refine our methods.

The three most common qualitative methods are participant observation, in-depth interviews, and focus groups. Participant observation is appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth interviews are optimal for collecting data on individuals' personal histories, perspectives, and experiences. Focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented. All of these types of qualitative methods could be included in the research to help confirm the quantitative results, and to explore issues not covered by the survey questions. In particular, the focus group appears best suited to deal with issues relating to acculturation; while participant observation is the best method for observing fashion orientation behavior. Finally, self-concept can best be explored through in-depth interviews with the study participants.

Time lag limitation: Since fashion is highly correlated to time, time might be a factor that could influence the results. Time could incur a difference between the group of people who did the survey in the earlier stage and the group of people who did the survey in the later stage.

6.2 Direction of Further Research

Given that the major limitation of this thesis was its small sample size, there is a potential to further enhance its validity by re-administering the survey to a larger segment of target respondents and analyzing the subsequent results. Additionally, since the sample collected at Brock University may be unrepresentative of the larger consumer population; further samples should be collected and compared to the original survey. It would be beneficial if these samples included various young professionals aged 18-27 (not only university students), and were conducted in different regions, cities and localities to find out the specific characteristics of those customer segments. Since fashion is not restricted to females, a sample of males should also be included to see if gender differences exist.

While the quantitative approach offers many illuminating results, a complete research procedure should include several qualitative research methods in its inquiry. Such an enhanced procedure would provide more information about the various intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion.

An ideal survey should also minimize the time lag between the different groups of people taking the survey, in order to eliminate any possible difference caused by the passage of time. Since a large survey may be difficult to administer in a short span of time, a benchmark of the time-dependent variations in the variables should be

conducted, in order to determine their significance and impact on the research results.

The language gap should also be addressed to eliminate any possible interpretation bias. The English survey should be translated into Chinese so that the responders' answers are more reliable. Given the existence of several established self-concept scales, at least two of them should be consulted in determining survey results (to ensure that the results do not depend upon any one interpretation).

Although the model was developed using the Chinese-Canadian community, it is probably applicable to other culture groups, especially other Asian groups that live in Western countries. This model should therefore be useful to ambitious fashion companies who want to increase retail sales to such cultural groups. Further research is recommended to explore the moderating effects of acculturation on fashion consumption behavior, and the best methods of marketing to different ethnic communities.

The immigrant market is given insufficient attention in marketing strategies. The rapid growth of newcomer numbers and their rising purchasing power make them an attractive consumer segment for many companies in Canada, USA, and Europe. They are willing to spend their money; they can become loyal to specific brands, and they are willing to pay for quality products. Early, targeted marketing efforts stand the best chance of attracting such customers. For this reason, immediate further research is

recommended to explore the moderating effect of acculturation on fashion buying

behavior, such as the in-store purchasing preferences.

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TABLES AND GRAPHS

Graph 1 Fashion Stages
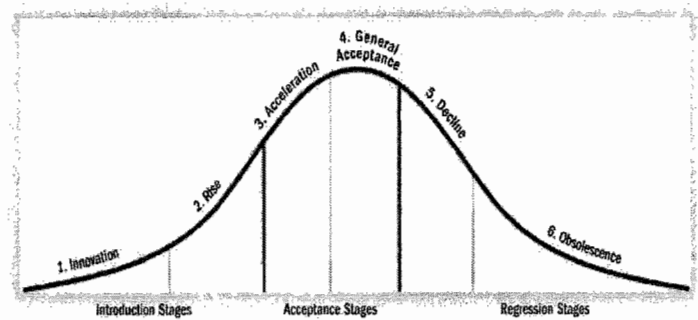
Fashion Life Cycle
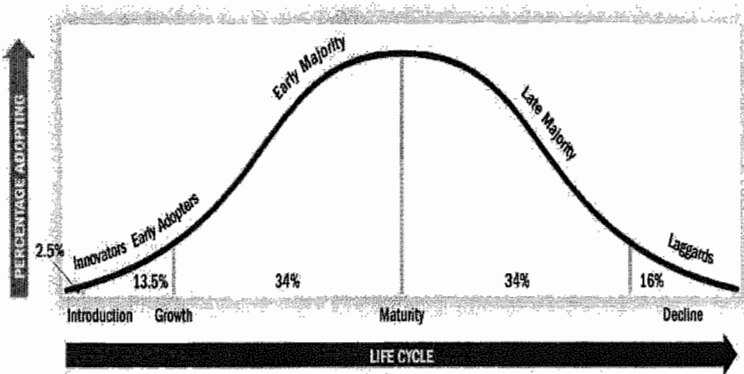
Types of Fashion
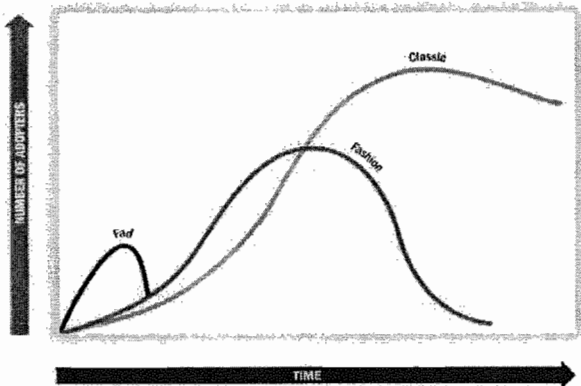
Graphs from (Rogers, 2003)

Graph 2 Ages of Sample

What is your age?	Response Percent	Response Count
Answer Options		
(1) 18-19	35.8%	68
(2) 20-21	28.9%	55
(3) 22-24	20.5%	39
(4) other (write down your age)	14.7%	28
Other (please specify)		23
answered question		190
skipped question		12

what is your age?
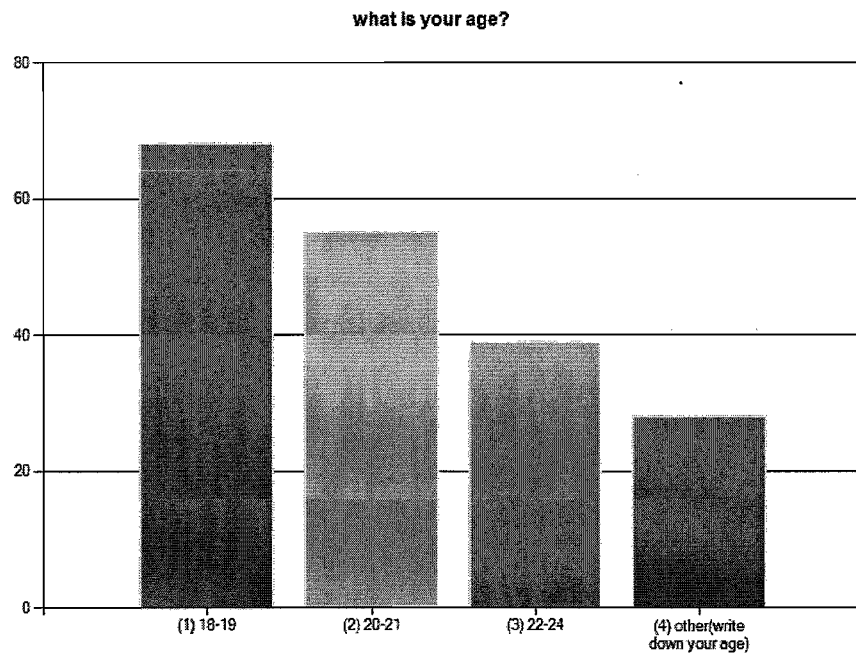
What education level are you in now?

Answer Options	Response Percent	Response Count
(1) First year in college or university	28.9%	55
(2) Second year in college or university	18.4%	35
(3) Third year in college or university	16.3%	31
(4) Fourth year in college or university	10.0%	19
(5) years in graduate studies	5.8%	11
(6) others (such as high school, working)	20.5%	39
Other (please specify)		21
	answered question	190
	skipped question	12

What education level are you in now?
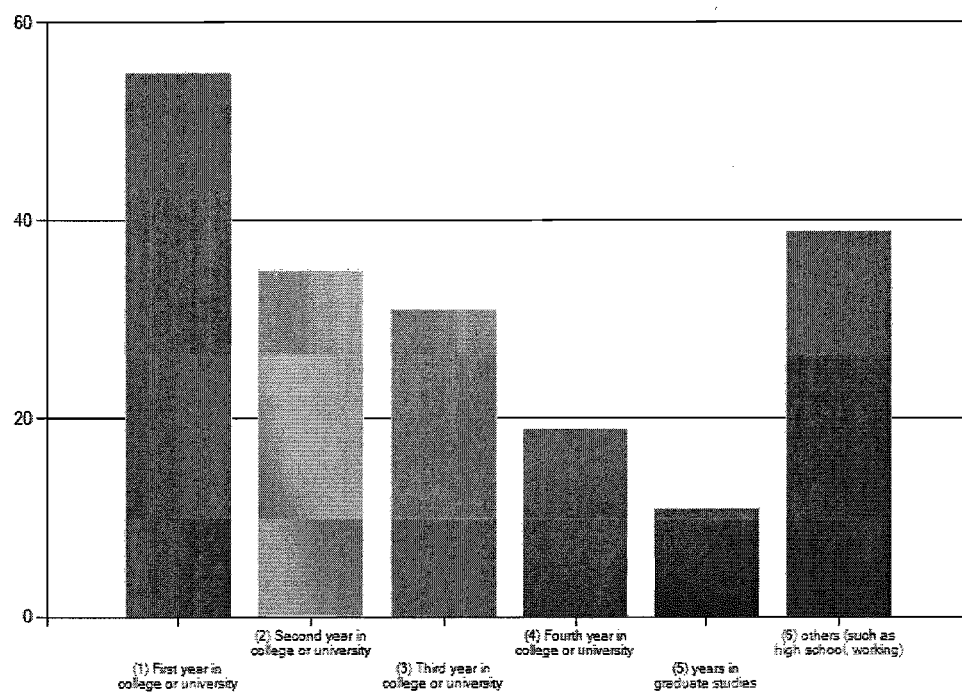
Majors of Sample

What is your major in university?

Answer Options	Response Percent	Response Count
(1) Business	40.5%	77
(2) Arts	32.6%	62
(3) Science	26.8%	51
please specify the exact name of your major		72
	answered question	190
	skipped question	12

Household income of Sample

What is the household annual income of your family?

Answer Options	Response Percent	Response Count
(1) Under $30,000	10.5%	20
(2) $30,000-$60,000	30.5%	58
(3) $60,000-$90,000	20.5%	39
(4) $100,000-$150,000	11.1%	21
(5) $150,000-$200,000	4.2%	8
(6) others (such as other number or unclear)	23.2%	44
Other (please specify)		13
	answered question	190
	skipped question	12

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Graph 3 Self concept and Fashion Leadership Correlation

FL
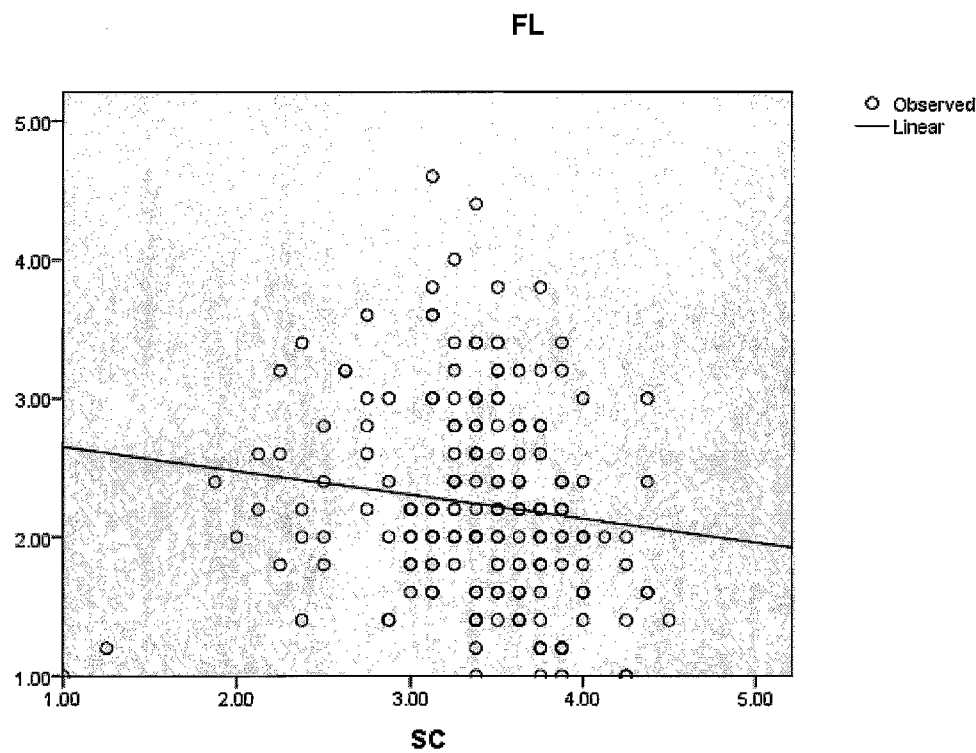
Graph 4 Self concept and Fashion Interest Corrleation
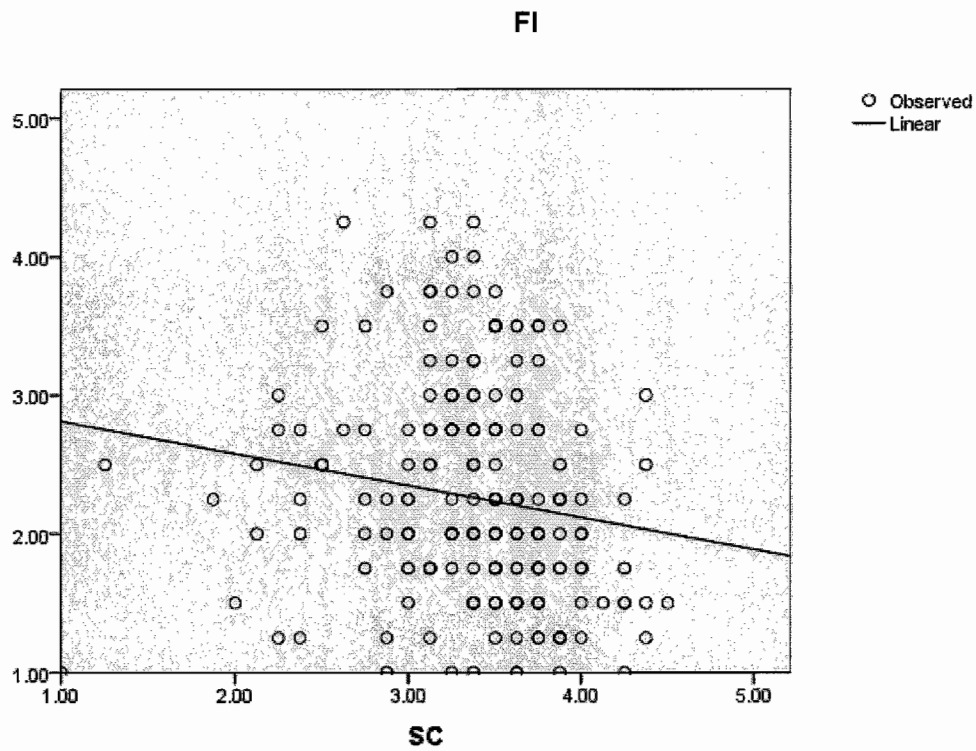
Graph 5 Self concept and the Importance of being Well Dressed Correlation

IW
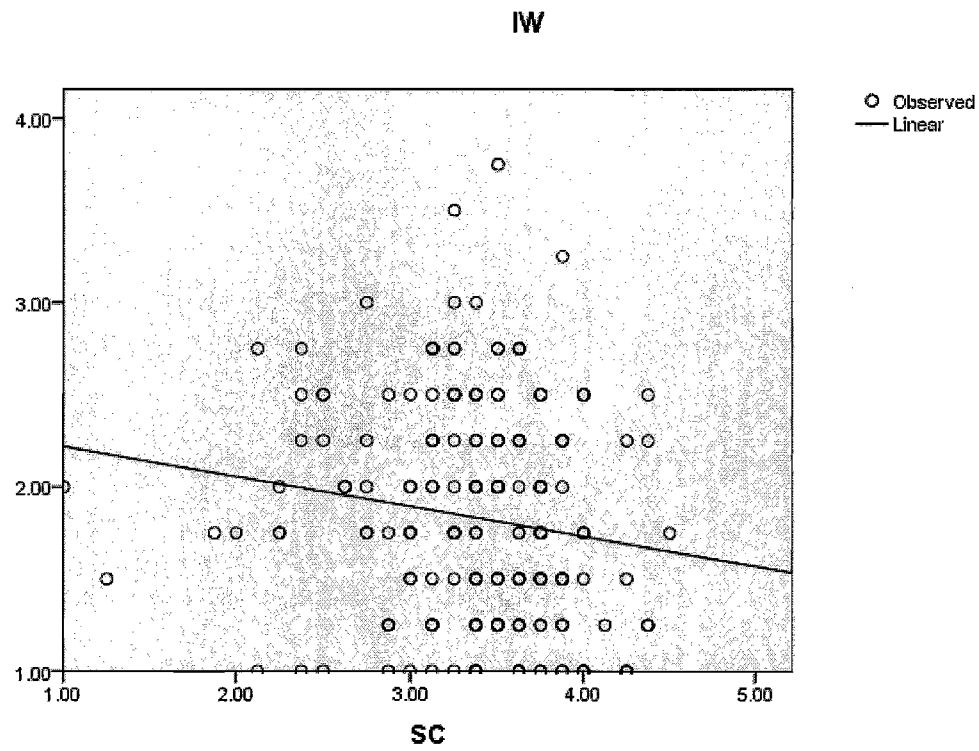
Graph 6 Languages of Sample

What language do you speak?

Bar chart showing:
- 1. Chinese only (for example, Mandarin, Cantonese, etc.) — approximately 2
- 2. Mostly Chinese, some English — approximately 40
- 3. Chinese and English about equally well (bilingual) — approximately 82
- 4. Mostly English, some Chinese — approximately 43
- 5. Only English — approximately 37

(x-axis: 0, 20, 40, 60, 80, 100)

Generations of Sample

What generation are you? (circle the generation that best applies to you)

Bar chart showing:
- 1. 1st Generation = I was born in China or a country other than Canada — approximately 90
- 2. 2nd Generation = I was born in the Canada and either of my parents... — approximately 81
- 3. 3rd Generation = I was born in Canada, both of my parents were bor... — approximately 4
- 4. 4th Generation = I was born in Canada, both of my parents were bor... — approximately 2
- 5. 5th Generation = I was born in Canada, both of my parents were bor... — approximately 3

(x-axis: 0, 20, 40, 60, 80, 100)

Figure 1 Acculturation Models

Unaccculturated   Bicultural   Acculturated

Unidimensional Model

Positive Relationship to Dominant Society

		Yes	No
Retention of Cultural Identity	Yes	Integration	Segregation
	No	Assimilation	Marginalization

Bidimensional Model
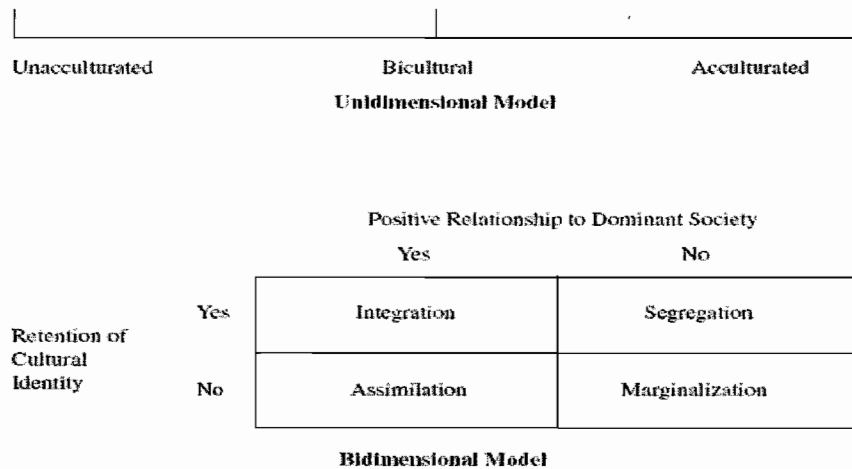
Figure 1: Two Models of Acculturation (Keefe & Padilla, 1987)

Table 1 Descriptive Statistics

Fashion Leadership Descriptive Statistics

Descriptive Statistics

	N	Mean
FL	196	2.237
Valid N	196	

Item Statistics

	Mean	Std. Deviatio	N
FL1: It is important for me to be a fashion leader.	2.30	.925	196
FL2: I am aware of fashion trends and want to be one of the first to try them on.	2.12	.909	196
FL3: I am confident in my ability to recognize fashion trends.	2.02	.771	196
FL4: Clothes are one of the most important ways I have of expressing my individuality.	1.87	.981	196
FL5: I am the first to try new fashion; therefore, many people regard me as a fashion leader.	2.88	.942	196

Fashion Interest Descriptive Statistics

Descriptive Statistics

	N	Mean
FI	196	2.258
Valid N	196	

Item Statistics

	Mean	Std. Deviation	N
FI1: Because of my active lifestyle, I need a wide variety of clothes.	2.22	1.037	196
FI2: I always buy at least one outfit of the latest fashion.	2.17	1.058	196
FI3: I never read fashion magazines or pay attention to fashion trends.	2.12	1.063	196
FI4: I spend a lot of money on clothes and accessories.	2.53	1.020	196
FI5: I spend a lot of time on fashion-related activities.	2.48	1.038	196

The Importance of being Well Dressed Descriptive Statistics

Descriptive Statistics

	N	Mean
IW	196	1.830
Valid N	196	

Item Statistics

	Mean	Std. Deviation	N
IW1: It is important to be well-dressed.	1.53	.636	196
IW2: If you want to get ahead, you have to dress the part.	1.79	.753	196
IW3: What you think of yourself is reflected by what you wear.	1.94	.872	196
IW4: Wearing good clothes is part of the leading the good life.	2.06	.978	196

Self concept Descriptive Statistics

Descriptive Statistics

	N	Mean
SC	196	3.387
Valid N	196	

Item Statistics

	Mean	Std.	N
SC1: Rugged..........Delicate	3.61	1.029	196
SC3:Uncomfortable..........Comfortable	4.01	1.107	196
SC5: Thrifty..........Indulgent	3.33	.974	196
SC9: Rational..........Emotional	3.02	1.168	196
SC10: Youthful..........Mature	3.02	1.137	196
SC12: Orthodox..........Liberal	3.41	1.061	196
SC13: Complex..........Simple	3.33	1.139	196
SC14: Colorless..........Colorful	3.38	1.265	196

Adoption of Language Descriptive Statistics

Descriptive Statistics

	N	Mean
AL	196	3.628
Valid N	196	

Item Statistics

	Mean	Std. Deviation	N
AL1: What language do you speak?	3.35	1.016	195
AL2: What language do you prefer?	3.57	1.060	195
AL3: Do you read …?	3.76	1.115	195
AL4: Do you write… ?	3.87	1.123	195

Ethnicity Identity Descriptive Statistics

Descriptive Statistics

	N	Mean
EI	196	2.624
Valid N	196	

Item Statistics

	Mean	Std. Deviation	N
EI1: How do you identify yourself?	2.99	1.205	196
EI2: Which identification does (did) your mother use?	2.44	1.133	196
EI3: What identification does (did) your father use?	2.35	1.124	196
EI4: Are you very proud of which cultural background?	3.04	1.240	196
EI5: If you consider yourself a member of an Asian group, how much pride do you have in that group?	1.90	1.033	196
EI6: Do you appreciate which kind of family value and traditions?	2.94	1.203	196
EI7: What generation are you? (circle the generation that best applies to you)	2.63	1.163	196
EI8: How would you rate yourself?	2.70	1.080	196

Social Interaction Descriptive Statistics

Descriptive Statistics

Descriptive Statistics

	N	Mean
SI	196	2.669
Valid N	196	

Item Statistics

	Mean	Std. Deviation	N
SI1: What was the ethnic origin of the friends and peers you had as a child up to age 6?	2.18	1.085	196
SI2: What was the ethnic origin of the friends and peers you had, as a child from 6 to 18?	2.30	.947	196
SI3: Whom do you now associate with in the community?	2.30	.914	196
SI4: If you could pick, whom would you prefer to associate with in the community?	2.63	.858	196
SI5: In how many Asian occasions, holidays, traditions, etc. do you participate?	2.27	1.082	196
SI6: Where were you raised?	3.62	1.664	196
SI7: What contact have you had with China?	3.39	1.524	196

Media Consumption Descriptive Statistics

Descriptive Statistics

	N	Mean
MC	196	3.409
Valid N	196	

Item Statistics

	Mean	Std. Deviation	N
MC1: What is your music preference?	3.42	.955	196
MC2: What is your TV-series preference?	3.33	.975	196
MC3: What type of fashion magazines do you read?	3.66	1.12	196
MC4: Who are you favorite celebrities or stars?	3.22	.961	196

Table 2 Reliability Statistics

Fashion Leadership Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.834	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total	Cronbach's Alpha if Item Deleted
FL1	8.89	8.178	.634	.800
FL2	9.07	8.062	.678	.787
FL3	9.17	8.951	.617	.807
FL4	9.32	8.197	.575	.819
FL5	8.31	7.908	.678	.787

Fashion Interest Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.724	4

Item-Total Statistics

	Scale Mean If Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
FI1	6.82	6.058	.472	.686
FI2	6.86	6.119	.440	.705
FI4	6.92	5.286	.640	.582
FI5	6.51	5.985	.504	.667

The Importance of being Well Dressed Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.683	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IW1	5.79	4.043	.416	.653
IW2	5.53	3.379	.566	.558
IW3	5.38	3.190	.501	.594
IW4	5.27	3.098	.423	.662

Table 2 Self concept Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.530	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item
SC1	23.48	15.66	.215	.507
SC3	23.09	13.86	.410	.436
SC5	23.77	15.33	.287	.485
SC9	24.08	15.66	.157	.530
SC10	24.08	14.97	.251	.495
SC12	23.69	16.02	.157	.527
SC13	23.77	14.97	.250	.496
SC14	23.72	14.27	.272	.487

Adoption of Language Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.916	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
AL1	11.20	8.986	.798	.895
AL2	10.98	9.051	.738	.914
AL3	10.78	8.108	.870	.868
AL4	10.68	8.270	.828	.884

Ethnicity Identity Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.800	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EI1	18.00	25.90	.638	.756
EI2	18.56	25.83	.700	.748
EI3	18.65	26.70	.621	.760
EI4	17.95	25.31	.668	.751
EI5	19.10	32.17	.166	.822
EI6	18.05	26.68	.567	.768
EI7	18.36	30.34	.272	.812
EI8	18.30	28.71	.459	.785

Social Interaction Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.651	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SI1	16.51	17.31	.436	.595
SI2	16.39	17.28	.540	.575
SI3	16.39	18.56	.384	.614
SI4	16.06	19.58	.278	.638
SI5	16.42	18.93	.247	.646
SI6	15.07	15.29	.336	.640
SI7	15.30	15.08	.425	.597

Media Consumption Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.826	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MC1	10.21	6.436	.686	.767
MC2	10.31	6.490	.650	.782
MC3	9.98	6.061	.601	.810
MC4	10.41	6.418	.684	.767

Table 3 ANOVA

Self concept and Fashion Leadership ANOVA

Model Summary

Model	R	R Square	Adjusted R	Std. Error of the Estimate
1	.132	.01	.012	.6996

a. Predictors: (Constant), SC

ANOVAb

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.676	1	1.676	3.424	.066a
	Residual	94.964	194	.490		
	Total	96.641	195			

a. Predictors: (Constant), SC

b. Dependent Variable: FL

Model Summary and Parameter Estimates

Dependent Variable: FL

Equation	Model Summary					Parameter Estimates	
	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.017	3.424	1	194	.066	2.822	-.173

The independent variable is SC.

Self concept and Fashion Interest ANOVA

Model Summary

Model	R	R Square	Adjusted R	Std. Error of the Estimate
1	.161	.02	.021	.7642

a. Predictors: (Constant), SC

ANOVAb

Model		Sum of	df	Mean	F	Sig.
1	Regression	2.997	1	2.99	5.13	.025
	Residual	113.30	194	.584		
		116.29	195			

a. Predictors: (Constant), SC

b. Dependent Variable: FI

Model Summary and Parameter Estimates

Dependent Variable: FI

Equatio		Model					Parameter	
	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.02	5.13	1	194	.02	3.04	-

The independent variable is SC.

Self concept and the Importance of being Well Dressed ANOVA

Model Summary

Model	R	R Square	Adjusted R	Std. Error of the Estimate
1	.149	.02	.017	.5818

a. Predictors: (Constant), SC

ANOVAb

Model	Sum of	df	Mean	F	Sig.
1 Regression	1.490	1	1.49	4.40	.037
Residual	65.68	194	.339		
	67.17	195			

a. Predictors: (Constant), SC

b. Dependent Variable: IW

Model Summary and Parameter Estimates

Dependent Variable: IW

Equatio	Model					Parameter	
	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.02	4.40	1	194	.03	2.38	-..

The independent variable is SC.

Table 4 Adoption of Language on Self concept and Fashion Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.220	.378		8.640	.000					
	SC	-.064	.095	-.064	-.888	.375	-.132	-.064	-.062	.925	1.082
	EI	-.032	.078	-.034	-.409	.683	-.113	-.030	-.028	.711	1.406
	MC	.005	.086	.009	.058	.522	-.175	.007	.007	.522	1.917
	CN	.032	.109	.031	.292	.770	-.168	.021	.020	.438	2.284
	AL	-.200	.077	-.275	-2.599	.010	-.277	-.186	-.181	.430	2.324
2	(Constant)	3.403	.384		8.871	.000					
	SC	-.126	.097	-.096	-1.300	.195	-.132	-.094	-.090	.873	1.145
	EI	-.030	.078	-.031	-.384	.701	-.113	-.028	-.027	.711	1.406
	MC	-.005	.083	-.006	-.058	.954	-.175	-.004	-.004	.518	1.931
	CN	.045	.109	.043	.412	.681	-.168	.030	.028	.438	2.294
	AL	-.204	.077	-.281	-2.670	.008	-.277	-.191	-.184	.492	2.326
	SCMCxALMC	-.164	.085	-.132	-1.934	.068	-.075	-.132	-.127	.822	1.086

a. Dependent Variable: FL

Table 5 Media Consumption on Self concept and Fashion Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.220	.373		8.640	.000					
	SC	-.054	.095	-.064	-.888	.375	-.132	-.064	-.062	.925	1.082
	EI	-.032	.078	-.034	-.409	.683	-.113	-.030	-.028	.711	1.406
	MC	.008	.083	.009	.098	.922	-.175	.007	.007	.522	1.917
	CN	.032	.105	.031	.292	.770	-.168	.021	.020	.433	2.284
	AL	-.200	.077	-.275	-2.599	.010	-.277	-.185	-.181	.430	2.324
2	(Constant)	3.409	.377		9.034	.000					
	SC	-.132	.096	-.100	-1.373	.171	-.132	-.065	-.064	.882	1.133
	EI	-.038	.077	-.040	-.492	.623	-.113	-.036	-.034	.711	1.407
	MC	.015	.082	.017	.179	.858	-.175	.013	.012	.521	1.919
	CN	.056	.109	.054	.520	.604	-.168	.038	.036	.434	2.306
	AL	-.223	.077	-.307	-2.903	.004	-.277	-.207	-.200	.423	2.362
	SCMCxMCMC	-.283	.122	-.166	-2.322	.021	-.100	-.167	-.160	.921	1.086

a. Dependent Variable: FL

Table 6 Media Consumption on Self concept and Fashion Interest

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.299	.407		8.100	.000					
	SC	-.128	.104	-.089	-1.238	.217	-.161	-.089	-.086	.925	1.082
	EI	-.002	.086	-.002	-.019	.985	-.061	-.001	-.001	.711	1.406
	MC	.000	.091	.000	-.008	.994	-.160	.000	.000	.522	1.917
	CN	.116	.119	.104	.980	.324	-.114	.072	.069	.438	2.284
	AL	-.252	.084	-.316	-2.997	.003	-.272	-.212	-.208	.430	2.324
2	(Constant)	3.461	.415		8.347	.000					
	SC	-.168	.105	-.117	-1.603	.111	-.161	-.116	-.110	.882	1.133
	EI	-.007	.085	-.007	-.080	.936	-.061	-.006	-.006	.711	1.407
	MC	.005	.090	.005	.054	.957	-.160	.004	.004	.521	1.919
	CN	.139	.119	.122	1.167	.245	-.114	.085	.080	.434	2.306
	AL	-.272	.084	-.341	-3.226	.002	-.272	-.228	-.222	.423	2.362
	SCMCxMCMC	-.242	.134	-.130	-1.809	.072	-.054	-.130	-.125	.921	1.086

a. Dependent Variable: FI

APPENDICES

```
COMPUTE FL=MEAN(FL1, FL2,FL3,FL4,FL5). EXECUTE.

COMPUTE FI=MEAN(FI1,FI2,FI4,FI5). EXECUTE.

COMPUTE IW=MEAN(IW1, IW2,IW3,IW4). EXECUTE .

COMPUTE

SC=MEAN(SC1,SC3,SC5,SC9,SC10,SC12,SC13,SC14).

EXECUTE .

COMPUTE AL=MEAN(AL1,AL2,AL3,AL4). EXECUTE.

COMPUTE EI=MEAN(EI1,EI2,EI3,EI4,EI5,EI6,EI7,EI8).

EXECUTE.

COMPUTE

CN=MEAN(CN1,CN2,CN3,CN4,CN5,CN6,CN7).

EXECUTE .

COMPUTE

MC=MEAN(MC1,MC2,MC3,MC4).

EXECUTE.

DESCRIPTIVES VARIABLES=FL

/STATISTICS=MEAN.
```

```
DESCRIPTIVES VARIABLES=FI

/STATISTICS=MEAN.


DESCRIPTIVES VARIABLES=IW

/STATISTICS=MEAN.


DESCRIPTIVES
VARIABLES=SC
/STATISTICS=MEAN.


DESCRIPTIVES VARIABLES=AL

/STATISTICS=MEAN.


DESCRIPTIVES VARIABLES=EI

/STATISTICS=MEAN.


DESCRIPTIVES VARIABLES=CN

/STATISTICS=MEAN.


DESCRIPTIVES VARIABLES=MC

/STATISTICS=MEAN.

RELIABILITY

 /VARIABLES= FL1, FL2, FL3, FL4,FL5

 /SCALE (ALLVARIABLES') ALL/MODEL=ALPHA
 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL.
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RELIABILITY

/VARIABLES= FI1, FI2, FI4, FI5

/SCALE (ALLVARIABLES') ALL/MODEL=ALPHA

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=TOTAL.

RELIABILITY

/VARIABLES= IW1, IW2, IW3, IW4

/SCALE (ALLVARIABLES') ALL/MODEL=ALPHA

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=TOTAL.

/VARIABLES= SC1,SC3,SC5,SC9,SC10,SC12,SC13,SC14

/SCALE (ALLVARIABLES') ALL/MODEL=ALPHA

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=TOTAL.

RELIABILITY

/VARIABLES= AL1,AL2,AL3,AL4

/SCALE (ALLVARIABLES') ALL/MODEL=ALPHA

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=TOTAL.

RELIABILITY

/VARIABLES= EI1,EI2,EI3,EI4,EI5,EI6,EI7,EI8

/SCALE (ALLVARIABLES') ALL/MODEL=ALPHA

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=TOTAL.

RELIABILITY

  /VARIABLES= CN1,CN2,CN3,CN4,CN5,CN6,CN7

  /SCALE (ALLVARIABLES') ALL/MODEL=ALPHA

  /MODEL=ALPHA

  /STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=TOTAL.

RELIABILITY

  /VARIABLES= MC1,MC2,MC3,MC4

  /SCALE (ALLVARIABLES') ALL/MODEL=ALPHA

  /MODEL=ALPHA

  /STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=TOTAL.

COMPUTE FLMC=FL-2.2378

COMPUTE FIMC=FI-2.2589

COMPUTE IWMC=IW-1.8304

COMPUTE SCMC=SC-3.3871

COMPUTE ALMC=AL-3.6288

COMPUTE EIMC=EI-2.6244

COMPUTE CNMC=CN-2.6698

COMPUTE MCMC=MC-3.4094

COMPUTE

SCMCxEIMC=SCMC

*EIMC. EXECUTE.

COMPUTE

SCMCxMCMC=SCMC

*MCMC. EXECUTE.

COMPUTE

SCMCxCNMC=SCMC

*CNMC. EXECUTE.

COMPUTE

SCMCxALMC=SCMC

*ALMC. EXECUTE.

CORRELATIONS
/VARIABLES =SC EI MC CN AL FL FI IW
/PRINT =TWOTAIL NOSIG
/MISSING =PAIRWISE.

DESCRIPTIVES
/VARIABLES= SC EI MC CN AL FL FI IW
/STATISTICS =MEAN STDDEV.

REGRESSION
/MISSING LISTWISE

```
/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP TOL
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT FL
/METHOD=ENTER SC EI MC CN AL
/METHOD=ENTER SCMC
/METHOD=ENTER EIMC MCMC CNMC ALMC
/METHOD=ENTER SCMCxEIMC.

REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP TOL
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT FL
/METHOD=ENTER SC EI MC CN AL
/METHOD=ENTER SCMC
/METHOD=ENTER EIMC MCMC CNMC ALMC
/METHOD=ENTER SCMCxMCMC.

REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP TOL
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT FL
/METHOD=ENTER SC EI MC CN AL
/METHOD=ENTER SCMC
/METHOD=ENTER EIMC MCMC CNMC ALMC
/METHOD=ENTER SCMCxCNMC.
```

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP TOL

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT FL

/METHOD=ENTER SC EI MC CN AL

/METHOD=ENTER SCMC

/METHOD=ENTER EIMC MCMC CNMC ALMC

/METHOD=ENTER SCMCxALMC.

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP TOL

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT FI

/METHOD=ENTER SC EI MC CN AL

/METHOD=ENTER SCMC
/METHOD=ENTER EIMC MCMC CNMC ALMC

/METHOD=ENTER SCMCxEIMC.

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP TOL

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT FI

/METHOD=ENTER SC EI MC CN AL

/METHOD=ENTER SCMC

/METHOD=ENTER EIMC MCMC CNMC ALMC

/METHOD=ENTER SCMCxMCMC.

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP TOL

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT FI

/METHOD=ENTER SC EI MC CN AL

/METHOD=ENTER SCMC

/METHOD=ENTER EIMC MCMC CNMC ALMC

/METHOD=ENTER SCMCxCNMC.

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP TOL

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT FI

/METHOD=ENTER SC EI MC CN AL

/METHOD=ENTER SCMC

/METHOD=ENTER EIMC MCMC CNMC ALMC

/METHOD=ENTER SCMCxALMC.

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP TOL

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

```
/DEPENDENT IW
/METHOD=ENTER SC EI MC CN AL
/METHOD=ENTER SCMC
/METHOD=ENTER EIMC MCMC CNMC ALMC
/METHOD=ENTER SCMCxEIMC.

REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP TOL
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT IW
/METHOD=ENTER SC EI MC CN AL
/METHOD=ENTER SCMC
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/METHOD=ENTER SCMCxMCMC.

REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP TOL
/CRITERIA=PIN(.05) POUT(.10)
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/DEPENDENT IW
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REGRESSION
/MISSING LISTWISE
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/CRITERIA=PIN(.05) POUT(.10)
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/DEPENDENT IW
/METHOD=ENTER SC EI MC CN AL
/METHOD=ENTER SCMC
/METHOD=ENTER EIMC MCMC CNMC ALMC
/METHOD=ENTER SCMCxALMC.
```

Appendix 2. Survey Poster

How fashionable U R?

PARTICIPANTS NEEDED

For a Marketing Study: Consumers' Fashion Orientation

Requirements:

1. Female,

2. Chinese origin or Chinese mixed and have been in Canada for more than 3 years

3. University or College students

4. Age 18-27

Participation will involve:

    - Filling out surveys on acculturation and Fashion Orientation

    - 1 Session: 0.5 hour

    - It's a online survey, email the researcher for the link

SIGN UP TODAY

at

Xh07ty@brocku.ca

Student Investigator   **Primary Researcher:**

Xiaoyu Hu   Sheng

Deng Xh07ty@brocku.ca   sdeng@brocku.ca

4168757786   **905-688-5550 ext. 3576**

Xh07ty@brocku.ca Joy	Xh07ty@brocku.ca Joy	Xh07ty@brocku.ca Joy	Xh07ty@brocku.ca Joy	Xh07ty@brocku.ca Joy	Xh07ty@brocku.ca Joy	Xh07ty@brocku.ca Joy	Xh07ty@brocku.ca Joy	Xh07ty@brocku.ca Joy

Appendix 3. Survey Invitation Letter

Invitation letter

Dear Sir/Madam

We are writing to invite you to participate in a research project titled <u>Acculturation, Self concept and Fashion Orientation.</u> We are interested in how different dimensions of acculturation influence the relationship between Self concept and Fashion Orientation. Potential benefits of this study are that participants will further understanding the nature of their own consumption behavior. There is no foreseeable risk associated with this project.

In this survey, we asked people to evaluate their Self Concept, Fashion Orientation and acculturation level. All data will be kept confidential, and that they can withdraw from the experiment at any time if they feel discomfort. All data will be digitally encrypted and stored on a removable hard disk and placed in a locked filing cabinet. All data will be destroyed after the project is done.

Eligibility--
1. Female,
2. Chinese origin or Chinese mixed and have been in Canada for more than 3 years
3. University or College students
4. Age 18-27

If you have any questions about this study or require further information, please contact the Principal Investigator as the information provided above.

Student Investigator	Primary Researcher:
Xiaoyu Hu	Sheng Deng
Xh07ty@brocku.ca	sdeng@brocku.ca
4168757786	905-688-5550 ext. 3576

This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (REB # 08-240). If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Thank you for your assistance in this project.

Appendix 4. Survey Consent Form

Informed Consent

Date: Feb 1, 2009

Project Title: Acculturation, Self concept and Fashion Orientation

Principal Investigator: Sheng Deng

sdeng@brocku.ca

905-688-5550 ext. 3576

Student Investigator: Xiaoyu Hu

joydawn@163.com

4168757786

INVITATION

You are invited to participate in an survey that involves empirical research. The objectives of the

 proposed research program are to further examine how consumers change their Fashion

Orientation.

Eligibility—

1. Female,

2. Chinese origin or Chinese mixed and have been in Canada for more than 3 years

3. University or College students

4. Age 18-27

WHAT'S INVOLVED

There will be a 0.5-hour session required for a survey. As a participant, you will be asked to evaluate your self-concept, Fashion Orientation and acculturation level

POTENCIAL BENEFITS AND RISKS

A possible benefit is for subjects to understand their own consumption behaviour. There is

no foreseeable risk associated with this project.

CONFIDENTIALITY

All information you provide is considered confidential; your name will not be included or associated in any way with the result in the study. Furthermore, because our interest is in the average responses of the entire group of participants, you will not be identified individually in any way in written reports of this research. All data will be digitally encrypted and stored on a removable hard disk and placed in a locked filing cabinet. All data will be destroyed after the project is done.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time and may do so without any penalty or loss of benefits to which you are entitled. Survey money is based in the United States and therefore is subject to American homeland Security laws such as the Patriot Act. So the there might be a limitation for the confidentiality and not anonymous.

PUBLICATION OF RESULTS

Results will only be used for academic paper.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact the Principal Investigator as the information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (REB # 08-240). If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Thank you for your assistance in this project. Please keep a copy of this form for your

records.

CONSENT FORM

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent only while data is being collected. I am participating in this research project for volunteer work. If you agree to participate in this study, your submission of the completed survey automatically implies your consent with the study.

[   ] agree

[   ] disagree

Appendix 5. Survey Debriefing Form

Brock University: Written Debriefing Form

Project Title: <u>Acculturation,Self concept and Fashion Orientation</u>

Student Investigator	Primary Researcher:
Xiaoyu Hu	Sheng Deng_
<u>Xh07ty@brocku.ca</u>	<u>sdeng@brocku.ca</u>
4168757786	905-688-5550 ext. 3576

Now that the study is over, I would like to explain a bit about it. We are interested in how different dimensions of acculturation influences the relationship between Self concept and Fashion Orientation

In this survey, we asked people to evaluate their Self Concept, Fashion Orientation and acculturation level. Past work has shown that different Self concept leads to different fashion leadership. We are interested in learning whether different Self concept leads to different Fashion Orientation, and acculturation level would influence the relationship between Self concept and consumers' Fashion Orientation. For example, if you are an assertive person, would you have higher Fashion Orientation level? And if you are an assertive person, when your acculturation level is high, will the relationship between Self concept and Fashion Orientation become stronger?

Having said this, it is important to remember that participants in this study cannot and should not draw any reliable conclusions about themselves from information presented in this study. Potential benefits of this study are that participants will further understanding the nature of consumer information processing.

Now that we have told you about the survey, we would like to ask you not to tell other students about the hypothesis of our study. If you had known what we were looking for before participating in the study, you may have performed differently. If you have any questions about this particular study that you would like answered, you may contact Xiaoyu Hu in the Faculty of Business at Brock University at Xh07ty@brocku.ca . Please remember that we cannot guarantee the confidentiality of any information sent by e-mail. Thank you very much for your time and cooperation.

For more information, you may wish to read the following article: Gutman, J. & Mills, M. (1982). Fashion lifestyle, Self Concept, shopping orientation, and store patronage: an integrated analysis. Journal of Retailing, 58 (2), 64-86.

Thank you for your time and support in participating in this study

Appendix 6. Survey Questions

1. Consent Form

Informed Consent

Project Title: Acculturation, Self Concept and Fashion Orientation

Principal Investigator:
Joy Hu
Student
joydawn@163.com

INVITATION
You are invited to participate in an survey that involves empirical research. The objectives of the proposed research program are to further understand Chinese young consumers' fashion orientation.

WHAT'S INVOLVED
There will be a 0.5-hour session required. As a participant, you will be asked to evaluate your self-concept, fashion orientation, and acculturation level.

POTENTIAL BENEFITS AND RISKS
Possible benefits include free dresses. There is no foreseeable risk associated with this project.

CONFIDENTIALITY
All information you provide is considered confidential; your name will not be included or associated in any way with the data collected in the study. Furthermore, because our interest is in the average responses of the entire group of participants, you will not be identified individually in any way in written reports of this research. The researchers have no way of identifying individual data.

VOLUNTARY PARTICIPATION
Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time and may do so without any penalty or loss of benefits to which you are entitled. However, due to the anonymous nature of the experiment, data cannot be withdrawn once submitted.

PUBLICATION OF RESULTS
Results of this study may be published in professional journals and presented at research conferences. The data obtained from this study may be used in future follow-up survey.

Eligibility--

1. Female,
2. Chinese origin or Chinese mixed and have been in Canada for more than 3 years
3. University or College students
4. Age 18-27

Thank you for your assistance in this project. Please keep a copy of this form for your records.

2. Fashion Orientation

* 1. It is important for me to be a fashion leader.

- ◯ 1. Strongly Agree
- ◯ 2. Agree
- ◯ 3. Undecided, Uncertain
- ◯ 4. Disagree
- ◯ 5. Strongly Disagree

* 2. I am aware of fashion trends and want to be one of the first to try them on.

- ◯ 1. Strongly Agree
- ◯ 2. Agree
- ◯ 3. Undecided, Uncertain
- ◯ 4. Disagree
- ◯ 5. Strongly Disagree

* 3. I am confident in my ability to recognize fashion trends.

- ◯ 1. Strongly Agree
- ◯ 2. Agree
- ◯ 3. Undecided, Uncertain
- ◯ 4. Disagree
- ◯ 5. Strongly Disagree

* 4. Clothes are one of the most important ways I have of expressing my individuality.

- ◯ 1. Strongly Agree
- ◯ 2. Agree
- ◯ 3. Undecided, Uncertain
- ◯ 4. Disagree
- ◯ 5. Strongly Disagree

✳ 5. I am the first to try new fashion; therefore, many people regard me as a fashion leader.

   ◯ 1. Strongly Agree

   ◯ 2. Agree

   ◯ 3. Undecided, Uncertain

   ◯ 4. Disagree

   ◯ 5. Strongly Disagree

✳ 6. Because of the my active lifestyle, I need a wide variety of clothes.

   ◯ 1. Strongly Agree

   ◯ 2. Agree

   ◯ 3. Undecided, Uncertain

   ◯ 4. Disagree

   ◯ 5. Strongly Disagree

✳ 7. I always buy at least one outfit of the latest fashion.

   ◯ 1. Strongly Agree

   ◯ 2. Agree

   ◯ 3. Undecided, Uncertain

   ◯ 4. Disagree

   ◯ 5. Strongly Disagree

✳ 8. I never read fashion magazines or pay attention to fashion trends.

   ◯ 1. Strongly Agree

   ◯ 2. Agree

   ◯ 3. Undecided, Uncertain

   ◯ 4. Disagree

   ◯ 5. Strongly Disagree

✱ 9. I spend a lot money on clothes and accessories.

◯ 1. Strongly Agree

◯ 2. Agree

◯ 3. Undecided, Uncertain

◯ 4. Disagree

◯ 5. Strongly Disagree

✱ 10. I spend a lot of time on fashion-related activities.

◯ 1. Strongly Agree

◯ 2. Agree

◯ 3. Undecided, Uncertain

◯ 4. Disagree

◯ 5. Strongly Disagree

✱ 11. It is important to be well-dressed.

◯ 1. Strongly Agree

◯ 2. Agree

◯ 3. Undecided, Uncertain

◯ 4. Disagree

◯ 5. Strongly Disagree

✱ 12. If you want to get ahead, you have to dress the part.

◯ 1. Strongly Agree

◯ 2. Agree

◯ 3. Undecided, Uncertain

◯ 4. Disagree

◯ 5. Strongly Disagree

✱ 13. What you think of yourself is reflected by what you wear.

◯ 1. Strongly Agree

◯ 2. Agree

◯ 3. Undecided, Uncertain

◯ 4. Disagree

◯ 5. Strongly Disagree

* 14. Wearing good clothes is part of the leading the good life.

◯ 1. Strongly Agree

◯ 2. Agree

◯ 3. Undecided, Uncertain

◯ 4. Disagree

◯ 5. Strongly Disagree

3. Self Concept

* 1. Rugged..........Delicate

○ 1. Definitely descriptive of me for the left adjective

○ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

○ 3. U-Undecided, Uncertain

○ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

○ 5. Definitely descriptive of me for the right adjective

* 2. Excitable..........Calm

○ 1. Definitely descriptive of me for the left adjective

○ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

○ 3. U-Undecided, Uncertain

○ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

○ 5. Definitely descriptive of me for the right adjective

* 3. Uncomfortable..........Comfortable

○ 1. Definitely descriptive of me for the left adjective

○ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

○ 3. U-Undecided, Uncertain

○ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

○ 5. Definitely descriptive of me for the right adjective

* 4. Dominating..........Submissive

○ 1. Definitely descriptive of me for the left adjective

○ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

○ 3. U-Undecided, Uncertain

○ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

○ 5. Definitely descriptive of me for the right adjective

* 5. Thrifty..........Indulgent

◯ 1. Definitely descriptive of me for the left adjective

◯ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

◯ 3. U-Undecided, Uncertain

◯ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

◯ 5. Definitely descriptive of me for the right adjective

* 6. Pleasant..........Unpleasant

◯ 1. Definitely descriptive of me for the left adjective

◯ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

◯ 3. U-Undecided, Uncertain

◯ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

◯ 5. Definitely descriptive of me for the right adjective

* 7. Contemporary..........Noncontemporary

◯ 1. Definitely descriptive of me for the left adjective

◯ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

◯ 3. U-Undecided, Uncertain

◯ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

◯ 5. Definitely descriptive of me for the right adjective

* 8. Organized..........Unorganized

◯ 1. Definitely descriptive of me for the left adjective

◯ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

◯ 3. U-Undecided, Uncertain

◯ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

◯ 5. Definitely descriptive of me for the right adjective

* 9. Rational..........Emotional

◯ 1. Definitely descriptive of me for the left adjective

◯ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

◯ 3. U-Undecided, Uncertain

◯ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

◯ 5. Definitely descriptive of me for the right adjective

✱ 10. Youthful..........Mature

◯ 1. Definitely descriptive of me for the left adjective

◯ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

◯ 3. U-Undecided, Uncertain

◯ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

◯ 5. Definitely descriptive of me for the right adjective

✱ 11. Formal...........Informal

◯ 1. Definitely descriptive of me for the left adjective

◯ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

◯ 3. U-Undecided, Uncertain

◯ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

◯ 5. Definitely descriptive of me for the right adjective

✱ 12. Orthodox..........Liberal

◯ 1. Definitely descriptive of me for the left adjective

◯ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

◯ 3. U-Undecided, Uncertain

◯ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

◯ 5. Definitely descriptive of me for the right adjective

✱ 13. Complex..........Simple

◯ 1. Definitely descriptive of me for the left adjective

◯ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

◯ 3. U-Undecided, Uncertain

◯ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

◯ 5. Definitely descriptive of me for the right adjective

✱ 14. Colorless..........Colorful

◯ 1. Definitely descriptive of me for the left adjective

◯ 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

◯ 3. U-Undecided, Uncertain

◯ 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

◯ 5. Definitely descriptive of me for the right adjective

*15. Modest..........Vain

( ) 1. Definitely descriptive of me for the left adjective

( ) 2. Partially descriptive of me for the left adjective, more left adjective than right adjective

( ) 3. U-Undecided, Uncertain

( ) 4. Partially descriptive of me for the right adjective, more right adjective than left adjective

( ) 5. Definitely descriptive of me for the right adjective

* 1. What language do you speak?

- ◯ 1. Chinese only (for example, Mandarin, Cantonese, etc.)
- ◯ 2. Mostly Chinese, some English
- ◯ 3. Chinese and English about equally well (bilingual)
- ◯ 4. Mostly English, some Chinese
- ◯ 5. Only English

* 2. What language do you prefer?

- ◯ 1. Chinese only (For example: Mandarin, Cantonese, etc.)
- ◯ 2. Mostly Chinese, some English
- ◯ 3. Chinese and English about equally well (bilingual)
- ◯ 4. Mostly English, some Chinese
- ◯ 5. Only English

* 3. Do you... ?

- ◯ 1. Read only a Chinese language?
- ◯ 2. Read a Chinese language better than English?
- ◯ 3. Read both Chinese and English equally well?
- ◯ 4. Read English better than an Chinese language?
- ◯ 5. Read only English?

4. Do you... ?

- ◯ 1. Write only a Chinese language?
- ◯ 2. Write a Chinese language better than English?
- ◯ 3. Write both Chinese and English equally well?
- ◯ 4. Write English better than an Chinese language?
- ◯ 5. Write only English?

✱ 5. How do you identify yourself?

○ 1. Oriental

○ 2. Asian

○ 3. Asian-Canadian

○ 4. Chinese-Canadian

○ 5. Canadian

✱ 6. Which identification does (did) your mother use?

○ 1. Oriental

○ 2. Asian

○ 3. Asian-Canadian

○ 4. Chinese-Canadian

○ 5. Canadian

✱ 7. What identification does (did) your father use?

○ 1. Oriental

○ 2. Asian

○ 3. Asian-Canadian

○ 4. Chinese-Canadian

○ 5. Canadian

✱ 8. Are you very proud of which cultural background?

○ 1. Oriental

○ 2. Asian

○ 3. Asian-Canadian

○ 4. Chinese-Canadian

○ 5. Canadian

✱ 9. If you consider yourself a member of an Asian group (Oriental, Asian, Asian-Canadian, Chinese-Canadian, etc., whatever term you prefer), how much pride do you have in that group?

◯ 1. Extremely proud

◯ 2. Moderately proud

◯ 3. Little proud

◯ 4. Not proud but do not feel negative toward the group

◯ 5. Not proud but do feel negative toward the group

✱ 10. Do you appreciate which kind of family value and traditions?

◯ 1. Oriental

◯ 2. Asian

◯ 3. Asian-Canadian

◯ 4. Chinese-Canadian

◯ 5. Canadian

✱ 11. What was the ethnic origin of the friends and peers you had as a child up to age 6?

◯ 1. Almost exclusively Asians, Asian-Canadian, Orientals

◯ 2. Mostly Asians, Asian-Canadian, Orientals

◯ 3. About equally Asian groups and Anglo groups

◯ 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups

◯ 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups

✱ 12. What was the ethnic origin of the friends and peers you had, as a child from 6 to 18?

◯ 1. Almost exclusively Asians, Asian-Canadian, Orientals

◯ 2. Mostly Asians, Asian-Canadian, Orientals

◯ 3. About equally Asian groups and Anglo groups

◯ 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups

◯ 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups

* 13. Whom do you now associate with in the community?

◯ 1. Almost exclusively Asians, Asian-Canadian, Orientals

◯ 2. Mostly Asians, Asian-Canadian, Orientals

◯ 3. About equally Asian groups and Anglo groups

◯ 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups

◯ 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups

* 14. If you could pick, whom would you prefer to associate with in the community?

◯ 1. Almost exclusively Asians, Asian-Canadian, Orientals

◯ 2. Mostly Asians, Asian-Canadian, Orientals

◯ 3. About equally Asian groups and Anglo groups

◯ 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups

◯ 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups

* 15. In how many Asian occasions, holidays, traditions, etc. do you participate?

◯ 1. Nearly all

◯ 2. Most of them

◯ 3. Some of them

◯ 4. A few of them

◯ 5. None at all

* 16. What is your music preference?

◯ 1. Only Asian music (for example, Chinese, Japanese, Korean, Vietnamese, etc.)

◯ 2. Mostly Asian

◯ 3. Equally Asian and English

◯ 4. Mostly English

◯ 5. English only

*17. What is your TV-series preference?

◯ 1. Asian-language TV-series only

◯ 2. Asian-language TV-series mostly

◯ 3. Equally Asian/English-language TV-series

◯ 4. Mostly English-language TV-series only

◯ 5. English-language TV-series only

*18. What type of fashion magazines do you read?

◯ 1. Chinese-language fashion magazines only

◯ 2. Chinese-language fashion magazines mostly

◯ 3. Equally Chinese/English fashion magazines

◯ 4. Mostly English-language fashion magazines only

◯ 5. English-language fashion magazines only

*19. Who are you favorite celebrities or stars?

◯ 1. Asian celebrities or stars only

◯ 2. Asian celebrities or stars mostly

◯ 3. Equally Asian /Western celebrities or stars

◯ 4. Mostly Western celebrities or stars only

◯ 5. Western celebrities or stars only

*20. What generation are you? (circle the generation that best applies to you)

◯ 1. 1st Generation = I was born in China or a country other than Canada

◯ 2. 2nd Generation = I was born in the Canada and either of my parents were born in China or a country other than Canada

◯ 3. 3rd Generation = I was born in Canada, both of my parents were born in Canada and all of my grandparents were born in China or a country other than Canada

◯ 4. 4th Generation = I was born in Canada, both of my parents were born in Canada, at least one of my grandparents was born in China or a country other than Canada and one of my grandparents was born in Canada

◯ 5. 5th Generation = I was born in Canada, both of my parents were born in Canada and all of my grandparents were also born in Canada

✳ 21. Where were you raised?

◯ 1. In China only

◯ 2. Mostly in China, some in Canada

◯ 3. Equally in China and Canada

◯ 4. Mostly in Canada, some in China

◯ 5. In Canada only

✳ 22. What contact have you had with China?

◯ 1. Raised one year or more in China

◯ 2. Lived for less than one year in China

◯ 3. Occasional visits to China

◯ 4. Occasional communications (letters, phone calls, etc.) with people in China

◯ 5. No exposure or communications with people in China

✳ 23. How would you rate yourself?

◯ 1. Very Asian

◯ 2. Mostly Asian

◯ 3. Bicultural

◯ 4. Mostly Westernized

◯ 5. Very Westernized

✳ 24. Where do you prefer to live for your rest of your life?

◯ 1. China only

◯ 2. Asian country only

◯ 3. Asian or Western countries are both fine with me

◯ 4. Western Country only

◯ 5. Canada only

5. Demographic

✱ 1. Please fill in your contact informations

Name: _____

Address: _____

Address 2: _____

City/Town: _____

State: _____

ZIP/Postal Code: _____

Country: _____

Email Address: _____

Phone Number: _____

✱ 2. what is your age?

◯ (1) 18-19

◯ (2) 20-21

◯ (3) 22-24

◯ (4) other(write down your age)

Other (please specify)

_____

✱ 3. What is your gender?

◯ (1) Female

◯ (2) Male

✱ 4. What education level are you in now?

◯ (1) First year in college or university

◯ (2) Second year in college or university

◯ (3) Third year in college or university

◯ (4) Fourth year in college or university

◯ (5) years in graduate studies

◯ (6) others (such as high school, working)

Other (please specify)

_____

✱ 5. What is the annual income of yourself?

◯ (1) under $30,000

◯ (2) $30,000-$60,000

◯ (3) $60,000-$90,000

◯ (4) $100,000-$150,000

◯ (5) $150,000-$200,000

◯ (6) others(such as other number or unclear)

Other (please specify)

[_____]

✱ 6. What is your major in university?

◯ (1) Business

◯ (2) Arts

◯ (3)Science

please specify the exact name of your major

[_____]

✱ 7. What is the household annual income of your family?

◯ (1) under $30,000

◯ (2) $30,000-$60,000

◯ (3) $60,000-$90,000

◯ (4) $100,000-$150,000

◯ (5) $150,000-$200,000

◯ (6) others(such as other number or unclear)

Other (please specify)

[_____]