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This study investigates the socialization agents influencing apparel consumption for both Anglo and Hispanic American Generation Y females. Researching previous literature, there appeared to be a gap in the literature for consumer socialization influencing Generation Y. With Generation Y quickly becoming an important cohort group for marketers, it was important to determine which socialization agents influence this group more. Preliminary research was done through in-depth interviews, along with a review of the extant literature, to determine the top socialization agents influencing Generation Y. A quantitative survey was then conducted to test the influence of peers and parents on both Anglo and Hispanic American Generation Y females. It was found that there was no significant difference in the levels of socialization agents' influence between Anglo and Hispanic American Generation Y females relative to their apparel consumption. It was also found that there was no significant difference between the levels of influence on apparel consumption exerted by peers and parents.

SOCIALIZATION AGENTS INFLUENCING ANGLO
AND HISPANIC AMERICAN GENERATION Y
FEMALES' APPAREL CONSUMPTION

by

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Approved by

Committee Chair

I've waited hours for this...
thanks to all my peeps who helped
me along the way...you know who you are.

APPROVAL PAGE

This thesis has been approved by the following committee of the Faculty of The Graduate School at the University of North Carolina at Greensboro.

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PREFACE

This research topic was extremely important to me for two reasons. I was surprised that currently there is not more research being done on both Generation Y and Hispanic youth. Both groups are growing to be extremely important to marketers, yet it seemed that little research had been devoted to them. Being part of both groups, I felt that too many stereotypes had been placed on the social agents influencing our apparel consumption, when being Hispanic or Anglo may not make a difference. Hopefully, this research will help lead to future research that will not be embedded with stereotypes.

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CHAPTER I

INTRODUCTION

Chapter I presents: (1) Relevance of the Research Topic; (2) Gaps in the Literature; (3) Research Question; (4) Research Objectives; and (5) Definition of Terms.

Relevance of the Research Topic

Gen Y and Apparel Consumption

Demographics in the United States are shifting dramatically, and two key concerns in these shifting demographics are the Hispanic population and Generation Y. These groups are important because it has been predicted that: (1) the Hispanic population will be the largest minority group in the United States by 2050 (Bristow and Asquith, 1999); (2) Generation Y will soon have a larger population and a greater purchasing power than any prior generation (Martin and Turley, 2004); and (3) these two groups will heavily influence markets in the near future. An interesting characteristic of Generation Y is that it has the greatest diversity among the generational cohort groups in the United States (New Strategist Editors, 2004). US Census data show that in 2000, 17 percent of people under the age of 25 were of Hispanic origin (New Strategist Editors, 2004) and that Generation Y's accounted for 34 percent of the total Hispanic population (New Strategist Editors, 2004). Most of these individuals are first-generation Hispanics, meaning they were born in the United States.

As active consumers with considerable buying power, it is interesting to note that Gen Y spends more on apparel than any other single product category (Alch, 2000). Serving the apparel needs of both Anglo and Hispanic Gen Y consumer groups effectively depends on understanding what their apparel needs and wants are, as well as understanding the consumer socialization process that influences their apparel consumption. However, empirical findings on Gen Y are scarce, because the majority of the research done on Gen Y has been published in the popular business literature. Too, research topics have been limited. What has been investigated in academic research and the business market research has focused primarily on: (1) the spending power of Generation Y (Gardyn, 2003); (2) mall consumption patterns (Martin and Turley, 2004); and (3) decision-making styles (Bakewell and Mitchell, 2003). Little is known, however, about the consumer socialization process that influences Anglo and Hispanic Gen Y's, and few studies have looked at the relationship between apparel and consumer socialization for Anglo and Hispanic Gen Y's despite Gen Y's spending patterns on apparel (Alch, 2000).

Understanding Apparel Consumption Influences

An important step toward understanding both Anglo and Hispanic Gen Y consumers depends on understanding the process of consumer socialization. Ward (1974, p.2) defines consumer socialization as the “processes by which young people acquire skills, knowledge, and attitudes relevant to their functioning as consumers in the marketplace” through cognitive learning or social/environmental learning (Ward, 1974). Cognitive learning suggests that children learn their consumer skills as they transition

through cognitive development stages from childhood to adolescence into adulthood (Ward, 1974). In cognitive learning, as the child ages, the child becomes mentally more aware of consumer skills (Ward, 1974), while social/environmental learning suggests that children learn consumer skills from socialization agents, such as parents, peers, and media, and social structural variables, such as ethnicity, gender, and socioeconomic background (Ward, 1974).

Research on the consumer socialization of adolescents has helped to determine how different socialization agents and social structural variables influence consumption. Moschis and Churchill (1979) investigated how television influences the consumer using social structural variables, such as age, socioeconomic status, birth order, and gender to determine to what degree advertisements on television socialize adolescents compared to other socialization agents such as parents or peers (Churchill and Moschis, 1979). Their findings support previous research suggesting a correlation between the degree of influence and the type of influence that parents and peers have over adolescents' consumer choices (Churchill and Moschis, 1979). Churchill and Moschis (1979) were unable to pinpoint to what degree television actually influences adolescent consumer socialization. They did, however, establish that it does play a role. Research further indicates that as adolescents' age, the importance of socialization agents' changes, usually transitioning from parents during infancy to peers and media as young consumers move from childhood into adulthood (Ward, 1974; Moschis and Churchill, 1978; Moschis and Moore, 1979; Moore, Moschis, and Stanley, 1984; and Moore and Moschis, 1980).

If consumer socialization provides the theoretical foundation for “what” adolescent consumers do, symbolic consumption provides the foundation to explain “why” people consume products. Symbolic consumption suggests that people consume socially symbolic products to convey different attributes about themselves (Belk, Mayer, and Bahn, 1982). Apparel, one of the basic needs of mankind, is the perfect example of a product category that has been consistently used to convey personal attributes. Hollander (1978) found that apparel is more important for its social perceptions than for how it actually looks on the person. The meaning of apparel symbols is created by a combination of socialization agents including parents, peers, society, media, and environmental influences such as societal norms. These agents help place meaning behind clothes that individuals understand and convey by keeping those symbols in mind when dressing. Hollander (1978) noted that historically the meaning of clothes changes according to the different social norms at specific times.

Gaps in the Literature

While research has been done on consumer socialization and adolescents with regards to different socialization agents and social structural variables, this research has not been applied to Gen Y Anglo and Hispanic consumers in America. Furthermore, given that apparel has such strong symbolic associations for young consumers, this research is especially needed. It should be noted that Gen Y uses its discretionary income to purchase apparel more than any other category and that adolescent females consume more apparel than males (Alch, 2000). Furthermore, Taylor and Cosenza (2002) found later-aged teenage females use apparel as a means of expressing themselves,

understanding and using the symbolic meaning of apparel more than males. Given the strong role of females in apparel purchase and symbolic use, research is especially needed on female apparel consumption and in particular the apparel consumption of Anglo and Hispanic Gen Y females.

Research Question

The purpose of this research is within the theoretical frameworks of consumer socialization and symbolic consumption to explore key influences on Generation Y Anglo and Hispanic females' apparel consumption. The general research question for this study: What are the differences between Anglo and Hispanic Generation Y females with regards to the socialization agents influencing their apparel consumption?

Research Objectives

The specific objectives of this study are:

1. To investigate the socialization agents that most influence Generation Y females' apparel consumption.
2. To determine if there are differences between the socialization agents that influence Anglo and Hispanic Generation Y females.

Definition of Terms

The following are definitions of key terms used in this study

Actual Self	The individual's truthful perception about him or herself (Escalas and Bettman, 2003).
Anglo	A white inhabitant of the U.S of non-Hispanic descent (Merriam-Webster Dictionary).
Apparel	Something that clothes or adorns the body (Merriam-Webster

Dictionary). Kaiser (1990) views apparel as the actual garment that uses fabric (Kaiser, 1990).

Clothing	“Any tangible or material object connected to the body” (Kaiser, 1990, p.4).
Cognitive Development Theory	A theory from Piaget which states that individuals move through four stages of cognitive development beginning with infancy into early adolescence (Stanton, 1993).
Cohort Group	A group of people sharing similar and distinct experiences that shape their consumer behavior in similar ways (Bakewell and Mitchell, 2003)
Compulsive Buyers	Individuals who “are impulsively driven to consume, cannot control this behavior, and seem to buy in order to escape other problems” (Faber and O’Guinn, 1989, p.99).
Conspicuous Consumption	Patterns of consumption that show a higher social status (Ward, 1974).
Consumer Socialization	The process of how young people acquire the skills, knowledge, and attitudes that will lead to their consumer behavior (Ward, 1974).
Ethnicity	Membership in a group that shares the same language, racial characteristics, and/or religion (Hirschman, 1983).
Fashion	A “culturally endorsed form of expression” that constantly changes over any given time period (King and King, 1980, p.13).
Felt-ethnicity	An identification of ethnicity that stems from the situation instead of how one assigns oneself (Hirschman, 1981).
First-generation Hispanic	Persons born in the United States, with either one or both Hispanic parents born outside of the United States.
Formative Experiences	Events that have shaped attitudes about consumer behavior (Paul, 2001).
Generation Y	Individuals born between the years of 1980-1994, also known as Echo boomers and Millennials (Martin and Turley, 2004).
Ideal self	The way an individual wants society to view him or her (Schenk

and Holman, 1980).

Hispanic	A person originating from a Spanish speaking country in Latin America or descended from a person of this background.
Self-concept	An “individual’s consciousness of being” and how that individual uses that consciousness in his or her social behavior (Kaiser, 1990, p.146).
Self-designated Ethnicity	The individual’s perceptions and “reality of the ethnic affiliation he/she experiences” and assigns him/herself to (Hirschman, 1981, p.105).
Situational Self	The way an individual wants society to view him or her on a situational basis (Schenk and Holman, 1980).
Socialization Agents	People and institutions that directly influence adolescents “because of their frequency of contact, primacy, and control over rewards and punishments given to the individual” (Moschis and Moore, 1979, p.102).
Social Environmental Learning Theory	The influence of social structural variables and socialization agents that shape an individual’s behavior or attitude (Bush, Smith, and Martin, 1999).
Social Structural Variables	This includes variables such as social class, gender, and ethnicity that influence socialization in adolescents.
Style	A “distinctive or characteristic manner or appearance” (King and King, 1980, p.13).
Symbolic Consumption	Consumption choices based on the messages the self wants to convey to others (Belk, Mayer, and Bahn, 1982).

CHAPTER II

REVIEW OF LITERATURE

Chapter II presents six sections: (1) Research Question; (2) Consumer Socialization; (3) Symbolic Consumption; (4) The Importance and Meaning of Apparel; (5) Research on the Hispanic Market; (6) Research on Generation Y; (7) Conclusion and Research Gap; and (8) Hypothesis Development.

Research Question

The following general research question guiding this study is: What are the differences between Anglo and Hispanic Generation Y females with regards to the socialization agents influencing their apparel consumption? Research on the Hispanic population has grown in the last ten years and has demonstrated the importance of including ethnicity as a factor in consumer behavior studies (Hirschman, 1981). Although Generation Y is reaching an age that will strongly impact apparel sales, research on this cohort group has not been as extensive as other generations, especially in the academic literature. Consequently, research is needed to understand both Anglo and Hispanic Gen Y consumers; i.e. to fill the gaps in the literature. Understanding these two consumer groups and understanding what factors influence their apparel consumption, however, depends on placing the research question within a theoretical framework that helps to explain their consumption behavior, i.e., this study will be grounded in consumer

socialization and symbolic consumption. It will also be necessary to understand the importance and meaning of apparel to adolescent consumers.

Consumer Socialization

Consumer socialization of adolescents is important because how an adolescent learns consumer skills shapes how he or she will consume into adulthood (Ward, 1974). Adolescents learn consumer behaviors from a variety of influences including parents, peers, media, and other environmental influences (Ward, 1974). Besides learning how to consume, adolescents also learn what the consumption choices mean to both themselves and others.

The concept of consumer socialization emerged from the belief that experiences during childhood shape the individual later in life. Ward (1974) suggests two major benefits of developing the consumer socialization construct: (1) it may be possible “to predict something about childhood experiences,” and (2) “understanding processes by which children acquire consumption-related skills, knowledge, and attitudes” enables marketers and retailers to predict how children will function later on as adults in the marketplace (p. 1). Ward (1974) suggests that through the combination of either age or life cycle (cognition) and socialization agents (social/environmental influence) the importance of social learning eventually shapes our consumer behaviors (Ward, 1974).

The adolescent period plays a critical role in consumer socialization because the way in which adolescents learn to behave as consumers contributes strongly to the formation of their consumption patterns as adults (Moschis and Churchill, 1978). Campbell (1969) has stated that consumer socialization occurs during the course of a

lifetime—with adolescent years being the most important. Two theoretical frameworks have influenced the conceptualization of consumer socialization in adolescents, cognitive development theory and social environmental theory (Ward, 1974).

Cognitive Development Theory

One theoretical framework salient to consumer socialization is Piaget's cognitive development theory. Piaget's theory suggests that an individual moves through four stages of mental development starting from infancy through adolescence (Stanton, 1993). Ward (1974) applied this cognitive development theory to consumerism suggesting that the development of consumer skills results from different stages in cognitive organization that begins with infancy and continues throughout childhood (Ward, 1974). Cognitive development puts more emphasis on the interaction involved in learning consumer skills, while social/environmental theory views "behavior as a function of forces applied to the child" (Ward, 1974, p.5). The cognitive development stages "are defined in terms of cognitive structures the child can use in perceiving and coping with the environment at different ages" (Moschis and Churchill, 1978, p.600), although more recent research has extended the stages into adulthood. Therefore, researchers such as Kohlberg prefer the term life cycle over age as the key to chronology in cognitive development (Moschis and Churchill, 1978).

Schuessler and Strauss (1951) conducted research to investigate a child's understanding, specifically his or her ability to: (1) recognize an object; (2) identify different values of that object; and (3) perform these cognitive activities in comparison to adults. Their study on "how economic concepts and relationships are learned" solidified

the idea that as children mature their economic concepts develop (Ward, 1974, p. 6). Schuessler and Strauss (1951) found that children cannot learn before they are cognitively ready, but that the progression of learning does increase with maturation (Strauss and Schuessler, 1951). Children may be able to identify certain things, while the logical reasoning behind the identification is not the same as an adult's. These findings support Piaget's cognitive theory and suggest that consumer socialization is dependent on cognitive learning. It has been suggested that the idea of maturation should not be restricted to simple biological changes but should also include experience (Moschis and Moore, 1984). Experience can shape a person's consumer behavior simply by allowing individuals to associate the feelings from one purchase to another to help form a better idea of the product or brand.

Information processing for adolescents closely relates to that of adults. There are two ways to access information about products or other consumer roles, initial and central. In the initial "screening" process adolescents search and select information about a product that fits their specific needs. In the central process, adolescents will interpret, use, and evaluate the product to make sure it satisfies that need. These processes lead to future behaviors relative to this product and others (Ward, Wackman, and Wartella, 1977).

Social/Environmental Theory

Though cognitive development does describe the differences in cognitive reasoning between different ages of young people, it does not capture the external factors that "may have varying impacts, even with the same age level" (Ward, Wackman, and

Wartella, 1977, p.167). Social learning, or environmental theory, the second theoretical framework associated with consumer socialization, incorporates an emphasis on external forces instead of the psychological, internal factors involved in the cognitive development process of adolescents (Moschis and Moore, 1980). Social environmental theory stems from a number of theories including neo-Skinnerian theory, neo-Hullian theory, and social learning theory (Moschis and Churchill, 1978).

Two factors are emphasized in the social learning framework: socialization agents and social structural variables. Socialization agents refer to any person or organization that influences the child (Ward, 1974). Researchers have assumed that these agents “transmit norms, attitudes, motivations, and behaviors to the learner” during exposure to the individual (Moschis and Churchill, 1978, p.600). Previous research has suggested that the influence of socialization agents is more indirect than direct, meaning the agents often do not realize how much influence they have over young consumers (Ward, 1974). Social structural variables that influence adolescent socialization include social class, gender, and ethnicity. The importance of these variables to consumer socialization of adolescents lies in how they help the learner link the external social setting to the learning that takes place (Moschis and Churchill, 1978). Social structural variables have been used often as control variables to analyze the influence of socialization agents on other variables (Moschis and Churchill, 1978).

Socialization Agents

Socialization agents refer to “people and institutions directly involved” in influencing adolescents “because of their frequency of contact, primacy, and control over

rewards and punishments given to the individual” (Moschis and Moore, 1979, p.102). Some examples of this would be parents, peers, and mass media. From an early age, children learn from mimicking their surroundings. Therefore, if parents tend to purchase a certain brand, the child will learn to purchase the same brand (Ward, 1974). The modeling of socialization agents is generally recognized as the primary learning mechanism for children. According to Ward (1974), “ a child’s earliest experience with consumption may consist of learning how he should behave in order to receive material goods as a reward and to avoid having them withheld as punishment” (p.7). The learning behavior can be modeling, reinforcement, and/or social interaction (Moschis and Moore, 1979). Modeling occurs when the adolescent imitates what he or she observes. Reinforcement involves the generation of a positive or negative association to a consumption object or activity within the adolescent. Social interaction combines both imitation and reinforcement (Moschis and Moore, 1979). Social interaction emphasizes the relationship between the agent and learner (Moschis and Moore, 1979).

One of the key research findings in reference to socialization agents is that as the child ages, the parents may become less important in shaping consumer behaviors (Ward, 1974). Parents have been more associated with how children learn the basic aspects of consumption (Moschis and Churchill, 1978). Ward and colleagues found family directly influenced the cognitive abilities, helped motivate children to apply those abilities, and filled in the gaps of any “consumer skills which are not highly integrated with cognitive abilities” (Ward, Wackman, and Wartella, 1977, p.169).

Peers have been viewed as the primary socialization agents as an adolescent's "need for independence from his parents leads him into establishing a dependence on his peers" (Moschis, Moore and Stanley, 1984, p.413). The emergence of peer influence may further develop the adolescent's view on brand preferences. At this stage in the development of consumer behaviors, conformity with peers appears to be an important part of adolescence. Reisman and Roseborough found that children learn from their peers "a set of styles and moods of consumption, 'affective' consumption beyond and around the basic domestic items" (Reisman and Roseborough, 1955, p.3). Moschis and Churchill found that peers communicate about consumption behavior in two ways: (1) social reasons for consumption; and (2) the materialistic assessment of those products. These two peer-related assessments may further develop the consumer socialization in adolescents beyond the socialization received from their parents (Moschis and Churchill, 1978).

There are conflicting points of view on the relevance of media to socializing adolescents. Some research has shown that television increases consumers' brand loyalty and awareness, therefore increasing consumer socialization (Moschis, Moore and Stanley, 1984). Moschis and Churchill (1978) conducted research distinguishing social interactions between peers and family and adolescents' perceptions of advertising. They found, though parents seem to be the first to expose adolescents to advertising on television, that peers may develop the expressive or positive aspects of consumption (Moschis and Churchill, 1978). The important factor appeared to be the difference between mere exposure to a product on television and blatant advertising. Research has

shown that mass media serves as a “two-step flow” by opening up discussion about products viewed on television or print to family members (Moschis, Moore and Stanley, 1984). Some research has shown that mere exposure may lead to brand loyalty (Moschis, Moore, and Stanley, 1984). Moschis, Moore, and Stanley (1984) found that media plays an important role in brand loyalty development, as does communication with peers.

Social structural variables

Social structural variables include social class, gender and ethnic identification. Research on socioeconomic status has indicated that with a higher status “comes an expanded life space for the individual,” influencing consumption choices differently from consumers with a lower socioeconomic status (Moschis, Moore, and Stanley, 1984, p.412). These consumption choices differ in the awareness and availability of certain products and brands, depending on the socioeconomic status of the individual. The life space concept came from research conducted by Levin (1951), although the research was conducted during post-World War II and the economy was experiencing a recession. Moschis and colleagues (1984) were unable to confirm whether socioeconomic status affects the formation and maintenance of brand loyalty. Previously, Moschis and Moore (1979) found that children who come from higher socio-economic backgrounds are exposed more to the consumption patterns of their parents, thus, becoming more aware of the marketplace than children of lower socioeconomic backgrounds (Moschis and Moore, 1979).

With regards to gender and ethnicity, little research has explored ethnic identification and gender consumer socialization. A few researchers found that mothers

tend to influence females more than males. Previous research indicates, however, that mothers tend to have an agent-learner role with children, because mothers go shopping with their adolescents more than fathers. The data from Moschis and Moore (1979) showed that adolescents learn specific sex-role portrayals, most likely from watching the shopping done by parents and society in general. Other research has shown that as adolescents' age, they may look towards their peers more often for guidance about consumer products (Moore and Moschis, 1980). This may be true for females more than males (Moore and Moschis, 1980). Ethnicity appears to play a role in socializing adolescents because these consumers tend to have the same characteristics as other members of their ethnic group. Some of the research that has been done on ethnicity as a social structural variable has shown similar consumption traits among members of the same ethnicity (Hirschman, 1981). With the Hispanic population growing in the United States, more research will likely be done on how identifying oneself as a Hispanic influences consumer socialization given the impact that social structural variables can have on consumer socialization of adolescents.

Consumer socialization helps to explain how children acquire the information needed to make consumer decisions, but it does not explain why. Symbolic consumption provides an important perspective to understand better why individuals seek out certain products. Belk (1977) believed that universally a "person's possessions and expenditures reveal something about the person" (1977, p.39).

Symbolic Consumption

Symbolic consumption is defined as consumption choices that are based on the messages the self wants to convey to others (Belk, Mayer, and Bahn, 1982). Symbolic consumption is an important aspect of consumer behavior for two reasons: (1) the way a person views the consumption patterns of another contributes to the formation of that person's consumption choices; and (2) this perspective helps to explain to what degree products and services act as socially shared symbols (Belk, 1980). Research has been done on how symbolic consumption helps consumers express themselves by simply choosing certain products with a shared meaning (Belk, 1980).

Symbolic consumption can be viewed as positive or negative depending on the decoding of the symbols perceived (Belk, Mayer, and Bahn, 1982). A positive attribute of symbolic consumption is its ability to “communicate nonverbally and to achieve the satisfaction of self expression” for an individual (Belk, Mayer, and Bahn, 1982, p.4). A negative attribute of symbolic consumption is that the decoding of symbols can be based on stereotypes or involve a prejudicial inference about an individual (Belk, Mayer, and Bahn, 1982). Symbolic consumption, however, cannot be fully understood until the idea of self-concept is explored.

Self-Concept

Within symbolic consumption is the implied reference and comparison between self and others. This further implies the need to understand the self. Self-concept is defined as an “individual's consciousness of being” and involves how that individual uses that consciousness in his or her social behavior (Kaiser, 1990, p.146). Broadly speaking,

the self-concept is a multi-faceted construct dealing with the ideal, actual, or situational self image that consumers envision and consider before buying a product (Schenk and Holman, 1980). The idea of self-concept is very similar to the term self-image, in that both terms deal with an individual's assessment of self. The difference between the two terms is that self-concept, the broader concept, is a mental image of oneself that includes multiple and different self-images. Although researchers have used different terms when dealing with self image, they have generally agreed with the idea that self-concept consists of the ideal, actual, and situational self (Schenk and Holman, 1980). They have, however, found it difficult to determine which image the individual emulates when choosing brands (Schenk and Holman, 1980).

Self-concept plays an important role in consumer decision making skills for all consumers, as well as for adolescents (Munson and Spivey, 1980, p.598). Munson and Spivey (1980, p.598) state that individuals use "product expressive self constructs" when decoding the meaning of products (p.598). Product expressive self constructs link what is being communicated about the product to the consumer (Munson and Spivey, 1980). Munson and Spivey (1980, p.598) define the two constructs, self perception and given self perception, in the following ways:

Self perception given a product preference (SP) is how a person perceives oneself given a preference for a specific product. Others perception of self, given a product preference (GSP) is how a person believes other people view him given a preference for a specific product.

SP is more internal, entailing the individual assessing the product based on the view of self. GSP is more external, because the individual interprets the symbolism of the product based on the societal view (Munson and Spivey, 1980).

Escalas and Bettman (2003) state that consumers choose brands that will be consistent between the symbol of the brand and their self image. People in general want to keep their self-concept consistent and positive and use products that help convey this (Escalas and Bettman, 2003). To understand how messages are decoded during symbolic consumption three self-concepts must be addressed—the ideal self, the actual self, and the situational self.

Ideal Self

The ideal self is defined as the way in which an individual wants to be viewed by society (Schenk and Holman, 1980). The ideal self is similar to impression management, which is defined as the positive way a person views him or herself (Escalas and Bettman, 2003). Escalas and Bettman (2003) state that when individuals seek to gain social approval, they consume products by keeping the ideal self in mind. Research in social psychology has shown that there are several factors involved in achieving the ideal self: conformation to social norms, matching others' behavior, self promotion, flattery, and projecting consistency between behavior and beliefs (Escalas and Bettman, 2003). Consuming products using the ideal self consists of purchasing items that the individual feels society would expect that person to purchase (Escalas and Bettman, 2003). An example of this would be a professional person, like a lawyer, who purchases an

expensive car, like a BMW, because society expects lawyers to drive luxury cars, and he or she wants to assume the role society has set.

Actual Self

The actual self is defined as the individual's truthful perception of self (Escalas and Bettman, 2003). The individual may try to verify this self concept by double checking on how the image is being seen by others around him, such as personal friends or family members (Escalas and Bettman, 2003). Consuming products with the actual self in mind, an individual may do two things: (1) identify the typical user of a specific product, and (2) choose brands where the individual considers the actual self to be a typical user (Escalas and Bettman, 2003). An example of this would be a person who buys a specific sock brand because he or she prefers that brand of sock, regardless of what others expect to be purchased.

Situational Self

The situational self is defined as the ideal self on a situational basis (Schenk and Holman, 1980). This means that depending on what the expectations are in a given situation, the situational self will behave accordingly, especially if the behavior will help the individual reach a specific goal (Schenk and Holman, 1980). Schenk and Holman (1980) point out that this self is more complex than the ideal self, because it is the self that takes multiple societal roles into account versus the single image the ideal self wants others to see. As societies view changes about a specific attribute, so will the situational self. Schenk and Holman (1980) further explain that when an individual assesses appropriate consumer behavior, it helps to determine what self to express.

Research has shown that “situational research in consumer behavior has been very successful in showing how individuals prefer different brands for different consumption situations” (Schenk and Holman, 1980, p.612). Four advantages of using the situational self as the self-concept when making consumer purchases are: (1) the situational self combines the ideal self and actual self; (2) it includes the behavior factor; (3) it acknowledges the fact that consumers may use different self concepts when consuming a brand; and (4) it does not assume that just because a consumer uses one self concept for a specific brand, the consumer will use the same self-concept each time the brand is consumed (Schenk and Holman, 1980). An example of the situational self would be a person who purchases one brand of jeans for when he or she is around peers and another brand for when he or she is around family.

To understand the symbolic consumption of adolescents fully, it is important to understand the impact of apparel and what research has been done on the meaning of clothes. Apparel has been an important product class for determining the symbolic consumption perspective and consumer behavior for decades (Holman, 1980). Holman (1980) states that apparel has been researched in depth from a symbolic consumption perspective because: (1) research has shown that apparel is worn for reasons other than protection from the elements; (2) social psychologists feel apparel is an extension of the psychological state of the individual; and (3) apparel helps to identify an individual with a particular social group.

The Importance and Meaning of Apparel

Clothing is defined as “any tangible or material object connected to the body” (Kaiser, 1990, p.4). Part of understanding clothing is knowing the difference between clothing, which could mean any object connected to the body including piercing or tattoos, and apparel which is an actual garment that uses fabric (Kaiser, 1990). Apparel as a social symbol differs by culture (Holman, 1980). Consumer socialization helps consumers learn and acquire the skills relevant to each culture and, therefore, helps decode the meaning of apparel.

The meaning of apparel stems from what society views a given article of apparel to mean at a given point in time (Hollander, 1975). Four general theories of why people wear clothes have emerged: (1) modesty theory; (2) immodesty theory; (3) adornment theory; and (4) protection theory. Modesty theory is thought to stem from religious mores (Kaiser, 1990). Immodesty theory stems from the idea that the intent and purpose of clothing is to cover up sexual organs to arouse lust (Dunlap, 1928). Adornment theory is based on the belief that people wear clothes or other forms of appearance modification for beautification (Kaiser, 1990). Protection theory suggests that clothing is worn as a way to protect the body from the environment (Kaiser, 1990). Protection theory also includes the idea of psychological protection (Dunlap, 1928). A combination of these four theories may more closely approximate the modern viewpoint of how people infer the meanings of apparel (Kaiser, 1990).

Modesty Theory

In Western civilization, modesty theory comes from the religious belief that the first form of apparel appeared on Adam and Eve after eating the apple in the Garden of Eden (Rubinstein, 2001). Dunlap (1928) explains that this theory is the one that constantly gets discussed because there are always moralists who designate certain clothing as taboo. Each society identifies what is considered to be taboo or sexually attractive and then identifies ways of covering it up (Kaiser, 1990). James Laver (1969) suggests that society dictates the appropriate form of apparel for each gender (Rubinstein, 2001). To understand modesty theory, it is important to know that society has identified ways of adorning the body by either: (1) showing images of apparel that are considered to be non-sexual; or (2) showing images of the body exposed, thus revealing what is considered sexual (Rubinstein, 2001). Dressing based on the modesty theory, involves covering up the sexual or specific body parts that attract attention (Kaiser, 1990). Historically, early missionaries judged the level of a civilization by the amount of apparel used by its members to cover up their bodies (Roach and Eicher, 1965). The problem with these missionaries judging the level of civilizations using apparel is that each society dictates its “own conception of modest dress and behavior” (Roach and Eicher, 1965, p.10).

Immodesty Theory

Immodesty theory focuses on the need for people to attract sexual attention instead of conceal sexual organs (Kaiser, 1990). This theory is the antithesis of modesty theory, focusing on the fact that concealing certain body parts is actually more erotic.

Horn (1968, p.4) states within this theory lies the “paradox of clothing: that it is used not to cover, but to attract; that the removal of garments is far more erotic than going without them in the first place.” What really distinguishes this theory from the modesty theory lies in the intent of the person wearing the clothing. When the person intentionally breaks down the social norms through his/her clothing, does it then become immodest (Dunlap, 1928)?

Adornment Theory

Adornment theory is based on research done by anthropologists at the turn of the twentieth century (Kaiser, 1990). These researchers found that even in societies where very little apparel is worn, as in some African societies, society members still used different forms of modification to adorn the body (Kaiser, 1990). Adornment theory says that apparel and/or the body is embedded with meanings from different cultures based on the reasons motivating the adornment (Rubinstein, 2001). Horn (1968) stated “adornment of the body is universal in mankind and appears to be a function related to the search for beauty” (p.9). It is important to discuss the sexual implications underlying adornment theory, which varies from culture to culture but is symbolically understood (Horn, 1968). This follows the modesty/immodesty theory, which states that apparel is used as a form of covering up sexuality present in that society. Horn (1968) suggests that regardless of what history has dictated as modest or immodest, “there will always be some costume, some style that will be construed as immodest” (p.63).

Protection Theory

Protection theory is the most pragmatic theory concerning the use of apparel (Rubinstein, 2001). People wear more clothes to keep warm in cold climates and fewer clothes to keep cool in warm climates (Rubinstein, 2001). Rubinstein (2001) points out that those wearing clothes for protective reasons can make doing certain activities more enjoyable. As technology has advanced, apparel has become more adaptable to environmental issues (Rubinstein, 2001).

This theory does not strictly assume that clothing was solely for the purpose of protection from the environmental elements, but also takes into consideration the influence of psychological protection (Horn, 1968). Psychological protection includes the use of clothing to protect individuals from a variety of fears that vary from “fear of being judged as inefficient” to “fear of being unattractive” (Kaiser, 1990, p.19). This idea of psychological protection coincides with Dunlap’s (1928, p.68) observation of the use of clothing as “symbolic badges.” Symbolic badges stem from a time in history when civilizations hunted for food, and the hunters would use the fur from the animals to show status in society (Dunlap, 1928). This theory can actually be applied to modern views, because certain clothing does symbolize status and its protective aura. An example of this would be a mink coat or haute couture fashions, which are hard to come by for the average consumer and symbolize upper class status. This idea of achieving success and being able to buy expensive items follows the basic foundation of the American dream.

Symbolic consumption helps explain why individuals seek out apparel to express themselves, while understanding the idea of self-concept forms the foundation for

understanding what the individual's state of mind is while consuming apparel. When dealing with clothes, the situational self may prove to be the more appropriate referent because apparel is embedded with societal symbols (Holman, 1980). Despite the varied research that has been done on the meaning of clothing, researchers do seem to agree on the idea that clothing serves as a form of non-verbal communication (Horn, 1968). The meaning of this non-verbal communication can come in the form of the individual's "social status, occupation, role, self-confidence, and other personality characteristics" that are symbolically interpreted (Horn, 1968, p.2). Although apparel theory in relation to human behavior includes four different theoretical perspectives, a combination of the four is probably more pragmatic when considering modern day thinking about apparel.

Research on the Hispanic Market

The Hispanic population in America is quickly growing and will soon be the largest minority group in the United States (Bristow and Asquith, 1999). A Hispanic person is defined as a person originating from a Spanish speaking country in Latin America or descended from a person of this background. Research indicates that by 2050 the number of Hispanic people "engaged in purchasing, consuming, and disposing of goods and services across the USA" will be over 87 million (Bristow and Asquith, 1999, p.185). Researchers both in academia and business have pursued a variety of research topics relative to/and concerning the Hispanic consumer (Bristow and Asquith, 1999), some of which deal with marketing, brand loyalty, and certain aspects of Hispanic consumption behavior. What appears to be missing from this research are the

“preferences and expectations of Hispanic and non-Hispanic consumers” (Bristow and Asquith, 1999, p.185).

To understand the research done on Hispanic consumers, however, requires a clear understanding of the broader topic of ethnicity. Ethnicity is defined as identifying oneself as a member of a group that shares the same language, racial characteristics, and/or religion (Hirschman, 1983). Ethnic identification entails more than just a discrete number of variables, but rather includes a complex variety of factors such as country of origin, religion, language spoken in the home, and family background (Stayman and Deshpande, 1989). Most of the consumer behavior research on ethnicity, however, has simply put groups of people together according to generally held conventions or according to the researchers’ views or prejudices, instead of taking into account the individual’s own level of ethnic identification (Hirschman, 1981).

Ethnic Identification

Researchers have struggled to define the word ethnicity. Most have used the term ethnicity to define membership in a group, where individuals with the same country of origin or last name would be classified into one ethnic group (Stayman and Deshpande, 1989). Hirschman (1983) defines ethnicity using three factors: (1) racial characteristics (2) religious or spiritual similarity, and (3) country of origin (Hirschman, 1983). The definition of ethnicity from Stayman and Deshpande (1989) uses those three factors in addition to a state of mind dependent upon the situational context (Stayman and Deshpande, 1989). This idea of expanding the cognitive view of ethnicity to include situations helps to explain the consumption patterns of different ethnicities, especially

within the Hispanic population (Stayman and Deshpande, 1989, p.362). For example, shopping in a specialty store in a Hispanic neighborhood, where the majority of the shoppers are of Hispanic origin, may make a consumer identify him or herself as more Hispanic, as opposed to shopping in a specialty store in an Anglo neighborhood. Two types of ethnic identification have been highlighted in the literature: (1) self-designated ethnicity and (2) felt ethnicity.

Self-designated Ethnicity

Self-designated ethnicity is defined as the ethnic group with which the individual identifies and to which he/she feels he/she belongs (Stayman and Deshpande, 1989). Hirschman researched the ethnic identification of Jewish Americans and measured their ethnicity with emic measures (Hirschman, 1981). The emic measure is defined as the individual's perception of his or her own religious and cultural identity (Hirschman, 1981). Hirschman points out that this method of ethnic identification is appropriate since it takes into account the individual's perceptions and the "reality of the ethnic affiliation he/she experiences" (Hirschman, 1981, p.105). When dealing with consumption behavior, it is important to understand how consumers label themselves to be able to understand their consumption patterns (Hirschman, 1981).

Felt-ethnicity

Felt-ethnicity is defined as the degree, either strong or weak, to which individuals feel an ethnic identification when dealing with certain situations, especially consumption situations (Stayman and Deshpande, 1989). Felt-ethnicity is hard to measure, because it involves the situation and is more complex than simply categorizing oneself into an

ethnicity (Stayman and Deshpande, 1989). Two of Belk's dimensions apply to felt-ethnicity: (1) antecedent state; and (2) social situations (Stayman and Deshpande, 1989). Antecedent state refers to a mood or moment in time that can influence the consumer (Belk, 1975). With regards to felt-ethnicity, a consumer who feels nostalgic or home sick may have a higher ethnic identification than when feeling assimilated. Donthu and Cherian (1994) describe this felt-ethnicity as an enduring identification because it stems more from a "base-level" association with the original culture (Donthu and Cherian, 1994). Social situations deal with the external influence of other people or interpersonal relationships (Belk, 1975). This is associated with felt-ethnicity because the individual may identify him/herself more closely with Hispanics when surrounded by other Hispanics than when surrounded by members of other ethnic groups. Donthu and Cherian (1994) describe this as episodic identification, because the ethnicity is strengthened by cultural events or surroundings (Donthu and Cherian, 1994).

Deshpande and colleagues (1986, p.215) identified two classifications of Hispanics relative to ethnicity: (1) "Strong Hispanic Identifiers;" and (2) "Weak Hispanic Identifiers" (Deshpande, Hoyer, and Donthu, 1986, p.215). Strong Hispanic Identifiers tend to adhere to the same values and beliefs as Hispanic individuals, with the behavior of Weak Hispanic Identifiers not predictable by comparison to traditional Hispanic consumption patterns, but instead by comparison to the behavior patterns of their dominant group (Donthu and Cherian, 1994). This identification of Hispanics helped to categorize Hispanic ethnic identification more appropriately, because it dealt more with the relationship between self-designated ethnicity and antecedent variables in

order to derive felt ethnicity (Zmud, 1992). Deshpande and colleagues (1986) measured the strength of Hispanic identity based on surname, self-designated ethnic group, and ethnic identification (1986). The respondents in their survey ranked ethnic identification on a five-point scale (1986). Researchers since Deshpande and colleagues (1986) have used their scale of strong versus weak identification when dealing with felt-ethnicity to determine different consumption patterns of Hispanic consumers (Zmud, 1992). This measurement approach has led to more breakthroughs in understanding than previous marketing research on Hispanic consumers (Donthu and Cherian, 1994).

Previous Research on Hispanic Consumers

Research on Hispanic consumers has faced challenges. Valencia (1983) found that marketers were having problems in three areas when researching the Hispanic consumer: (1) literal translations into Spanish; (2) stereotypes about the Hispanic culture; (3) and the failure to account for differences among Hispanic subgroups. The problem with literal translations is that Spanish translations often lose meaning or use words with hidden meanings (Valencia, 1983). One of the best known examples of this type of mistake dealt with the Chevrolet Nova advertisement. No-va means “does not go” in Spanish (Herbig and Yelkur, 1997). The sales of this car proved to be a marketing nightmare because many Hispanic consumers wondered why Chevrolet was marketing a car that did not go (Herbig and Yelkur, 1997).

Many misunderstandings over Hispanic culture involve stereotypes about how Hispanics behave (Valencia, 1983). Assuming the stereotype that most Hispanics eat tacos and burritos, overlooks approximately 18 other Hispanic nationalities, each

characterized by different foods and cultures. Another common mistake is simply switching the ethnicity of actors in commercials, putting a Hispanic person in place of an Anglo person without accounting for cultural differences. Prego made a commercial with a Hispanic father and son cooking the sauce, without realizing that Hispanics may not relate to this scene, given that many Hispanic women do most of the cooking (Herbig and Yelkur, 1997).

Complicating this picture, marketers have identified four major Hispanic groups (Mexican, Caribbean Islands, Central America, and South America), without understanding the differences among them (Valencia, 1983). Within each of these four groups, the people have different customs or words that would not be appropriate to use in communications to the other groups (Valencia, 1983). Herbig and Yelkur (1997) point out that the Hispanic population consists of over 20 different nationalities and dialects and probably cannot relate to the same generic “Hispanic” commercial. The differences can be as subtle as the preference for sports. More Caribbean-Americans prefer baseball over soccer, unlike the Central or South Americans who live and breathe soccer (Herbig and Yelkur, 1997).

Singh, Kwon, and Pereira (2003) note that ethnic consumer research only began surfacing in the 1980s. Since that time, the marketing mistakes mentioned previously have spurred more research dealing with Hispanic consumer behavior.

Findings on Consumer Behavior Patterns of Hispanics

Correcting the errors made in previous research on Hispanic consumers and providing more accurate research on ethnic identification using self-designated and felt-ethnicity have, however, led to some generally accepted research findings.

Among the research studies that have been done, Bellenger and Valencia (1980) found several differences and similarities between consumers in a study at a mall using urban Hispanics and Anglos. They found that Hispanic consumers tended to: (1) buy only brands that are familiar or that other family members buy; (2) prefer smaller stores over large department stores; and (3) have a hard time trying products that they have never tried or heard about (Bellenger and Valencia, 1980). Bellenger and Valencia (1980) found that the similarities between Anglo and Hispanic consumers included the following: (1) both look for specials or bargains; (2) both keep style in mind when purchasing items; (3) both were quality conscious; and (4) both plan ahead when buying expensive items (Bellenger and Valencia, 1980).

Other research has shown a correlation between how strongly a person identifies with Hispanic ethnicity and the products he or she chooses to purchase (Donthu and Cherian, 1994). Strong Hispanic Identifiers' purchases more closely resembled those of other Hispanics than did Weak Hispanic Identifiers, who tended to make purchases more aligned with Anglo Americans (Donthu and Cherian, 1994). Supporting previous research, Webster (1990) found Hispanic consumers to be trusting of well known brands. Webster (1990) expanded on previous research and found that Hispanic consumers: (1) preferred neighborhood stores; (2) tended to purchase products similar to what their

parents buy; and (3) were more likely to purchase items that are seen by society as prestigious items.

Despite the growing number of people from Latin America in the United States, research has been scarce on how first-generation Hispanics consume products. First-generation Hispanics are defined as Hispanic Americans born in the United States, with either one or both Hispanic parents born outside of the United States. Research has been scarce on some issues, such as how first-generation Americans identify themselves, especially to what degree they classify themselves as Hispanic. Research is needed on this group's consumption behaviors to see what types of consumption patterns they demonstrate and with whom these consumers identify when consuming products—especially apparel.

Research on Generation Y

Another group on which marketers are now focusing is the cohort group of Generation Y. A cohort group is defined as a group of people sharing similar and distinct experiences that shape their consumer behavior in similar ways (Bakewell and Mitchell, 2003). For the purpose of this paper, Martin and Turley's (2004) definition of Generation Y will be used. Martin and Turley (2004) define Generation Y as individuals born between 1980 and 1994, with the older segment born between the years of 1980 and 1986. Based on this definition, the older segment of Generation Y is beginning to graduate from college and will soon command significant spending power in the marketplace (Martin and Turley, 2004). It is important to note that research has been divided on when Generation X ends and Generation Y begins (Wolburg and

Pokrywczynski, 2004). The years of 1977-1981 are the disputed years for the point at which Generation X ends and Generation Y begins (Wolburg and Pokrywczynski, 2004).

The consumption patterns of all individuals in Generation Y are important, because how children learn to shop at a young age will eventually shape their shopping behavior as adults (Ward, 1974). Dividing Gen Y into different subgroups is necessary because each subgroup has had different formative experiences (Paul, 2001). Formative experiences are defined as events that have shaped attitudes about consumer behavior (Paul, 2001). Individuals in the older segment (individuals between the ages of 18-25) of Gen Y have a spending power of over \$105 billion annually (Gardyn, 2002). Gardyn (2002) stated that college students not only have more money to spend on discretionary items, they also have more time to shop than some older and younger cohort groups. With consumer socialization as a basis for learning purchasing behavior, researchers have been able to define certain characteristics of Gen Y. To date, research on Generation Y consumers, however, lacks the breadth or depth that research on other generational cohorts has attained. A key problem with research in this area is that most of the extant research has been done by commercial concerns and published in popular business publications. Unfortunately, this research: (1) may stem from proprietary sources that will only publish positive results; (2) may lack depth when reviewing previous publishing; (3) may not include a complete explanation of methodology in the publications; and (4) may lack the peer, or expert, review process usually undergone in the academic literature. Little research can be found in the academic literature about Gen Y's consumer behavior.

Consumption Characteristics of Gen Y Consumers in the Popular Business Literature

The entrance of the Gen Y generation into the workforce is starting to increase the amount of research done on this cohort group. Generation Y contains similar numbers to the Baby Boomer generation. Between the years of 1977 and 1994, 68 million babies were born (New Strategist, 2004). Some census research has identified three characteristics unique to this generation: (1) greater racial and ethnic diversity; (2) more personal independence than prior generations due to the Internet and the rise in divorce; and (3) greater optimism than Generation X about money and job security (New Strategist, 2004). These three characteristics may represent the influence of environmental factors shaping Gen Y's consumption patterns.

Alch (2000) pointed out that Gen Y consumers spend most of their discretionary income on three product categories: (1) apparel (34 percent); (2) entertainment (22 percent); and (3) food (16 percent). Apparel plays an important role in how these individuals spend their money, in part because hanging out at the mall is an important part of socializing with friends for this generation. Alch (2002) also identified several consumption characteristics for this generation. Gen Y's are: (1) Internet-connected in order to seek information about products; (2) savvy about media and advertisements; (3) willing to incur debt to make purchases; (4) brand conscious; and (5) materialistic. Some of these characteristics have been further researched in the academic literature such as the importance of the Internet and credit card usage, but the results lack depth and detail (Milner, 2004).

Paul (2001) stated that one of the greatest influences on the consumption patterns of Gen Y is television. The type of television programs directed at Gen Y is drastically different from previous generations. Gen Y grew up on MTV and reality television (Paul, 2001). When MTV began in 1984, it mostly showcased music videos and a few television programs (Paul, 2001). MTV in the last few years has focused more on reality television and less on music videos. Some of the reality television shows have celebrities showing off their homes and other materialistic items using brand names. This is a form of celebrity endorsement that has Gen Y wanting the cool brands (Paul, 2001). Reality television has helped show Gen Y that anybody can be a star (Paul, 2001). This new form of the American dream has put a stronger focus on materialism and helped shape consumption patterns, because these reality stars have become key socialization agents.

Consumption Characteristics of Generation Y Consumers in the Academic Literature

The academic literature has focused less on Gen Y than the popular business literature and typically uses a narrower term for Gen Y—college students. This terminology is problematic, however, because college students can include a variety of generational cohorts. It is important, therefore, to consider only recently published journal articles when the term college students is used and to keep in mind that “college students” are increasingly non-traditional (non-college age) students. Key research streams on Gen Y in the academic literature are: (1) credit card usage of college students (Roberts and Jones, 2001, Hayhoe et al., 2000, Allen and Jover, 1997); (2) Internet usage (Ha and Stoel, 2004, Weiler, 2005); (3) the older segment of Gen Y and their mall

consumption patterns (Martin and Turley, 2004); and (4) the decision making skills of female Gen Y consumers (Bakewell and Mitchell, 2003).

Credit Card Usage of College Students

Generation Y grew up on the idea of purchasing items using credit cards (Roberts and Jones, 2001). Unlike previous generations that associate a negative feeling with using credit cards or accruing debt, researchers have found Gen Y to accept credit cards and look at credit cards as a positive way of purchasing goods (Roberts and Jones, 2001). Xiao and colleagues (1995) found 85 percent of college students regarded having credit cards as a positive experience (Xiao, Norring, and Anderson, 1995). Two perspectives on why credit card usage is both a favorable and growing trend among college students have emerged: (1) credit cards provide accessibility and a way to manage the costs of living; and (2) credit cards help college students consume goods (Hayhoe et al., 2000).

College students often have just moved away from home and many are paying for things on their own (Hayhoe et al., 2000). When students do not have a source of income, using credit cards can help temporarily manage the costs of living (Hayhoe et al., 2000). College students see tables set up all over campuses with offers to open up credit card accounts (Hayhoe et al., 2000). The average number of credit cards held by college students has almost tripled in the last decade (Roberts and Jones, 2001). Because Gen Y has grown up on credit cards, this cohort may be more likely to use credit cards to consume goods (Ritzer, 1995).

Hayhoe and colleagues (2000) found that the number one thing college students purchased using credit cards was apparel. Apparel is a form of self-expression (Holman,

1981). Many college students use credit cards to purchase materialistic items such as apparel to help express themselves and show their status in society (Roberts and Jones, 2001). Researchers have found that compulsive buying may occur more often with credit cards, because the consumer tends to consume more than was expected (Roberts and Jones, 2001). Compulsive buying is defined as the purchasing activities of consumers who are “impulsively driven to consume, cannot control this behavior, and seem to buy in order to escape other problems” (Faber and O’Guinn, 1989, p.99). Researchers have been trying to identify what types of characteristics are associated with compulsive buying in college students (Roberts and Jones, 2001). The only consistent finding has been that college students may be more prone to compulsive buying if they use credit cards (Roberts and Jones, 2001).

Internet Usage of College Students

In addition to Generation Y growing up with debt and not being frightened by it (Ritzer, 1995), the Internet has become the most popular way for this group to search for information (Weiler, 2004). As mentioned previously, knowledge about technology has been one of the largest differences between Gen Y and other generations (Weiler, 2004). College students are able to access the Internet easily on college campuses and do so for a variety of activities including online shopping, chat rooms, email, and information seeking (Anderson, 2001).

Online shopping has quickly become a popular application of the Internet, especially for Generation Y (Ha and Stoel, 2004). Ha and Stoel (2004) tried to find an association between innovativeness and Internet shopping. Innovativeness is defined as a

characteristic of an individual who adopts a new idea or trend earlier than others (Rogers, 1995). Ha and Stoel (2004) found the Internet itself to be an innovative product, therefore, shopping online was an innovative action. Ha and Stoel (2004) did find an association between the level of innovativeness and Internet usage among college students. They were unable, however, to determine if the Internet was used for information seeking or online purchasing.

Mall Consumption Patterns

Martin and Turley (2004) tried to find the link between malls and the consumption patterns of the older segment of Gen Y. They found that the older segment purchased items at the mall in a more utilitarian versus hedonic way (Martin and Turley, 2004). Utilitarian shoppers appear to go into the mall with a purpose and are more likely to purchase products efficiently (Martin and Turley, 2004). Hedonic shoppers appear to get caught up in the emotional and entertainment value of shopping, usually going to “just go” (Martin and Turley, 2004). Martin and Turley (2004) also found this older segment of Gen Y consumers to shop at specialty stores more than department stores, though on an average trip this older segment may shop at five to six stores. This concurs with Alch (2000) who found that Gen Y consumers were more brand conscious. Alch (2000) also found that Gen Y consumers tend to shop at the same stores when they go into a mall, choosing specialty shops like the Gap and the Limited over department stores.

Decision-making Styles of Gen Y Females

Research on the decision-making styles of Gen Y females has found that consumption patterns are similar to the results cited in the popular literature. Bakewell and Mitchell (2003) found a correlation between the time spent watching television by Gen Y females and the types of products they seek to purchase. They found that females were more willing to purchase similar products to the ones aired on television, especially specific brand names and product categories (Bakewell and Mitchell, 2003). Television these days “portrays and therefore reinforces the belief that materialistic goods and opulence are a good thing” (Bakewell and Mitchell, 2003). Bakewell and Mitchell (2003, p.101-102) surveyed 244 undergraduate college students and identified five decision-making styles for Gen Y females: (1) recreational quality seekers; (2) recreational discount seekers; (3) shopping and fashion uninterested; (4) trend setting loyals; and (5) confused time/money conserving. These five decision-making styles seem to agree with some of the consumption patterns identified in previous business research. The recreational quality seekers are defined as having more fun while shopping and looking more for certain brands (Bakewell and Mitchell, 2003). These shoppers tended to associate higher prices with higher quality (Bakewell and Mitchell, 2003). Recreational discount seekers focused on price as an important factor, differing from other groups by being less conscious of brands (Bakewell and Mitchell, 2003). The shopping and fashion uninterested only shopped when they had to, in order to find the cheapest price in the most efficient way (Bakewell and Mitchell, 2003, p.100). Trend setting loyals are the “most fashion and style conscious.” They differed from the recreational quality seekers

in that they did not believe a higher price equals better quality (Bakewell and Mitchell, 2003). Confused/time money conserving shoppers seek out lower priced goods (Bakewell and Mitchell, 2003). They felt overwhelmed with the variety of choices unlike the other decision-making groups (Bakewell and Mitchell, 2003). Bakewell and Mitchell (2003) found that across all groups, brand loyalty was important to over 50 percent of the respondents. Interestingly, Bakewell and Mitchell (2003) also found over 50 percent of the females who responded go shopping for recreational (hedonic) purposes, the opposite of the utilitarian purposes found from the research of Martin and Turley (2004).

Conclusion and Research Gap

Consumer socialization explains how adolescents learn their consumer behaviors and how these will shape their consumption patterns later in life (Ward, 1974). Symbolic consumption, on the other hand, explains that people, especially adolescents, purchase products that are embedded with social meanings. One of the most important products to young consumers is apparel, because apparel helps young people express themselves and gain status among their peers (Milner, 2004). This type of symbolic consumption is embedded in American culture where brands are a way of life (Milner, 2004).

Consumers, however, are changing. The Hispanic population and Generation Y are starting to change the face of American markets. With the Hispanic population poised to be the largest minority group in the United States by 2050 (Bristow and Asquith, 1999) and older Gen Y's poised to enter the marketplace with considerable buying power, research is needed to understand better the key socialization agents for Anglo and Hispanic Gen Y consumers, especially in reference to their favorite purchase, apparel.

Hypothesis Development

Research has indicated that socialization agents are important in shaping consumer skills during adolescence (Ward, 1974). Peers appear to influence adolescents as they mature and move towards independence from their parents (Moschis, Moore and Stanley, 1984). In late adolescence, it is generally thought that conformity with peers becomes an important part of adolescence (Reisman and Roseborough, 1955). This is where adolescents begin to fully understand the symbolic meaning and “set of styles” associated with consuming certain products and brands (Reisman and Roseborough, 1955). These materialistic assessments and social reasons for consumption become a common topic of discussion for adolescents moving away from the initial skills learned from parents and developing their consumption choices (Moschis and Churchill, 1978). Even with previous research identifying peers as an important socialization agent, little research has explored the importance of peers in influencing apparel consumption, especially with Generation Y.

Ward found parents to be the primary socialization agent for children (1974). Moschis and Churchill (1978) found that parents introduce the basic aspects of consumption by demonstrating how they consume products and what decision making skills they use to determine their consumption choices, including an introduction to understanding the meaning of “price-quality relationships”(p.103). Parents also appeared to contribute to the social structural variables that influence consumer socialization in children (Ward, 1974). As mentioned earlier, however, research has suggested that

parents begin to become secondary socialization agents as children move into adolescence and begin looking towards their peers for guidance (Ward, 1974).

Based on the above, it is hypothesized that:

H1: The influence of peers will be stronger on the apparel consumption of Gen Y females than parents.

Previous literature on the Hispanic market has suggested there is a difference between Hispanic and non-Hispanic consumer expectations (Herbig, and Yelkur, 1997). Desphande and colleagues (1986) found that the level of ethnic identification, either strong or weak, may actually determine the similarities of Hispanic and non-Hispanic consumption patterns—with weak identifiers resembling the consumption patterns of Anglo consumers more so than strong identifiers. Most of this research chose Hispanic participants based on previous stereotypes or made assumptions that could have influenced the findings (Valencia, 1983). Furthermore, the Hispanic participants were also part of other cohort groups that do not belong to Generation Y, which could have led to different results. Exploratory qualitative research for this study using Generation Y Hispanics, indicated new findings with reference to socialization agents for these groups' apparel consumption. This exploratory research challenged most of the previous literature and shaped the idea that there may be no differences between the influences on Anglo and Hispanic Generation Y females' apparel consumption.

Based on this, it is hypothesized that:

H2: There will be no difference in the level of peer influence on apparel consumption between Anglo and Hispanic Gen Y females.

H3: There will be no difference in the level of parental influence on apparel consumption between Anglo and Hispanic Gen Y females.

H4: There will be no difference in the level of influence between people and media on apparel consumption between Anglo and Hispanic Gen Y females.

Exploratory Ranking of Media/People Influences

Based on the qualitative data results, it was felt that certain media sources and people will have relatively more influence on Gen Y females than others. Although a formal hypothesis was not proposed, further information relative to the influence of media and people on apparel consumption for these groups would provide a broader understanding of the consumer groups of interest. Research on how media influences consumer socialization has yielded varied results. Researchers have agreed on the idea that media serves as a way to open up communication about different products and brands (Moschis and Churchill, 1978; Moschis, Moore and Stanley, 1984). There has been some research that has shown that media leads to stronger brand loyalty in adolescents especially with repeat exposure from television (Moschis, Moore and Stanley, 1984). Most of the research on media influencing consumer socialization has put the emphasis on television. However, while doing the exploratory research for this study, it was found that magazines played a more critical role in the influence of apparel consumption over television. Although past research has been unable to determine if media plays a more important role than peers or parents in influencing consumer skills (Moschis and Churchill, 1978), it is anticipated based on the literature and on this study's qualitative research that certain media sources and people may have relatively more influence on Gen Y females than others.

CHAPTER III

METHODOLOGY

Chapter III presents: (1) Methodological Approach; (2) Restatement of Research Hypotheses; (3) Sample and Data Collection; (4) Instrument Development; and (5) Statistical Analysis.

Methodological Approach

The purpose of this research is to apply the theoretical frameworks of consumer socialization and symbolic consumption to Generation Y Anglo and Hispanic females relative to their apparel consumption. Two methodological approaches will be used to discover the influences on the apparel consumption of Gen Y Anglo and Hispanic females, qualitative and quantitative. The qualitative method chosen explores the concepts or phenomena of the study through in-depth questions (Creswell, 2002). One-on-one interviews were conducted to investigate Gen Yers' perceptions and to discuss the different types of socialization agents that Gen Y consumers use in reference to apparel consumption. The quantitative methodology explores the identified variables and factors that influence apparel consumption for the population of interest (Creswell, 2002). A survey was then developed using the results from the in-depth interviews, in conjunction with extant marketing scales.

Qualitative Methodology

Ten preliminary in-depth interviews were conducted to understand the types of questions and terminology needed to develop the appropriate measurement scales for this research. The interviews were done using ten female students from a major university in the Southeast. Among the ten students, five were Anglo Generation Y, and five were Hispanic Generation Y. The same questions were asked of all participants. The questions ranged from the types of fashion the participants wore, to who they considered to be the socialization agents that influenced their fashion choices. All of the questions were open-ended allowing for the participants to elaborate on each question. (see Appendix A for the schedule of interview questions). The interviews, which lasted approximately 25 minutes, were audio taped and transcribed to determine common themes from the participants. The interview texts, were then analyzed to identify the common themes expressed by the participants, noting the differences (if any) between Anglo and Hispanic females.

Results indicated that friends and magazines were identified as the two most common influences on apparel consumption for Gen Y females. Another interesting outcome from analyzing the interview texts was the similarity in responses from both Anglo and Hispanic Gen Y females. Exactly the same number of Anglo respondents and the same number of Hispanic respondents listed friends or magazines as their primary influence for apparel consumption. Though it was thought that friends would play a strong role in the influence of apparel consumption, magazines playing an equally important role was surprising, especially because all ten respondents mentioned weekly

celebrity magazines such as People or US Weekly instead of traditional fashion magazines. This could lead to the idea that celebrities are the ones being influential not the magazines; however, when further asked about celebrity influence, it seemed to make no difference in influencing apparel consumption. This led to testing the different aspects of media including celebrities and magazines under the exploratory ranking influence of media/people. Based on the literature review, parental influence was added to the survey as a possible influence on apparel consumption.

Quantitative Methodology

Survey Development

After considering the results from the interviews, extant scales were used to develop a survey that would test a larger convenience sample from the same university. Based on researching marketing scale handbooks and from conducting an in-depth literature review, a pilot survey was developed. The pilot survey was tested two times using respondents with demographics representative of the study's intended sample. The results from the pilot study were analyzed using t-tests, to see what changes needed to be made. The final survey included all the necessary changes from the first two pilot tests, and then put online. The final survey was then tested online by the researcher to correct any technical problems. The survey used seven-point Likert-like responses to the survey questions. The scale was measured using 1 as "strongly disagree" and 7 as "strongly agree."

Restatement of the Research Hypotheses

Based on preliminary qualitative research and an in-depth literature review, it is hypothesized that:

- H1: The influence of peers will be stronger on the apparel consumption of Gen Y females than parents.
- H2: There will be no difference in the level of peer influence on apparel consumption between Anglo and Hispanic Gen Y females.
- H3: There will be no difference in the level of parental influence on apparel consumption between Anglo and Hispanic Gen Y females.
- H4: There will be no difference in the level of influence between people and media on apparel consumption between Anglo and Hispanic Gen Y females.

Although not presented as a formal hypothesis, an exploratory research question was included to gain information about whether certain media sources and people will have relatively more influence on Gen Y females than others.

Sample and Data Collection

Sample

The sample was drawn from a mailing list for undergraduates at a major university in the Southeast with a large Hispanic population. Two different samples are used in this research, each generated in a different way: (1) for the Anglo female students, a random sample of females identifying themselves as Anglo on the survey, was drawn from over 25, 000 names to generate potential participants; and (2) for the Hispanic students, the entire list serve of Hispanic female students from a Hispanic student organization was used to generate potential participants. Using the list serve from a Hispanic student association for generating the sample of the Hispanic female students

allowed for a sufficient level of participation from females who self-classify themselves as Hispanic. Previous research using Hispanic populations have used last name, country of origin, or language spoken at home as a way to classify ethnicity (Deshpande, Hoyer, and Donthu, 1986). The list serve, however, generates Hispanic female students who classify themselves as Hispanic. Both lists of students, Anglo and Hispanic, were between the ages of 18 and 25 (following Martin and Turley's definition of Generation Y). Because age is not a barrier prior to answering the survey, demographic questions determining the appropriate age and ethnic identification were also asked on the survey. All participants who did not fall into the appropriate categories, i.e., males, other ethnicities, and participants below or above 18-25 years of age were not included in the analysis. Table 1 shows the demographic information for all respondents included in the study (see Appendix B for demographics of all respondents, i.e., prior to the elimination of unqualified participants).

Data Collection

The survey was sent to Anglo and Hispanic female student participants' e-mail addresses with a link to the study survey. The number of surveys sent to Anglo Gen Y females was 2500. The number of surveys sent to Hispanic Gen Y females was 1200. It is important to note the discrepancy in numbers between the Anglo and Hispanic Gen Y females, which came from the estimated total number of potential Hispanic participants in the organization to the actual total number of the Hispanic participants in the organization. The total number of surveys returned from both groups was 321.

Table 1. Demographic information of respondents

Gender	Female 193			
Age	18-19 70	20-21 71	22-23 41	24-25 11
Ethnicity	Anglo 146	Hispanic 47		
Hispanic Origin	Mexico 4	Caribbean Islands 28	Central American 3	South American 11
Hispanic Strength	Weak 6	Neutral 5	Strong 36	
Monthly Apparel Expenditures	\$0-\$50 88	\$51-\$100 62	\$101-\$150 22	\$151 and Over 21

The response rate for the survey was 8 percent, which was higher than the 5 percent response rate expected from Web-based or email surveys as indicated by previous research (Dillman, 2000; Cobanoglu, Warde and Moreo, 2001).

Table 2 shows the number of survey responses following each administration.

Table 2. Response rate for each survey administration

Administration	Sent/Responses
1 st Administration	3700/120
2 nd Administration	3400/24
3 rd Administration	3200/81
4 th Administration	3100/94

Instrument Development

Construct Measurement

The scales of measurement used for this survey were drawn from an extensive literature review and two marketing scale handbooks (Bearden, Netemeyer, Mobley, 1993; Bruner and Hensel, 1996). Where possible, two measurement scales were selected for each construct for validation purposes. The bold lettering used for the individual scale items indicates final modifications to the scales.

Peer and Parent Influence

H1: The influence of peers will be stronger on the apparel consumption of Gen Y females than parents.

The first scale used to measure peer influence comes from Mascarenhas and Higby (1993). The Cronbach's alpha reliability of this scale is .687. The second scale used to determine peer influence was modified from a scale measuring parental interpersonal influence from Mascarenhas and Higby (1993). The Cronbach's alpha reliability of this scale is .72.

Peer Influence Scales

1. I **seldom** purchase the latest **apparel** products until I am sure my **friends** approve of them.
2. It is important that my **friends** approve of the store where I buy apparel.
3. I am **often** loyal to stores where my **friends** shop **for apparel**.
4. If I want to be like my **friends**, I **often** buy the **apparel** brands they buy.
5. I work long hours and save to afford the **apparel** my **friends** buy.
6. I achieve a sense of belonging by buying the same **apparel** brands my **friends** buy.
7. My **friends often** influence the choice of who I shop with.

1. I **often** follow my **friends**' decisions by buying the same **apparel** products or **apparel** brands.
2. My **friends** accompany me when I purchase **apparel**.
3. Where and which **apparel** brand I buy is often determined by my **friends**.
4. I **often** shop with my **friends** for **apparel**.
5. My **friends** decide **a lot** of my shopping needs for **apparel**.

The scale used to measure parental influence comes from a scale measuring parental interpersonal influence from Mascarenhas and Higby (1993). The Cronbach's alpha reliability of this scale is .72.

Parental Influence Scale

1. I **often** follow my parents' decisions by buying the same **apparel** products or **apparel** brands.
2. My parents accompany me when I purchase **apparel**.
3. Where and which **apparel** brand I buy is often determined by my parents.
4. I **often** shop with my parents for **apparel**.
5. My parents decide **a lot** of my shopping needs for **apparel**.

Mean Differences Between Ethnicities

H2: There will be no difference in the level of peer influence on apparel consumption between Anglo and Hispanic Gen Y females.

H3: There will be no difference in the level of parental influence on apparel consumption between Anglo and Hispanic Gen Y females.

H4: There will be no difference in the level of influence between people and media on apparel consumption between Anglo and Hispanic Gen Y females.

These hypotheses were tested using the previous two scales from peer and parental influence.

Exploratory Ranking of Media/People Influences

Given that a statistically testable scale could not be found in marketing scale books or the previous literature, a combination of two ranking scales was used to explore,

the levels of influence exerted by different types of media and people sources on Gen Y females' apparel consumption. The first scale comes from Strutton and Lumpkin (1992). The Cronbach's alpha reliability of this scale is .723.

Mass Media Influence Scale

Rate the importance of each source in helping **you** to make the best choice **when** shopping for apparel.

1. Television advertisements
2. Magazine advertisements
3. Newspaper advertisements
4. Celebrity endorsements
5. Catalogs

The second scale used to measure personal source influence, meaning the influence of different types of people came from the personal source confidence scale from Murray (1985). The Cronbach's alpha reliability of this scale is .897.

Personal Source Influence Scale

1. The opinion of an employee of the store, retail outlet, or office (e.g., receptionist, delivery person, etc.)
2. Salesperson
3. Owner or manager of the store, office, or retail outlet.
4. Recommendations of a neighbor or friend
5. Family members or relatives
6. What previous customers had to say about **apparel**.
7. Friends or acquaintances

A combination of both scales was used to explore this area of research.

Mass Media and Personal Source Adaptation Scale

Please rank from 1 to 10 (1 being the most influential and 10 being the least influential) the following factors that influence your choices when shopping for your own apparel.

1. Television Advertisements
2. Newspaper Advertisements
3. Magazine Advertisements
4. Celebrity Endorsements

5. Catalogs
6. Parents
7. Friends
8. Acquaintances
9. Salespersons
10. Other Customers (in the store)

Statistical Analysis

The statistical analysis included descriptive statistics and paired mean comparisons. Descriptive statistics determined the frequencies, means and standard deviations of the variables. A construct validation was done to test the validity of both peer influence scales. Paired mean comparisons were tested using independent sample t-tests and analysis of variance (ANOVA) to determine the differences between Anglo and Hispanic Gen Y females. It was important to use the analysis of independent t-test because analysis included both Anglo and Hispanic samples, which are two independent groups given that a participant in the Anglo group could not be classified as a participant in the Hispanic group. The analysis of variance (ANOVA) established the difference between means. This test is widely used given its ability to test multiple means (Howell, 2004). For the purposes of this study, one-way ANOVA was used because only one independent variable is measured—ethnicity (Anglo vs. Hispanic).

To analyze the exploratory research question, a Pearson chi-square test was used to determine if each type of media and people source had influence on the apparel consumption of Gen Y females. The results of this analysis have the potential to generate findings that can help to confirm the results from the preliminary qualitative in-depth interviews.

CHAPTER IV

RESULTS

Chapter IV presents: (1) Introduction; (2) Results of Hypothesis Testing; and (3) Results of Exploratory Ranking of Media/People Influences Testing.

Introduction

Basic descriptive statistics were run on the data for the study. There were 193 respondents, all of whom were female, 46 of Hispanic origin, and the remaining 147 of Anglo origin. Of those of Hispanic origin, the respondents came from: (1) the Caribbean Islands (61 percent); (2) South American (24 percent); (3) Mexico (9 percent); and (4) Central American (6 percent). The majority of the Hispanic respondents did classify themselves as strongly identifying with being Hispanic. The average ages of the respondents were: (1) 18-19 (36 percent); (2) 20-21 (37 percent); (3) 22-23 (21 percent); and (4) 24-25 (6 percent). The average monthly expenditures on apparel for the samples were: (1) \$0-\$50 (46 percent); (2) \$51-\$100 (32 percent); (3) \$101-\$150 (11 percent); and (4) \$151 and over (11 percent).

The construct validation showed that both peer influence scales were similar with the correlation significant at the .01 alpha. Table 3 shows the results of the correlation tests for the construct validation of both the peer influence scale and the parental influence scale.

Table 3. Correlations for construct validity

	Friends' Importance	Parents' Importance	Friends' Secondary Importance
Friends' Importance	1	.242**	.721**
Parents' Importance	.242**	1	.252**
Friends' Secondary Importance	.721**	.252**	1

**Pearson correlation is significant at the 0.01 level (2-tailed)

Results of Hypothesis Testing

Hypothesis 1

H1: The influence of peers will be stronger on the apparel consumption of Gen Y females than parents.

High reliability coefficients were found with both the peers scale (Cronbach's alpha = .836) and parents scale (Cronbach's alpha = .894). A paired sample t-test was also conducted to see if peers had a stronger influence on the apparel consumption of Gen Y females than parents, with the results indicating that there is not statistical significance. The finding was not significant $t(191) = .659, p = .511$. A chi-square test was also done, with the results supporting the previous analysis. The results showed chi-square (2, $N=193$) = 22.269, $p = .000$ for peers and chi-square (2, $N=193$) = 3.181, $p = .004$ for parents. The results indicated that peers were ranked lower than any other type of influencing social agent, though the chi-square was significant at the .05 alpha. The reason the results showed that peers were ranked the lowest was because peers were

loaded at the lowest rank, while other people sources were loaded at higher ranks. The results showed that parents were not a significant influence at $t(191) p=.278$. Table 4 shows the chi-square results from the exploratory ranking of influences from peers.

Table 4. Chi-square results for peers

	Observed N	Expected N	Residual	Chi-square (a)	Asymp. Sig.
1.00	93	64.3	28.7		
5.00	60	64.3	-4.3		
10.00	40	64.3	-24.3		
Total	193			22.269	.000

Given that all statistical analyses performed show no significance for peers having a stronger influence on the apparel consumption of Gen Y females than parents, H1 was not supported.

Hypotheses 2-4

H2: There will be no difference in the level of peer influence on apparel consumption between Anglo and Hispanic Gen Y females.

H3: There will be no difference in the level of parental influence on apparel consumption between Anglo and Hispanic Gen Y females.

H4: There will be no difference in the level of influence between people and media on apparel consumption between Anglo and Hispanic Gen Y females.

The t-test showed no significant difference between Anglo and Hispanic Gen Y females for peer influence with $t(191) = -1.087, p=.279$. The t-test also showed no significant difference between Anglo and Hispanic Gen Y females for parental influence. The results were $t(191) = -.664, p=.508$. The chi-square indicated no difference between

Anglo and Hispanic Gen Y females for peers at chi-square (2, $N=193$) = .342, $p=.05$.

The chi-square also revealed no difference between Anglo and Hispanic Gen Y females for parents at chi-square (2, $N=193$) =1.236, $p=.05$. The chi-square showed that for the five different types of media, none demonstrated a significant difference between Anglo and Hispanic Gen Y females. Table 5 presents the results of the differences between ethnicities for people and media.

Table 5. Chi-square results for people and media for mean differences of ethnicity

Source	Sample Size	Chi-Square Value	df	Significance
Media TV	193	2.152	2	.341
Media Celebrities	193	1.975	2	.373
Media Catalogs	193	3.876	2	.144
Media Magazines	193	2.465	2	.292
Media Newspapers	193	1.450	2	.484
People Parents	193	1.236	2	.539
People Peers	193	.342	2	.843
People Acquaintances	193	1.020	2	.601
People Salespeople	193	1.696	2	.428
People Other Customers in Store	193	3.042	2	.219

Based on the statistical results from both the t-tests and chi-square tests, H2, H3, and H4 were supported. There appears to be no difference in the influences on apparel consumption between Anglo and Hispanic Gen Y females.

Results of Exploratory Ranking of Media/People Influences

The research question that explored the relative influence of media and people found that different types of media and different types of people influence apparel consumption for Gen Y females. Given the difficulties of working with ranking scales, chi-square analysis offered the best opportunity to analyze the data. To determine the chi-square, it was more meaningful to recode the data segmenting the responses into three levels: low; middle; and high influence. Once the data was recoded, the chi-square indicated the level of the different types of influences on apparel consumption.

Table 6 presents the chi-square results for people and media (see Appendix G for the chi-square results showing how each ranking influence falls in terms of the low, middle, and high levels of influence). The chi-square results indicated that parents did not appear to influence apparel consumption. This was the only influence source that did not have statistically significant results. The other types of people sources and all of the media sources did influence apparel consumption at an alpha level of .05. Table 7 shows the chi-square results for magazines alone because magazines were ranked as having the highest influence, which supports the preliminary findings for this study's qualitative in-depth interviews.

Table 6. Chi-square results for people and media

Source	Sample Size	χ^2 Value	df	Significance
Media TV	193	40.798	2	.000
Media Celebrities	193	12.259	2	.002
Media Catalogs	193	15.554	2	.000
Media Magazines	193	12.477	2	.002
Media Newspapers	193	15.461	2	.000
People Parents	193	3.181	2	.204
People Peers	193	22.269	2	.000
People Acquaintances	193	23.762	2	.000
People Salespeople	193	11.824	2	.003
People Other Customers in Store	193	17.233	2	.000

Table 7. Chi-square of magazines

	Observed N	Expected N	Residual	Chi-square (a)	Asymp. Sig.
1.00	45	64.3	-19.3		
5.00	63	64.3	-1.3		
10.00	85	64.3	20.7		
Total	193			12.477	.002

CHAPTER V

CONCLUSIONS

Chapter V presents: (1) Introduction; (2) General Conclusions; (3) Study Limitations; and (4) Future Research Opportunities.

Introduction

The general research question for this study was: What are the differences between Anglo and Hispanic American Generation Y females with regard to the socialization agents influencing their apparel consumption?

This topic is important because little research has been done using the theoretical framework of consumer socialization with the cohort group of Generation Y. As mentioned previously, Gen Y females use their discretionary income to purchase more apparel than any other product category (Alch, 2000). In addition, 34 percent of the current Hispanic population in the United States falls into the cohort group of Generation Y (New Strategist Editors, 2004). With this focus on apparel and the strong representation of Gen Y in the Hispanic population, it is important to understand whether any differences exist between Gen Y Anglo and Hispanic females relative to their apparel consumption. Previous literature has stated that the consumption patterns of Hispanics do differ from those of non-Hispanics (Mulhern and Williams, 1994). Specifically this study sought to clarify whether the socialization agents that influence apparel

consumption do truly differ with ethnicity. The results of this study should help inform future research for both academia and marketing practitioners.

General Conclusions

Based on the data it was concluded that peer influence does not appear to be a stronger influence on apparel consumption for Gen Y females than parents. These results were surprising. They contradict previous research which states that as adolescents mature, they look towards their peers as the most important socialization agents (Moschis and Churchill, 1978; Moschis, Moore and Stanley, 1984; Reisman and Roseborough, 1955). The reason for this discrepancy could be that by using the older segment of Gen Y (ages 18-25), the participants were no longer in the final stage of cognitive development and had already acquired the necessary consumer skills. This reinforces the idea behind cohort marketing and research, which focuses on smaller groups (such as the older segment of Gen Y) of people who may more closely consume in similar ways. These findings may suggest that the older segment of Gen Y consumes differently than the younger segment of Gen Y. Given that the results do not show peers having a stronger influence on apparel consumption than parents, it also contradicts previous research that found parents are stronger socialization agents for children, but that as children mature, they look to their peers for cues about consuming goods and the meanings associated with that consumption (Ward, 1974; and Moschis and Churchill, 1978).

The study data also suggested there are no differences between Anglo and Hispanic Generation Y females in terms of the influence of peers, parents, people, and

media on apparel consumption. These results support the results found during the preliminary in-depth interviews. Interestingly, the results do not support previous research that found differences between Hispanic and non-Hispanic consumer expectations (Herbig and Yelkur, 1997). One possible explanation that there was no difference between the influences on the two ethnicities is that Hispanics are becoming more acculturated into US society; therefore, both Anglo and Hispanic Gen Y females are being influenced in the same ways.

With regards to the exploratory ranking of media/people on apparel consumption of Gen Y females, the results suggested interesting differences within both categories. By segmenting the rankings into low, middle and high levels of influence, it was found that within the media category, magazines were ranked as the most influential media source. This finding supports this study's preliminary in-depth interviews that suggested that magazines may be important in influencing Gen Y females' apparel consumption. Celebrities, television, and catalogs appeared to have some influence on Gen Y females, though these three sources fell into the middle. A middle ranking of television as an influence on Gen Y females supports previous research that found mixed results about the amount of influence television has on socializing adolescents (Moschis and Churchill, 1978; Moschis, Moore and Stanley, 1984). Too, celebrities are often seen on television, and this connection may account for the similar ranking of celebrities and television. Also, the middle ranking of catalogs suggests that catalogs may have some influence in representing the types of outfits that can be matched or purchased, but may not have as strong an influence on apparel consumption. The lowest level of ranking of media was

newspapers, corresponding to the idea that newspapers are more about what is going on in the world versus a focus on apparel consumption. Newspapers do, however, notify the consumer about upcoming sales in a given area. This may only influence when and where the consumer shops versus how the consumer decides what apparel will actually be consumed.

It was found that within the people category salespeople and other customers in the stores were ranked as more important influences than any other social agents. This suggests that when a consumer is in the store, prior to making his/her consumption choice, the feedback he/she receives from a salesperson or another customer may more likely influence the selection and purchasing decisions than thinking about what peers or parents might think about the purchase. It should be noted that sales people and other customers in the stores can give responses immediately versus waiting for the reaction later from parents or peers. Interestingly enough, acquaintances were ranked in the middle for influencing apparel consumption, which suggests that acquaintances may also be influential at the time of purchase. Peers and parents were not ranked high in influencing apparel consumption, which supports the previous analysis in this research study.

Although reasonable alternative explanations have been presented for the non-intuitive findings for H1-H4, three things suggest that these findings, though at odds with the literature, may have merit. The first is the issue of construct validation. When the scales measuring peer and parental influence for H1 were analyzed, they were highly correlated, suggesting that the measures are valid and that measurement error was not an

issue in the surprising finding for H1. As mentioned previously, past research on Hispanics have often used stereotypes to generate Hispanic samples (Valencia, 1983). It is interesting to note that the majority of this study's Hispanic participants classified themselves as "strong Hispanic identifiers," which should have resulted in stronger support for the previous literature that found Hispanic identifiers consume differently from both weak Hispanic identifiers and non-Hispanics (Despande, Hoyer, and Donthu, 1986). The data, however, said otherwise. Instead, the findings for H2-H4, the hypotheses dealing with ethnic differences, are strengthened by the fact that the majority of the study participants indicated that they highly identified with their Hispanic roots. Finally, in the exploratory research conducted on rankings of media/people influence, peer and parents were not ranked high in influencing Gen Y's apparel consumption, furthering confirming this study's findings. The study results, if corroborated, have substantial implications for marketers as to what marketing activities may or may not need to be tailored for different ethnicities.

Study Limitations

As with all research, this study has limitations. First, the study sample was drawn from a large university in the Southeast. Second, the participants must have had access to a computer to check their email, and in addition, must be computer savvy enough to take an online survey. Third, the participants were well educated because they were currently attending a major four-year university. Fourth, there was an assumption that the majority of the Hispanic sample classified itself as first-generation Hispanic, which could have led to a stronger rate of acculturation into the US culture. Fifth, among the Hispanic sample,

the majority came from the Caribbean Islands, which may have influenced the results. Sixth, unlike the Anglo participants, the Hispanic participants were notified through their association president, so resending the link to the survey was more difficult to accomplish. The Anglo participants received notice about the survey four times in three months, where as the Hispanic participants received notice only two times. This could have led to the lower response rate for the Hispanic participants. Last, the survey was pilot tested two times, before going live on the Internet, yet it must be assumed that there are interpretation issues whenever using this research method. Out of the 321 responses, 55 surveys were not usable simply because the participant did not finish the survey.

Future Research Opportunities

This research study has highlighted the need for more research on consumer issues focusing on Gen Y, ethnicity, and apparel. This might include: (1) a study of the younger segment of Gen Y; (2) conducting a longitudinal study testing Gen Y females just beginning high school and then retesting when they are just beginning college, perhaps providing a clearer picture of if and when the influences of parents and peers shift; and (3) segmenting Hispanic samples into further subcategories to get a better sense of differences among the Hispanic population. The last idea for future research could be extremely useful considering previous literature has stressed the importance of distinguishing the differences within the Hispanic population and accurately identifying Hispanic subgroups (Valencia, 1983). Unfortunately this study was unable to find in detail exactly how strong the influence of peers and parents were on Gen Y females' apparel consumption. However, the study results do indicate that there is an influence.

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Appendix A. Interview schedule

1. When you think of the word fashion, what do you think about?
2. Do you think being “in fashion” is important?
3. Do you consider yourself to have a sense of style when you wear clothes?
4. What would that sense of style be?
5. Describe the types of clothes you wear on a regular basis.
6. Think back to the last few years, have you significantly changed the way you have dressed?
7. If so, what were the reasons for your change?
8. What magazines do you read that tell you what styles are popular?
9. How often do you read these magazines?
10. What television programs that you watch influence your decisions on what styles to adopt?
11. What celebrities influence your style?
12. Do you talk with your friends or parents about what’s in fashion?
13. What are the things you talk about?
14. What other places do you find out what styles are popular?
15. How often do you go into a store to see what’s new?
16. What’s the first thing you look at when you go into a store?
17. Describe the most recent trend that you saw in a store or magazine that you adopted.
18. Where did you first see this trend?
19. How did you identify with that trend?
20. When did you adopt that trend?
21. To sum up, what source of information; friends, family, magazines, etc; would be the number one source to influence your fashion choices?

Appendix B. Total demographics

Gender		Male 17			Female 251		
Age	Under 17 2	18-19 91	20-21 83	22-23 52	24-25 12	Over 26 26	
Ethnicity	Asian 4	Hispanic 62	Caucasian /Anglo 171	African American 22	Native American 0	Other 9	
Hispanic Region	Mexico 6	Caribbean Islands 33	Central American 5	South American 17			
Hispanic Identity		Weak 7	Neutral 5	Strong 50			
Average Amount Spent on Apparel per Month	\$0-\$50 122	\$51-\$100 82	\$101-\$150 35	\$151 and Over 27			

Appendix C. Interview Transcripts

Hispanic 1

I: When you think of the word fashion, what do you think about?

H1: When I think of the word fashion, I think of something that is current. I definitely think of, well I think I was going to say I only think of dress, but I don't, I think of home furnishings too, but I definitely think of something that is current and trendy, stylish. I think of something that is expensive and fresh.

I: So you think of the word fresh, but do you think that therefore being in fashion is important. To be fresh and new is important, therefore?

H1: Important, how do you mean like in general?

I: Yes, I mean that being in fashion is something that is important to you. Something that you think about all the time.

H1: That's definitely not something that I think about all the time, but I think about it when, no not as important, but like you can be classic, so by my definition be fashion, fashionable, but you know. But no I don't think of it as being important part of my life, fashion.

I: Do you consider yourself to have a sense of style when you wear clothes?

H1: I like to think so.

I: What would that sense of style be?

H1: I think of my style to be more classic.

I: Define classic.

H1: Things that are, more clean lines, less frill. More solids, I tend to wear more solids.

I: So do you mean less print?

H1: Less print, and I think the reason for that is because I tend to buy nicer clothes, so if I were to buy something that were at the height of fashion; I wouldn't be able to get too much of it, because it would go out of style. So I tend to stick to classics, like cardigans, just like dress slacks, jeans, but nothing too trendy about those jeans. Just so I can get more use out of them.

I: So what does the word trendy mean? Something you see in magazines or?

H1: Yes, trendy is something you see on television, in magazines and it's like really known that if you wear it next season then it's out.

I: Think back to the last two years, have you significantly changed the way you have dressed?

H1: No, I don't think so.

I: So in the last few years, you really have had this classic sense of style.

H1: Yeah, yeah, yeah.

I: So you wear stuff that you've had two years ago?

H1: Yeah

I: Okay

H1: I wear things that I've had since high school if it still fits me.

I: Wow. So you've had the same sense of style since high school.

H1: I think, too I shop at the same stores, which I think is interesting. I still have loyalty to some stores. I'll try to go to other stores and maybe I'll pick up a shirt or an accessory, but for the most part, like where I get the majority of my clothing tends to be at the same stores since I was like in 10th grade.

I: Wow. So you developed your sense of style in 10th grade?

H1: Yeah...sounds really bad.

I: Well do you read magazines that tell you what styles are popular?

H1: No, I don't read a lot of magazines normally. I do see, I think where I find out what's popular is when I go to the mall and see what's in the stores, what's on the mannequins, and also what's on television.

I: So when you go to the mall and see these things on the mannequins, and in the stores, do you feel compelled to buy them, because the mannequins have them showing?

H1: Yes I do, as cheesy as it sounds.

I: So the mannequins do influence you.

H1: Yeah I feel like it looks, I don't know. I feel like I would like to buy it, but if I actual do or don't I don't know.

I: Okay so would you, more likely go for what the color is? More in the sense of what colors are popular, or do you look at the mannequins and think oh skirts are popular this season, therefore I'm going to wear more skirts, or the short cropped shirts.

H1: I think colors are big. Colors are big and yeah and if people are doing the skirts, then yeah maybe.

I: So what television programs do you watch, that influence what styles you want to adopt or new color changes or even jewelry? Like what's popular in jewelry. Do you watch television programs and think oh that's really cute.

H1: What do you mean?

I: Like watch television programs and think wow, that OC had a really cute thing on that day, I wonder where they got that style.

H1: Um, yeah I do watch some programs. Like Will and Grace. Actually a lot of the things that Grace wears, her outfits will stay in my mind and then while I am shopping if I see something, I'll think that's something Grace would wear.

I: So Debra Messing really influences your sense of style?

H1: Yes

I: Do you watch her in magazines or when she is watching the red carpet and think wow that is a really cute dress she wore for the Oscars.

H1: Yeah, yeah. She's on Oprah sometimes and I think oh yeah.

I: Do you talk to your friends or parents about what's in fashion?

H1: Yes I do.

I: What types of topics do you discuss?

H1: When I talk with my friends about fashion, we talk about fashion. We talk about like how groups of people wear certain things.

I: What type of groups of people? Like sorority girls vs.?

H1: Yes, sorority girls vs. non sorority girls. Or within Latin. We always talk about Miami style vs. like NY style.

I: So what's Miami style?

H1: Miami style is very, lot's of color, lots of skin showing. Lot's of accessories. Very brand conscious but in the way where labels are showing.

I: So what's NY style?

H1: NY style I think of more, NY style to what Boston, you're supposed to look like you just put it on, or took, it off the floor. Like your whole closet looks like that. You're supposed to look like you don't really care or whatever, but your outfit really costed \$500. Like you don't care but in a really expensive way.

I: So do you identify better with Miami vs. NY?

H1: Definitely not Miami, I'm more conservative then Miami. Again with the color. I am more classic and Miami is more cutting edge with the trend. I think because of the heat and everything they show more. But again I am not, NY because of the...I think I am a little bit more in between. More classic style.

I: Are there any events that have changed your influence on styles? I mean you said you have had the same sense of style since 10th grade so there has never been anything that has changed your sense of style. Do you feel like there are events that do change the sense of style being the war, as we get older, life changes?

H1: I think where I am living or if I travel because I think I will pack according to how I think the person will dress where I am going. I don't think major world events change it.

Maybe if like during 9/11 I didn't care as much because there were more important things to think about, but what really changes what I wear from day to day is weight gain, weight loss.

I: How often do you go into a store to see what is new. Like do you go into a store twice a month to see if there is something new, in your favorite stores?

H1: 3 times a month.

I: Is that the reason why you went into the mall. To say hey, I wonder what's new in the Limited or hey what's new at the Gap.

H1: No I tend to go shopping when I actually need something, and then as I'm there, I see what is new. I don't ever really go to see what is new.

I: So do you actually stop when you walk into a store to see what's new or on display?

H1: Yeah I do.

I: What is the most recent trend that you saw in a store or a magazine that you adopted?

H1: Long earrings. That is something I wouldn't have done on my own. And faded jeans that are ripped or torn. I used to not really like it but now I kind of do. I used to like things that were more polished or sleek, but now I am getting into a more relaxed look.

I: So why did you, did you look at the long earrings at the mannequins or models and think huh, I think that'll look good on my face or huh, that'll look good on anyone because that really looks good on them. Did you think that'll look good on you or did you feel that since they wore it it would look good on anyone.

H1: I have to say I do think that it'll have to look good on me, because there are a lot of things models where that I don't think'll look good on me. I have to adopt styles that I think flatter me.

I: Where did you first see the long earrings? Magazines or your peers?

H1: Long earrings, actually my mother in the 80s wore long earrings, so yeah that's probably where I first saw it, but now the newer version, probably on television, because I watch more television then I read magazines.

I: Do you feel that you get more influence from television than your peers or magazines?

H1: I feel that I see more when I go out and on the weekends. When you see people wearing things in the clubs.

I: Have you ever gone into a club and thought oh my gosh, that's a really cute thing and then go into a store and say oh my gosh this is where she got it, and then get it?

H1: Yeah

I: So that's when she influenced you?

H1: Yeah

I: So with these long earrings how did you identify with that trend? What was it about long earrings that made you want to adopt it?

H1: By looking at them?

I: Or even by trying them on?

H1: Well the ones. The first ones that came out that I liked were the chandelier earrings that were really shiny and what I identified with is that I thought they were a nice way to dress up an outfit. It was an easy way to dress yourself up. And I thought that the shine of it and stuff add like a glow is what really attracted me to it. And then I thought just the way my face is shaped, I have a big head so I think I can carry big earrings.

I: Is there anything that you can say about your sense of style that really would be I notice my fashion comes from my friends, or it automatically comes from television watching, or going out at night. If you can pinpoint one place that you look upon for new styles or fashions who would it be or what would it be?

H1: For new fashions it would be what I see my peers where mixed with what I see on television and then I think ultimately what I choose to buy comes from how I dressed or

saw my mom dress. Some things I won't even consider because she is more conservative. I got that from my family. So what I see my friends wear or television is what I don't see my mom as super fashionable. What I see in those other people I consider to be fashionable. But what I consider, what I choose to buy or adopt is what I learned at home.

Hispanic 2

I: When you think of the word fashion, what do you think about?

H2: I think of like Chanel and designers.

I: What do you think being in fashion means?

H2: I guess being in style in the times.

I: So is that important to you?

H2: Yes.

I: Do you think of yourself of having a sense of style?

H2: All the times.

I: Describe it to me.

H2: I don't like to stand out with what I am wearing. I just like to accessorize.

I: How do you accessorize?

H2: Like purses.

I: What's the most recent purse you bought?

H2: I bought the bag I have with me. It's a cute red bag with tassels and gold accents on it.

I: Where did you find that bag?

H2: I actually saw it on Jessica Simpson first and really liked it. I then saw it on a website and had to buy it. It was kind of expensive, but I am willing to spend money on

purses. It's actually by the same brand of another purse I bought that's white with huge silver hoops on the handle. I saw that purse on Laguna Beach.

I: What sense of style would you call yourself?

H2: I don't know simple.

I: What types of clothes do you wear on a regular basis?

H2: The types of things that I am wearing right now. Jeans and a t-shirt.

I: So are those the types of things you gravitate towards when you go shopping?

H2: Yeah. I try to go for nicer things. But then I'll just go buy an Abercrombie type shirt.

I: So do you actually go to Abercrombie?

H2: Yeah.

I: So think back to the last two years, have you significantly changed your sense of?

H2: Well I have matured more I guess.

I: When you say the word mature you mean...how are you using that word in context?

H2: Um. I guess not so much sloppiness.

I: Sloppiness how?

H2: Um. I don't know because my little sister is starting to shop at the same stores I do. I don't know I guess just neater. More tailored.

I: What was the reason for you to become less sloppy?

H2: I don't know I guess I just started liking different styles and clothes.

I: Now describe those styles.

H2: Um, well I like classic looks. Again clean cut. Kind of preppy. Not like really preppy like collared shirts.

I: Like business casual and button down shirts?

H2: No, not really. When I think about it I have specific stores in mind where I can get it. Like Banana Republic and stores like that.

I: What other stores do you shop at?

H2: I like boutiques, Gap.

I: When you go into boutiques are you going for specific brands?

H2: Yeah usually.

I: So do you read magazines that tell you the types of styles are popular?

H2: I read magazines and see what's in them, but I can't really afford it. I try to find it cheaper.

I: Are there television programs that you watch that influence your sense of style?

H2: No not really.

I: So when you are watching TV you don't think oh that's really cute.

H2: Oh, well yeah but I don't know the specific one.

I: So there is no celebrities that you would say influence your style. Like you don't think that when Jennifer Aniston wears something, it looks good or you like that?

H2: I mean I like the way celebrities dress but I don't have a specific celebrity in mind.

I: You never really dress like a specific celebrity.

H2: No, not really.

I: Okay.

I: Do you talk with your friends or family about what's in fashion?

H2: My friends.

I: What were your friends talking about?

H2: Well my friend and I were talking about handbags.

I: When you talk about handbags, what are you talking about? Brands or styles?

H2: By style, I used to go by brands but now like I said earlier, I don't like logos on my bags. Most of my bags I get at boutiques and stuff. I like plain stuff.

I: But you like things with detail?

H2: Detail but nothing like you can see the brand.

I: If you see the brand name, does it completely turn you off?

H2: No, It's just what I like now. I mean I would still walk into a store and see something, it's just preference right now.

I: Now when did this change?

H2: Um, I guess in the last year or so. I collect purses so whenever I see something that I like. I: So when you find out what's in fashion for handbags, do you go and look for it because your friends told you to?

H2: Not because my peers told me to, but I'll see it in a magazine.

I: What types of magazines, like Lucky?

H2: Yeah, sometimes.

I: Are there any events or changes in your life that has made you or maybe influence the way you dress?

H2: No changes, I guess just getting older.

I: How often do you go into a store to see what's new?

H2: Everyday.

I: Are you going to the mall just to see what's new?

H2: Yeah I guess.

I: So do you look at mannequins or what's around the store?

H2: Around the store.

I: So mannequins don't influence you at all.

H2: No.

I: Are you going everyday to window shop?

H2: I mean I shop everywhere. Ever since I was little. I just like to go in there.

I: Describe the most recent trend you saw in a store or magazine that you adopted.
H2: Oh yeah a TV show, and she was wearing a big sweater and so I liked it.
I: What TV show was it?
H2: Um, Laguna Beach.
I: Do you, so how did you identify with it?
H2: I thought it was cute and since I used to wear sweaters. I always have a sweater with me.
I: Ok, so when did you adopt this trend when you saw it?
H2: Yesterday.

I: So if you could just summarize in one thing how fashion influences you or where you look to find fashion would you say it would be your peers, magazines, television. When you think hey I want to see what's in style, what would you turn to first?
H2: Magazines

I: Magazines first.
H2 : Magazines first.
I : So your friends do not influence you ?
H2: No my friends do not influence me, I mean we have the same taste, but I am more conservative.
I: So why do you feel you dress more conservative?
H2: I don't like wearing tank tops and things like that. My friends are more into showing off more than I like to.

Hispanic 3

I: When you think of the word fashion, what do you think about?
H3: Runway shows.
I: Okay so why do you think of runway shows?
H3: I don't know, because it's fashion.

I: Do you think being in fashion is important?
H3: Um, in a way yes.
I: Would you say that, what do you mean in a way?
H3: I don't mean that it's everything, but its fun.
I: Elaborate the word fun.
H3: I don't know its fun to follow the trends and keep up with what's new and cute.

I: Where do you get those trends that are new?
H3: Magazines or like right now, TV stars. Reality shows and stuff like that.
I: What types of TV shows do you watch to get your things?
H3: Um, well I don't know about to get them, but you know the shows on MTV. Like the Jessica Simpson show and like Laguna Beach. Things like that.

I: So would you say that Jessica Simpson has a good sense of style?

H3: Yeah.

I: So what would you consider to be your sense of style?

H3: Um, jeans and tank tops. Casual.

I: Do you consider yourself to have the same type of clothes you had. Do you buy the same types of clothes you bought two years ago?

H3: Yeah.

I: You have the same sense of style?

H3: Yeah

I: And you would consider that sense of style to be casual jeans and a t-shirt.

H3: Yeah.

I: You go into a store specifically looking for jeans and a t-shirt?

H3: Yeah.

I: What magazines do you read that tell you what styles are popular?

H3: Um, like cheesy tabloid ones like US Weekly. They just have pictures and stuff of all their clothes.

I: Do you specifically go into a store looking for something that Jessica Simpson would wear?

H3: Sometimes, jeans especially.

I: What types of jeans?

H3: Like Seven or these new True Religion jeans. I saw that she won them in a goody bag.

I: What television programs that you watch influence your decision on fashion besides reality television?

H3: Um. I don't watch anything else besides reality TV shows.

I: Reality TV is really big, but they're not really considered super, like TV stars.

H3: Like the ones, I guess I watch...all the ones I watch like Laguna Beach. I like the way they all dress. Jessica Simpson. I don't think I watch anything else. I watch Oprah, but I don't really want to dress like Oprah.

I: So then what would you describe as your sense of style, if you could name it as one thing. What would it be, like casual, classic, would it be trendy. You can describe it in words.

H3: I think, it's like in the middle of casual and trendy.

I: Where do you find out what styles are trendy besides magazines.

H3: Like friends and people around school.

I: So do you go to see what's new in the stores?

H3: I don't have money to just go see what's new.

I: Okay so you don't really see what's new.

H3: If I have money then yeah I would go into the stores to see what's new.

I: Do you talk with your parents about what's in fashion?

H3: No.

I: So you don't like how your parents dress?

H3: No do you?

I: Describe the most recent trend that you saw in a store or magazine that you adopted.

H3: Wooden bangles.

I: Where did you see them the first time?

H3: Um, I saw them in a magazine, like a Vogue or something. Not on a person.

I: And how did you identify with that trend?

H3: It was cute.

I: When did you adopt that trend?

H3: A week ago.

I: So when was the first time that you saw it?

H3: Like two weeks ago.

I: Okay so you were..

H3: Yeah I bought it right away. I really wanted it.

I: So if you see a trend that you really identify with then you're ready to buy it right away.

H3: No, but it was like \$5.

I: So price definitely has something to do with it.

H3: Yeah price does.

I: So if you can just say one word, would it be your friends, your family, or like your peers or magazines, what would be the thing that influences you the most?

H3: I guess friends.

I: So most of your friends dress the same way?

H3: Yeah

I: Do you feel like you dress the same as celebrities?

H3: No.

I: So you feel like you dress the same as to where you live.

H3: Yeah typical of where I live.

Hispanic 4 (Written Interview)

I: When you think of the word fashion, what do you think about?

H4: When I think of the word fashion, I think of the latest looks that I see in magazines, on TV, and on celebrities. I think of the "fashion world," and that it is expensive to constantly be in the latest fashion.

I: Do you think being "in fashion" is important?

H4: I think to a certain degree it is important because when you feel like you look good, you are more confident and feel better about yourself. And you usually think you look

good when you are dressed in clothes that is considered “in fashion.” It depends also on what side of the “in fashion” spectrum you are on; I don’t think being trendy is important, although I do think looking well put-together and being somewhat fashionable is important.

I: Do you consider yourself to have a sense of style when you wear clothes?

H4: Yes, I consider myself to have a sense of style. I always have staple pieces in my wardrobe and mix in something trendy or “in” into my outfit. I like to think that I wear stylish clothes (when I make a point to look nice, not when I’m lounging around in sweats).

I: What would that sense of style be?

H4: I consider myself to be a somewhat conservative dresser on a day-to-day basis, but when I need an outfit for a special occasion or for going out, I tend to be a bit more on the trendy side. But overall I would say that I have a classic, conservative, sporty yet preppy sense of style.

I: Describe the types of clothes you wear on a regular basis.

H4: This can go two ways since I’m transitioning from being a college student to being an accountant. When I went to school, a typical outfit for me would be a pair of nice khaki shorts, a belt, a polo shirt, and either sneakers or flip-flops. I wear a lot of jeans, which can be interchangeable with the shorts. To go out, I’ll wear nice jeans (like 7’s) and a nice dressy top (from Arden B, Banana, Express, etc) and heels, on a regular basis. For work, the typical outfit for me would be a pair of slacks and a knit/woven shirt, cardigan set, or button up shirt with heels.

I: Think back to the last few years, have you significantly changed the way you have dressed?

H4: No, I don’t think I have significantly changed the way I dress in the last few years. I still dress casual-sporty in daytime and trendy-conservative at nighttime. The only thing I can think of is that now I buy more expensive clothes than I used to, but I think that’s partly due to the change of what is available and what the “norm” is. Almost everyone I know buys \$200 jeans and they are constantly plastered on magazines and on TV being worn by celebrities, so I also started buying those types of things. I think they look better on than other jeans, but again, I don’t know if it’s because I think they look better (b/c I’m paying for it!) or because they actually do look better.

I: What magazines do you read that tell you what styles are popular?

H4: In Style, Cosmo, Glamour, Lucky, and the cheesy tabloids like US weekly to see the pictures of what people are wearing.

I: How often do you read these magazines?

H4: Not very often, since I do not have any subscriptions. Maybe once every 3 months, when I’m bored or at a friend’s house that happens to have the magazine.

I: What television programs that you watch influence your decisions on what styles to adopt?

H4: Almost anything on MTV since its constantly showing singers and actresses and talking about what they're wearing (designers, etc). Most TV shows don't necessarily influence my style, the only show that I remember watching the characters' styles was Sex & the City, but I know that their clothes was probably designer clothes that the average person cannot afford, and so it was more for fun than for adopting it as my own.

I: What celebrities influence your style?

H4: Jessica Simpson, Jennifer Lopez, Sarah Jessica Parker...I'm drawing a blank right now.

I: Do you talk with your friends or parents about what's in fashion?

H4: Not really, it may only come up in conversation if I'm looking through a magazine and a friend is sitting nearby. I might say, "Oh! Look at this, its really cute," or, "I want this," and that's about it. Talking about what's in fashion may occur while at the mall shopping with friends or my mom, as I see things that are "in."

I: What are the things you talk about?

H4: If I'm out shopping (usually with my mom and sister), I'll mention that I saw a particular piece in a magazine, like if we just saw it in a store display. Or I'll say that I saw so-and-so wearing that shirt in the magazine. Something else I've found myself saying is that a certain magazine said that this is the trendy thing for the summer (or other season), like a "must have" of the season.

I: What other places do you find out what styles are popular?

H4: Mostly the stores, magazines, sometimes TV, like on the awards shows (VMAs, etc).

I: How often do you go into a store to see what's new?

H4: Anytime I'm in a mall, which is usually once a week, I'll go into my favorite stores to see what is new or what has gone on sale.

I: What's the first thing you look at when you go into a store?

H4: The first thing I'll look at is if my latest favorite item is on sale. Then I'll look at what's new. If you mean what type of item I will look at first, usually going out shirts, but then realize that what I need is work clothes. Actually when I go to the mall specifically for a going out outfit, I will go to the trendiest items. I try to look trendy or "in fashion" when I go out at night, since I think that is the perfect time to dress a bit racy or something that I wouldn't normally wear; I feel that is when everyone tries to look their "coolest."

I: Describe the most recent trend that you saw in a store or magazine that you adopted.

H4: Being that it is summertime, I recently adopted the espadrille sandal trend, so I bought 2 pairs, a pair with black straps, and one with paisley. I also adopted the bohemian skirt trend, although the skirt I bought is flowier, feminine, and knee length.

I: Where did you first see this trend?

H4: I can't remember where I first saw the bohemian trend, probably a magazine. But I remember it was in every store I walked into a few months ago.

I: How did you identify with that trend?

H4: I suppose I identified with that trend because it seemed like a great summer alternative to shorts. It looked perfect for the summer heat, since it is a lightweight, white skirt that you can wear casual by day (maybe with that pair of espadrilles) or dress it up at night with the right heels and accessories.

I: When did you adopt that trend?

H4: Probably after a few weeks of seeing it in the stores. I kept seeing that more and more stores were bringing a variation of the bohemian skirt, so I decided to give it a try with what I consider a toned-down version of it from Banana Republic.

I: To sum up, what source of information; friends, family, magazines, etc; would be the number one source to influence your fashion choices?

H4: After reading my responses, it seems that my most influential source for fashion is magazines.

Hispanic 5 (written interview)

I: When you think of the word fashion, what do you think about?

H5: I think about what was in and could be trendy.

I: Do you think being "in fashion" is important?

H5: Only to an extent. It depends on the individual in my case it is only important to be in fashion when I feel like being fashionable. I am perfectly happy wearing what could be considered not fashionable but at the same time I like to have the option so that if I would like to wear something that is fashionable I will.

I: Do you consider yourself to have a sense of style when you wear clothes?

H5: Yes! I like to think so my style may not be fashionable but it is me.

I: What would that sense of style be?

H5: A little bit of everything. I like to mix what my body type will allow with what is comfortable and fashionable. For instance I am hooked on the wooden accessories that I am bombarded with in Puerto Rico where I am vacationing. Also the beaded and sequenced bags and sandals.

I: Describe the types of clothes you wear on a regular basis.

H5: I usually wear faded jeans, sandals, a cute top, my gold hoop earrings and my wooden bracelets.

I: Think back to the last few years, have you significantly changed the way you have dressed? H5: Yes. When I lived in Orlando I wore what is considered more of a hip hop attire, Rocawear t-shirts and so fourth. I currently now wear a more feminine top usually showing some cleavage, but always my jewelry.

I: If so, what were the reasons for your change?

H5: I broke up with my boyfriend and then I would cover up so as to not reveal my goods you could say, now I don't care as much, I am not slutty at all but I am staying away from t-shirts to show more my figure.

I: What magazines do you read that tell you what styles are popular?

H5: None

I: How often do you read these magazines?

H5: I rarely pick up any type of fashion magazine. When I was younger in high school I read a lot of YM, Seventeen, branched in to Vogue and Cosmo but today I watch a lot of music videos and go off those looks for my fashion.

I: What television programs that you watch influence your decisions on what styles to adopt? H5: Music Videos primarily, and sometimes I catch those ET and all those types of shows that have a young DJ\VJ\announcer and go off of their style.

I: What celebrities influence your style?

H5: Wow!! I don't know how to answer that all of them and at the same time none of them. Because usually what they wear I could only dream of fitting into them. I love the way Destiny's Child is Sexy yet very classy. J LO has her times where I love what she is wearing.

I: Do you talk with your friends or parents about what's in fashion?

H5: Not my parents!! My aunt in Puerto Rico yes a lot she just knows what will look good on you and what won't mainly I think because she is a High School teacher and sees a lot of don'ts. I really as a whole don't talk much about fashion because it doesn't dominate my world I don't dress everyday to be in fashion my style is my fashion.

I: What are the things you talk about?

H5: At my work oddly enough I talk a lot about fashion. I am a manager at a Greek Paraphernalia store and one of my main jobs is to take what is in fashion and add the Greek letters without it looking forced. I talk a lot about movies and sports, and family.

I: How often do you go into a store to see what's new?

H5: In my everyday life almost never I go by the kids that come into my store. When I am on vacation I love to shop so I try to go everyday if I can.

I: What's the first thing you look at when you go into a store?

H5: SHOES!!!! Then BAGS!!! Then BELTS!!! Then Tops!!!

I: Describe the most recent trend that you saw in a store or magazine that you adopted.

H5: The beaded and sequenced bags

I: Where did you first see this trend?

H5: I can't remember

I: How did you identify with that trend?

H5: I felt that it was flashy and by being Puerto Rican I like flashy things or BLING.

I: When did you adopt that trend?

H5: I don't know maybe I started Three months ago.

I: To sum up, what source of information; friends, family, magazines, etc; would be the number one source to influence your fashion choices?

H5: Strangers around my same age because I don't know them. what I mean is that when I like something I don't consult anybody about it really, I see something and I rarely buy it on the spot I like to think about it and make sure that it is something I am going to use or wear because I hate wasting money and if I think about enough then that means I want it and if I see strangers around my same age with it too sometimes it will encourage or discourage me to apply it to myself.

Anglo 1

I: When you think of the word fashion, what do you think about?

A1: Models.

I: That's it? What about the word models makes you think about fashion?

A1: Fashion shows. The catwalk.

I: Do you think being in fashion is important?

A1: Yes, to some extent.

I: Why?

A1: Because you look good, maybe not necessary keeping in with all the trends but um, to look decent.

I: Do you think looking good means being in fashion?

A1: To some extent. Yes.

I: How do you define being in fashion?

A1: Dressing in a way that is reflected in movies, magazines, TV shows.

I: So magazines, movies and TV tells you what's in fashion?

A1: Well people obviously as well.

I: Do you consider yourself to have a sense of style when you dress?

A1: Yes, sort of?

I: What is that sense of style?

A1: It's pretty classic I would say.

I: Why would you use the term classic?

A1: Because I don't really follow the trend and I just wear a lot of basics things that don't ever really go out of style or in style. There just more basic.

I: So why don't you tell me the types of things you wear on a regular basis.

A1: Jeans and tank tops mostly.

I: And when you're wearing these jeans and tank tops are you using trendy colors or styles.

A1: Sometimes, not really. Sometimes I guess.

I: When you think back to the last two years, have you significantly changed the way you dressed?

A1: No.

I: What magazines do you read that tell you what types of styles are popular?

A1: I don't read magazines. Occasionally I'll look at a Vogue or a Vanity Fair.

I: So you think Vogue and Vanity Fair are good sources of what's in style?

A1: Not really. Actually.

I: Why don't you like them?

A1: Well because there more high fashion and tiny models. I don't dress like that obviously and I can't afford to dress like that.

I: So then you think high fashion is what it means to be in fashion?

A1: No

I: What television programs do you watch that influence your decisions on what styles to adopt?

A1: The OC.

I: What about the OC shows new styles and trends?

A1: What about it?

I: How does that influence your decisions?

A1: Um, it doesn't really influence me all that much. It just shows me what the kids these days are wearing.

I: Are there any celebrities that influence your sense of style?

A1: Um. No one in particular I guess. I guess, random people that I see on TV and stuff. Whatever, but there is no one that I try to model my dress after.

I: Do you consider people on VH1 and MTV to be celebrities besides rock stars?

A1: Some people, not the reality shows except for the Celebreality.

I: Do you talk with your friends or family about what's in fashion?

A1: Very, very rarely I talk with my friends.

I: What do you guys talk about?

A1: More we talk about what's ugly then what's good.

I: So that's so you don't wear what's ugly?

A1: Yeah. Or to make fun of others for wearing ugly clothes.

I: So what would you consider to be really ugly right now?

A1: Like uh, tapered leg jeans or a Laura Ashley Jumper. That's pretty bad.

I: Are there any events or life changes that have influenced your sense of style?

A1: I guess starting work.

I: And how has it changed?

A1: I tend to buy things that are more adaptable to be worn at work then not at work. So I don't have a lot of money so I tend to buy clothes that can be worn to work or not, just going out. Whatever.

I: When you were talking about movies, what types of movies do you see that actually reflect your sense of style?

A1: Movies, um well...

I: Like are they current movies, trendy movies, independent films or there are certain celebrities within movies that tend to have a good sense of style?

A1: Nothing comes to mind, but...no not really.

I: How often do you go into a store to see what's new?

A1: Maybe like once every other month.

I: Okay so you're not big on shopping.

A1: No not really.

I: Describe the most recent trend that you saw in a store or magazine that you adopted.

A1: Um, I've adopted. Um, I guess like layering.

I: Okay so when did you first see layering?

A1: I mean I guess it has always been around. I guess but it just got a little bit more big I guess.

I: Now do you notice when your peers dress trendy?

A1: Yes, definitely.

I: How did you know it was trendy? What was it about those clothes that told you it was trendy?

A1: I mean you know it's trendy because more people wear them and besides I do watch TV. It always seems that when something is on TV or in a magazine, then tons of girls start to emulate that at the bars. Actually when I was living in Chile I wore this poncho I bought in Peru. When I came back I was totally excited to wear it this winter and then everyone had ponchos.

I: So that made you like your poncho or not.

A1: Well no, then I couldn't wear it because it was too trendy and I don't want to jump on the bandwagon of some trend that I know will not last. It bothered me too because they bought there's at Gap or wherever and mine came from Lima. Which makes mine way cooler. Now I have to wait years again before I wear my poncho because you don't want to wear something that is super trendy like last winter, or something that looks like you are out of fashion. There is a nice blend of the two that I like to stay with.

I: So would you say that you look at fashion as a way to make sure you are not out of fashion but not super trendy?

A1: Yeah, that's why I think I stick to the clothes that are more classic. Like button downs or t-shirts with a scoop neck or v-neck. I don't mind adding a trendy color because colors are not that trendy. Though I probably wouldn't bring back the fluorescent shirts I used to wear when I was little.

I: So when you saw those girls wearing ponchos or other trendy items how does that make you feel?

A1: It depends on how trendy they are. But if they are really trendy, they probably have too much time or money on their hands.

I: Time meaning what, looking through magazines?

A1: And to go shopping. But if they're a nominal amount of trendy then I think that's pretty cool.

I: If you could describe in one way, think back to who probably influences you the most in your sense of style. Would it be your friends would it be your family, magazines...what would it be?

A1: Probably my friends.

I: In what way?

A1: That I respect their opinion on what looks good on me and hope they are leading me astray. Not that I necessarily dress like my friends but um, if they say they like it.

Anglo 2

I: When you think of the word fashion what do you think about?

A2: I think about clothes.

I: What about clothes?

A2: Accessorizing. Clothes I like to buy a lot.

I: Do you think being in fashion is important?

A2: Yes.

I: How important?

A2: Well I spend a lot of money on it. So I think it's important to me. It's a form of self expression.

I: You think it's a mode of self expression?

A2: Yes very much so.

I: Do you consider yourself to have a sense of style?

A2: Yes.

I: What kind of sense of style would that be?

A2: Good.

I: But what type? Would you consider yourself to be classic, trendy. Like if you could use one word to describe your sense of style what would that be?

A2: I don't know. Good. In between classic and trendy. I am not very trendy. I get some things.

I: So why don't you describe the types of clothes you wear on a regular basis.

A2: I don't know.

I: Like what would be your typical outfit to go out in?

A2: BCBG clothes. Banana Republic.

I: Describe what types?

A2: Ideally or what I wear?

I: What you wear first.

A2: Um, skirts. Nice shirts. High heels.

I: Ideally?

A2: I would dress in more designer clothes but I just don't have the money for that stuff.

I: Think back to the last two years, have you significantly changed the way you've dressed?

A2: Yes.

I: In what way?

A2: Updating my wardrobe, so I guess in fact I am trendy. I buy new clothes that are cuter than my old clothes.

I: Well, why did you change the way you dressed? Or why are your new clothes cuter than your old clothes?

A2: Because it's out of fashion.

I: So you do think keeping with the trends is important? To be in fashion?

A2: Mostly I just get sick of all my old ugly clothes.

I: What would you consider to be ugly right now?

A2: Acrylic fabric.

I: Oh, so you go by fabrics?

A2: No, that was just one example. Old shoes, like slides are ugly.

I: So what dictates what's in fashion and what's not in fashion?

A2: I guess fashion designers, society, my Vogue.

I: So you read magazines to tell you what's in style?

A2: Yes.

I: What magazines do you read?

A2: Vogue, Vanity Fair.

I: Do you feel that what you see in those magazines are accessible to everybody or only certain people?

A2: Only certain types of people.

I: What types of people?

A2: Rich people. Only rich people can buy the exact clothes but you can get ideas of new styles and you don't have to copy it...I like to look at the clothes and stuff. I usually go to the mall and see what I can afford. I have a really low budget.

I: So you do go to the store to see what's new?

A2: Yes.

I: How often do you go to the store to see what's new?

A2: Way too much. On a weekly basis. I have to go to the mall for work. And I buy things.

I: Do you go by what the mannequins are wearing? Especially when there is a new season?

A2: No. I don't really know when the seasons change unless there is a big sale, selling the clothes from the previous season. But stores like Banana Republic and Gap get new seasons every few weeks it seems like.

I: Oh so you don't like what the mannequins are wearing?

A2: No. Sometimes I do. I go by price. I am not very wealthy. Sometimes when I really like something, it doesn't matter if the mannequins wearing something or not, I'll splurge. But that's not that often. I try to buy things on sale.

I: What is the most recent thing you splurged on because you had to buy it?

A2: I splurged on a pair of BCBG high heels. They were really cute. Turquoise. Open toe but closed back. The heel had details on it. And there was a really cute button on them. I had to have them because I liked the color so much.

I: Are there celebrities that influence your sense of style?

A2: I would no well yeah I guess I can say they influence me.

I: Who is a celebrity that influences your sense of style?

A2: I mean I can't afford what they buy, but I admire people. I mean because they have a good sense of fashion. Like Sarah Jessica Parker. Big fan of her.

I: What's about her sense of style that you like?

A2: Um, everything. She just makes dressing so easy and always looks well done.

I: Are there television programs that influence your decision on what styles to adopt?

A2: Well one, but it's not on the air. Sex and the City. I have definitely watched that show for the fashion. I wouldn't say I adopted them because I can't afford them, but it definitely introduced me to brands that I had never heard of before. That show was able to have four distinct characters that all had a different sense of style that all people could relate to.

I: So you liked the style?

A2: Yes, I appreciated the set of clothing, style and especially the shoes. Especially the episode where Sarah Jessica Parker had to take off her brand new Manolo Blahniks at a party and someone stole them. She was so upset and wanted to know why the woman

shoe shamed her. I related to that because I would be devastated if something happened to one of my pairs of shoes. Actually those cute BCBG shoes I just bought got chewed by my boyfriend's dog and I was devastated. I could totally relate to Carrie Bradshaw.

I: Do you talk with your friends and family about what's in fashion?

A2: Yeah, more my friends and sister. I don't really like the way my mom dresses. She is too out of style for me.

I: What types of things do you talk about?

A2: We usually talk about the clothes in the stores that we want to buy.

I: Do you feel like that's an important aspect of your sense of style, talking with your friends or family?

A2: Yeah, I mean it gives me some input on what I want to wear or achieve when I put on clothes. If my friends don't like it and I respect their fashion sense, I don't really want to wear it.

I: So do you dress a lot like your friends?

A2: To a certain degree but some of my friends dress more conservative or basic than what I wear. My best friend has a good sense of style. I usually look towards her to see what she is wearing before I start wearing something. Like she was the first person I saw who wore brooches, like big flower pins. I mean I had seen it on Sex and the City, but she wore it to a bar and it looked really cute.

I: So do you feel like your best friend is the person you look towards the most for your cues on fashion?

A2: Well yes and no. She has a different sense of style. She's a lot taller than I am so things that look good on her don't necessarily look good on me. I have to keep that on mind. But sometimes I wish some of the things she wore looked good on me because she looks so cute in it.

I: Are there any events that have influenced your change in style?

A2: Well now I go to work. Getting older. I am a young professional. Especially at work I have to buy clothing that is a little less revealing.

I: Who dictates your sense of style for work?

A2: Me.

I: I mean do you look at your bosses to give you a better sense of direction?

A2: No, because she is a lot older than me. Besides I work at the Weekly Planet. It's not your typical 9-5 type of job.

I: Describe the most recent trend that you saw in the stores or a magazine.

A2: I wear more skirts than I used to. I mean I don't know if that's a trend. But more flowier skirts. It's more practical for work than the mini skirts from last summer, though I still wear my mini skirts because I am really short so they make my legs longer.

I: So where did you first see it?

A2: I think I saw my friends start to wear skirts more. I found them at the store then and I liked them.

I: How did you identify with that trend?

A2: It's practical for work, comfortable, especially in the summer when it's so hot and shorts are really ugly. Though I do like those Bermuda shorts that are popular this season. Though you can't wear those to work so I am not sure about those for me.

I: How long have you adopted the more flowier skirts?

A2: A few months, since it's been hot. I drive around all day for work and I can't wear pants because I'll die. That good old Florida sun, it's hot.

I: If you could say what your number one influence on your sense of style what would that be?

What would be the one source that you always go to when you look for new trends?

A2: My friends, or stores...magazines. My Vogue. I don't know, it's hard to pinpoint. I'd like to think I come up with it myself, but maybe my friends or magazines.

I: Why do you feel like that's the place to go first?

A2: Well my friends are easier to access than magazines or stores. Though I treat Vogue like my bible and can sit for hours looking through the pages. They have a lot of really cute things in it.

Anglo 3

I: When you think of the word fashion what do you think about?

A3: I think about clothes, like runway shows and models.

I: What about these runway shows and models?

A3: I think like innovative and new styles and uh.

I: Do you think being in fashion is important?

A3: Um well to some degree. I think like to me it's important but not to everyone. I don't expect other people to be perfectly fashionable or anything like that.

I: Do you consider yourself to have a sense of style?

A3: Um, yes.

I: What type of style is that?

A3: Kind of, I would say...I don't know how to describe it. I think I wear things that are like cutting edge fashionable or high fashion. But I think I wear things that most people would wear. Not things you see in the runways, but things you see in the stores.

I: So more of a practical dress?

A3: Yeah practical trendy.

I: Describe the types of clothes you wear on a regular basis.

A3: Um I wear things that are comfortable but stylish. I wear a lot of Capri pants and fitted shirts and tank tops. I wear really simple jewelry.

I: Do you think you have changed your sense of style in the last two years?

A3: Um, yes. I think that actually I have gotten more professional in my style because of graduating from college and joining the work field. I think I am more, I don't wear things as short or tight as I did when I was younger.

I: Do you feel that becoming more professional makes you more or less fashionable?

A3: Mmm. Um. I don't think it changes how fashionable I am. I think it changes just the type of clothing I wear. I still feel like I was fashionable before and somewhat fashionable now. I think it is just because I am using a more conservative style.

I: What magazines do you read that tell you what styles are popular?

A3: I read In Style, Lucky, US Weekly and People. Things that have celebrities.

I: So what celebrities influence your sense of style?

A3: Umm, I can't think of one person in particular, I don't know I think it's more on an individual basis. I'll see some celebrities and think she is wearing something ugly and then I'll see that she is wearing something cute. Like I love most of the things that Jessica Simpson wears, though sometimes she's a bit too trendy for me. I like the less trendy side of celebrity style. Like when you can see what the celebrity really wants to wear and not what she is supposed to wear.

I: So when you say you like the less trendy stuff, where do you get the idea of what's trendy?

A3: Just looking at the magazines or TV shows like E!

I: Besides E! what other televisions shows do you watch that influence your style?

A3: Let's see. Some of the shows on the Style Network and some of those shows on TLC like What Not to Wear.

I: Do you talk to your friends or family about what's in fashion?

A3: Yeah. I mean I usually talk with my friends and sister. We talk about things that we have seen on TV or in magazines that we like or don't like. Or something we just bought or want to buy.

I: Do you feel like your friends help shape your opinions about clothes?

A3: To an extent. If I really like something despite what my friends say I will probably get it, but if I am unsure, that's when my friends play a role in what I buy.

I: How often do you go to the store to see what's new?

A3: Umm. Once every couple weeks.

I: What's the first thing you do when you walk into a store?

A3: I kind of do a scan and look for a style that I know that I like.

I: Do you look at the mannequins?

A3: Not really. I look at the mannequins more as a display. Maybe not for what's new. Sometimes I feel like what the mannequins are wearing is cuter on the mannequin than it would ever look on me.

I: What's the most recent trend you saw in a store or magazine that you adopted?

A3: Mmm. I would say the big bag. Like using a bigger bag as a purse.

I: Where did you first see that bag?

A3: I think hum, on a TV show or magazine. I actually feel like it was on Jessica Simpson's Newlyweds show. Jessica Simpson is who I think of when I think of a big bag so that has to be who I was looking at when I first saw it. I think in US Weekly is where she had it. I don't actually remember.

I: How did you identify with that trend?

A3: I think because I see her as stylish and like other things she has. When I saw her have the bag I thought I could pull it off too.

I: So it wasn't practicality but how cute it was on her and how you thought you could pull it off too.

A3: Yeah, pretty much.

I: Why do you think you relate to Jessica Simpson so much?

A3: Well I just think she is the cutest. And she is around my age...I think she's 24 or something so I guess since she is around my age, I feel like I can relate to her. I mean she always chooses things I may not have thought about but then look good on her. Though just because she wears something doesn't mean I wear it. I just like what she wears.

I: Do you feel like practicality is important with how you adopt trends or is it if it looks cute?

A3: I think it's important. Clothes more so than accessories.

I: If you could say the number one influence of your sense of style. Would it be your parents, family, peers, and magazines?

A3: I think my peers definitely. I think it stems back to when you are younger and you start going shopping with your friends. When you go into a store you usually don't leave your friends side, therefore when you see what they look at, it somehow influences your decisions. Now, of course when I go shopping I don't have to be walking the whole store with my friends, but definitely we meet in the dressing room.

I: Do you meet in the dressing room so you can get their opinion?

A3: Not so much as to make sure the store doesn't have a skinny mirror. You don't want to buy something that ends up making you look bad.

Anglo 4 (written interview)

I: When you think of the word fashion, what do you think about?

A4: Going out, looking good, feeling sexy and attractive. Having artistic talent.

I: Do you think being "in fashion" is important?

A4: Yes, it makes you feel better about yourself and allows you to have more confidence.

I: Do you consider yourself to have a sense of style when you wear clothes?

A4: Yes

I: What would that sense of style be?

A4: Polished and cute maybe. I like to look good overall, but wouldn't say I'm ultra trendy.

I: Describe the types of clothes you wear on a regular basis.

A4: Classic styles (ie. Gap, Banana Republic, Ann Taylor type clothes) are the majority of what I wear lately because of work.

I: Think back to the last few years, have you significantly changed the way you have dressed? A4: No, not significantly

I: What magazines do you read that tell you what styles are popular?

A4: InStyle, Lucky. but I just look at the pictures

I: How often do you read these magazines?

A4: Rarely, usually in the line at the grocery store

I: What television programs that you watch influence your decisions on what styles to adopt? A4: What Not to Wear on TLC, Entertainment Tonight that shows pictures of celebrities

I: What celebrities influence your style?

A4: All of them have some influence

I: Do you talk with your friends or parents about what's in fashion?

A4: Yeah, my friends not family

I: What are the things you talk about?

A4: What I have recently purchased and how good of a sale I got on it.

I: What other places do you find out what styles are popular?

A4: TV, just being out at restaurants, bars, etc

I: How often do you go into a store to see what's new?

A4: Rarely, I try to go shopping only once a month; lately it's been about once every two months

I: What's the first thing you look at when you go into a store?

A4: The sale rack

I: Describe the most recent trend that you saw in a store or magazine that you adopted.

A4: I don't know, I bought a pair of seersucker pants those are kind of trendy right now

I: Where did you first see this trend?

A4: My grandfather wears these and then they seem to be trendy right now; seen at JCrew, Banana...

I: How did you identify with that trend?

A4: It is a classic style that is a fun look now (it spoke to me on a spiritual level)

I: When did you adopt that trend?

A4: Last weekend when I bought a pair on sale

I: To sum up, what source of information; friends, family, magazines, etc; would be the number one source to influence your fashion choices?

A4: Magazines and Television

Appendix D. Email survey link

Hello

I am conducting a survey for my thesis paper. I am trying to determine the socialization agents influencing apparel consumption.

This survey should only take 10 minutes to complete.

Here is a link to the survey:

<http://www.surveymonkey.com/s.asp?u=121911492868>

Thanks for your participation,
Katherine Halstead

Appendix E. Survey

Section A.
Please answer the following questions indicating your disagreement/agreement with each statement about purchasing apparel:

	Strongly Agree				Strongly Disagree		
1. I seldom purchase the latest apparel until I am sure my friends approve of them.	1	2	3	4	5	6	7
2. It is important that my friends approve of the store where I buy apparel.	1	2	3	4	5	6	7
3. I am often loyal to stores where my friends shop for apparel.	1	2	3	4	5	6	7
4. If I want to be like my friends, I often buy the apparel brands they buy.	1	2	3	4	5	6	7
5. I work long hours and save to afford the apparel my friends buy.	1	2	3	4	5	6	7
6. I achieve a sense of belonging by buying the same apparel my friends buy.	1	2	3	4	5	6	7
7. My friends often influence the choice of who I shop with.	1	2	3	4	5	6	7
8. I often follow my friends' decisions by buying the same apparel products or apparel brands.	1	2	3	4	5	6	7
9. My friends accompany me when I purchase apparel.	1	2	3	4	5	6	7
10. Where I buy my apparel is often determined by my friends.	1	2	3	4	5	6	7
11. Which apparel brand I buy is often determined by my friends.	1	2	3	4	5	6	7
12. I often shop with my friends for apparel.	1	2	3	4	5	6	7
13. My friends decide a lot of my shopping needs for apparel.	1	2	3	4	5	6	7
14. I often follow my parents' decisions by buying the same apparel products or apparel brands.	1	2	3	4	5	6	7
15. My parents accompany me when I purchase apparel.	1	2	3	4	5	6	7
16. Where I buy my apparel is often determined by my parents.	1	2	3	4	5	6	7
17. Which apparel brand I buy is often determined by my	1	2	3	4	5	6	7

parents.							
18. I often shop with my parents for apparel.	1	2	3	4	5	6	7
19. My parents decide a lot of my shopping needs for apparel.	1	2	3	4	5	6	7

Section B.
Please answer the following questions indicating your disagreement/agreement with each statement:

	Strongly Agree	Strongly Disagree
--	-------------------	----------------------

20. It is my feeling that if everyone else in the group is behaving in a certain manner, this must be the way to behave.	1	2	3	4	5	6	7
21. I actively avoid wearing clothes that are not in style.	1	2	3	4	5	6	7
22. At parties I usually try to behave in a manner that makes me fit in.	1	2	3	4	5	6	7
23. When I am uncertain how to act in a social situation, I look to the behavior of others for cues.	1	2	3	4	5	6	7
24. I try to pay attention to the reaction of others to my behavior in order to avoid being out of place.	1	2	3	4	5	6	7
25. I find that I tend to pick up slang expressions from others and use them as part of my vocabulary.	1	2	3	4	5	6	7
26. I tend to pay attention to what others are wearing.	1	2	3	4	5	6	7
27. The slightest look of disapproval in the eyes of a person with whom I am interacting is enough to make me change my approach.	1	2	3	4	5	6	7
28. It's important to me to fit in with the group I'm with.	1	2	3	4	5	6	7
29. My behavior often depends on how I feel others wish me to behave.	1	2	3	4	5	6	7
30. If I am the least bit uncertain as to how to act in a social situation, I look to the behavior of others for cues.	1	2	3	4	5	6	7
31. I usually keep up with clothing style changes by watching what others wear.	1	2	3	4	5	6	7
32. When in a social situation, I tend not to follow the crowd, but instead behave in a manner that suits my particular mood at the time.	1	2	3	4	5	6	7

Section C.

Please rank from 1 to 10 (1 being the most influential and 10 being the least influential) the following factors that influence your choices when shopping for your own apparel.

1. Television Advertisements
2. Newspaper Advertisements
3. Magazine Advertisements
4. Celebrity Endorsements
5. Catalogs
6. Parents
7. Friends
8. Acquaintances
9. Salespersons
10. Other Customers (in the store)

Section D.

Please answer the following questions for statistical purposes.

1. Gender	M	F
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2. Age	Under 17	18-19	20-21	22-23	24-25	Over 26
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3. Ethnicity Identification	Asian	Hispanic	Caucasian	African American	Native American	Other
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4. If Hispanic, please identify the region of Hispanic origin:			
Mexico	Caribbean Islands	Central American	South American

5. If Hispanic, please rate how strong of an identification you have with your Hispanic identity.	
Weakly Identify	Strongly Identify

1	2	3	4	5	6	7
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6. How much money do you spend on average per month on apparel.			
\$0-\$50	\$51-\$100	\$101-\$150	\$151 and Over

Appendix F. Consent form

CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

Project Title: Anglo/Hispanic Generation Y Project.

Project Director: Katherine Halstead

DESCRIPTION AND EXPLANATION OF PROCEDURES:

The purpose of this study is to explore the socialization agents influencing Anglo and Hispanic American Generation Y's apparel consumption. The participants' selected for this study are a convenience sample of students from the University of Florida. You will answer a 10-minute online survey asking questions on your perceptions and processes that lead to the purchase of your own apparel. Participants are encouraged to ask any questions they may have about participation in this research project at any point.

RISKS AND DISCOMFORTS:

This research poses no risk or discomfort from the interview or survey process. The questions being asked of participants will be: (1) handled using accepted and acceptable professional review and survey techniques; (2) asked only with the participants' consent; and (3) free of any highly emotional, threatening, frightening, or controversial content.

POTENTIAL BENEFITS:

This research will benefit society by increasing our basic knowledge/understanding of the socialization agents relative to apparel consumption among Gen Y. This research will also help show the differences between Anglo and Hispanic Americans in regards to the process.

There are no extrinsic benefits anticipated for participants in this study. However, intrinsically, participants will have the satisfaction of expressing their views and opinions with regards to the processes relative to fashion/style

CONSENT:

By signing this consent form, you agree that: (1) you understand the procedures and any risks and benefits involved in this research; (2) you are free to refuse to participate or to withdraw your consent to participate in this research at any time without penalty or prejudice; (3) your participation is entirely voluntary. Your privacy will be protected because you will not be identified by name as a participant in this project. Furthermore, all physical data will be kept under lock and key during the study and at the end of three years will be shredded or destroyed personally by the Project Director or Faculty Advisor.

The research and this consent form have been approved by the University of North Carolina at Greensboro Institutional Review Board, which insures that research involving people follows federal regulations. Questions regarding your rights as a participant in Appendix F. (Continued)

this project can be answered by calling Mr. Eric Allen at (336) 256-1482. Questions regarding the research itself will be answered by Katherine Halstead by calling 352-514-1764. Any new information that develops during the project will be provided to you if the information might affect your willingness to continue participation in the project.

By doing this survey, you are agreeing to participate in the project described to you by Katherine Halstead.

Appendix G. Chi-square outputs

MediaTV

	Observed N	Expected N	Residual
1.00	56	64.3	-8.3
5.00	104	64.3	39.7
10.00	33	64.3	-31.3
Total	193		

MediaCelebrities

	Observed N	Expected N	Residual
1.00	47	64.3	-17.3
5.00	86	64.3	21.7
10.00	60	64.3	-4.3
Total	193		

Media

	Observed N	Expected N	Residual
1.00	69	64.3	4.7
5.00	84	64.3	19.7
10.00	40	64.3	-24.3
Total	193		

MediaMagads

	Observed N	Expected N	Residual
1.00	45	64.3	-19.3
5.00	63	64.3	-1.3
10.00	85	64.3	20.7
Total	193		

MediaNewspapers

	Observed N	Expected N	Residual
1.00	81	64.3	16.7
5.00	73	64.3	8.7
10.00	39	64.3	-25.3
Total	193		

Appendix G. (Continued)

PeopleOthercustomers

	Observed N	Expected N	Residual
1.00	40	64.3	-24.3
5.00	66	64.3	1.7
10.00	87	64.3	22.7
Total	193		

PeopleParents

	Observed N	Expected N	Residual
1.00	58	64.3	-6.3
5.00	76	64.3	11.7
10.00	59	64.3	-5.3
Total	193		

PeopleFriends

	Observed N	Expected N	Residual
1.00	93	64.3	28.7
5.00	60	64.3	-4.3
10.00	40	64.3	-24.3
Total	193		

PeopleAcquaint

	Observed N	Expected N	Residual
1.00	45	64.3	-19.3
5.00	96	64.3	31.7
10.00	52	64.3	-12.3
Total	193		

PeopleSales

	Observed N	Expected N	Residual
1.00	45	64.3	-19.3
5.00	64	64.3	-.3
10.00	84	64.3	19.7
Total	193		

Appendix G. (Continued)

Crosstab

Count		Ethnicity		Total
		Hispanic	Anglo	
MediaTV	1.00	16	40	56
	5.00	21	83	104
	10.00	10	23	33
Total		47	146	193

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.152 ^a	2	.341
Likelihood Ratio	2.144	2	.342
Linear-by-Linear Association	.000	1	.983
N of Valid Cases	193		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.04.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.106	.341
	Cramer's V	.106	.341
N of Valid Cases		193	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Crosstab

Count		Ethnicity		Total
		Hispanic	Anglo	
MediaCelebrities	1.00	8	39	47
	5.00	24	62	86
	10.00	15	45	60
Total		47	146	193

Appendix G. (Continued)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.975 ^a	2	.373
Likelihood Ratio	2.070	2	.355
Linear-by-Linear Association	.611	1	.435
N of Valid Cases	193		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.45.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi Cramer's V	.101 .101	.373 .373
N of Valid Cases		193	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Crosstab

Count

		Ethnicity		Total
		Hispanic	Anglo	
Media	1.00	12	57	69
	5.00	26	58	84
	10.00	9	31	40
Total		47	146	193

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.876 ^a	2	.144
Likelihood Ratio	3.912	2	.141
Linear-by-Linear Association	.626	1	.429
N of Valid Cases	193		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.74.

Appendix G. (Continued)

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.142	.144
Nominal	Cramer's V	.142	.144
N of Valid Cases		193	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Crosstab

Count		Ethnicity		Total
		Hispanic	Anglo	
MediaMagads	1.00	13	32	45
	5.00	11	52	63
	10.00	23	62	85
Total		47	146	193

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.465 ^a	2	.292
Likelihood Ratio	2.562	2	.278
Linear-by-Linear Association	.024	1	.878
N of Valid Cases	193		

- a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.96.

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.113	.292
Nominal	Cramer's V	.113	.292
N of Valid Cases		193	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Appendix G. (Continued)

Crosstab

Count		Ethnicity		Total
		Hispanic	Anglo	
MediaNewspapers	1.00	20	61	81
	5.00	15	58	73
	10.00	12	27	39
Total		47	146	193

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.450 ^a	2	.484
Likelihood Ratio	1.428	2	.490
Linear-by-Linear Association	.322	1	.570
N of Valid Cases	193		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.50.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.087	.484
	Cramer's V	.087	.484
N of Valid Cases		193	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Crosstab

Count		Ethnicity		Total
		Hispanic	Anglo	
PeopleParents	1.00	17	41	58
	5.00	16	60	76
	10.00	14	45	59
Total		47	146	193

Appendix G. (Continued)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.236 ^a	2	.539
Likelihood Ratio	1.219	2	.544
Linear-by-Linear Association	.403	1	.525
N of Valid Cases	193		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.12.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi Cramer's V	.080 .080	.539 .539
N of Valid Cases		193	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Crosstab

Count		Ethnicity		Total
		Hispanic	Anglo	
PeopleFriends	1.00	21	72	93
	5.00	16	44	60
	10.00	10	30	40
Total		47	146	193

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.342 ^a	2	.843
Likelihood Ratio	.341	2	.843
Linear-by-Linear Association	.144	1	.704
N of Valid Cases	193		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.74.

Appendix G. (Continued)

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.042	.843
Nominal	Cramer's V	.042	.843
N of Valid Cases		193	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Crosstab

Count		Ethnicity		Total
		Hispanic	Anglo	
PeopleAcquaint	1.00	12	33	45
	5.00	25	71	96
	10.00	10	42	52
Total		47	146	193

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.020 ^a	2	.601
Likelihood Ratio	1.055	2	.590
Linear-by-Linear Association	.831	1	.362
N of Valid Cases	193		

- a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.96.

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.073	.601
Nominal	Cramer's V	.073	.601
N of Valid Cases		193	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Appendix G. (Continued)

Crosstab

Count		Ethnicity		Total
		Hispanic	Anglo	
PeopleSales	1.00	14	31	45
	5.00	13	51	64
	10.00	20	64	84
Total		47	146	193

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.696 ^a	2	.428
Likelihood Ratio	1.660	2	.436
Linear-by-Linear Association	.447	1	.504
N of Valid Cases	193		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.96.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.094	.428
	Cramer's V	.094	.428
N of Valid Cases		193	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Crosstab

Count		Ethnicity		Total
		Hispanic	Anglo	
PeopleOthercustomers	1.00	8	32	40
	5.00	21	45	66
	10.00	18	69	87
Total		47	146	193

Appendix G. (Continued)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.042 ^a	2	.219
Likelihood Ratio	2.966	2	.227
Linear-by-Linear Association	.179	1	.672
N of Valid Cases	193		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.74.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.126	.219
	Cramer's V	.126	.219
N of Valid Cases		193	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.