SUBURBAN JAPANESE HIGH SCHOOL STUDENTS'

SHOPPING AND PURCHASING BEHAVIOR

TOWARD SHOPPING FOR CLOTHING

By

KIRIKO KOSEDO
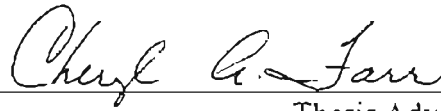
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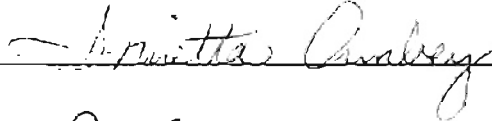Kagoshima Junshin University

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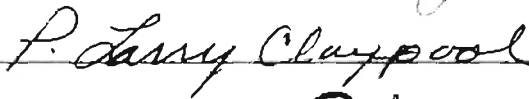
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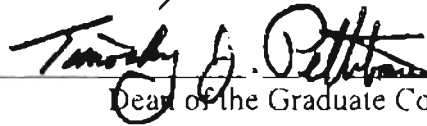
TOWARD SHOPPING FOR CLOTHING

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PREFACE

This study was conducted to provide information about the shopping and purchasing behavior, preferences, and influences among suburban Japanese high school students toward shopping for clothing. This study also provided a view of the students' shopping experiences with Internet shopping and their current willingness to use the Internet as a shopping tool in the future. Objectives of this research were to classify (1) characteristics of the students' hopping and purchasing patterns, (2) attitudes as expressed by shopping and purchasing preferences, (3) shopping and purchasing influential criteria, and (4) usages of the Internet when shopping for clothing. Chi-square, ANOVA, The Least significant difference comparison test, and t-test were used to test nine hypotheses. Descriptive statistics were used to analyze eight research questions.

I wish to express my gratitude to my committee members, Dr. Cheryl A. Farr, Dr. Shiretta Ownbey, and Dr. Larry Claypool, for their guidance and support in the completion of this research. I also thank the principal and students at Kagoshima Junshin High School for their cooperation in collecting the data, and my sister, Seiko, for her willingness to assist in this research.

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CHAPTER I

INTRODUCTION

A network of global linkages around the world binds us to countries, institutions, and individuals much closer than ever before. Dickerson (1999) states, "Increased interaction has developed into a global interdependence of humans and nations…we have moved to a globalization of the economy, shifting from self-sufficient national economies to an integrated system of worldwide production and distribution" (p. 2). The rising interdependence of the world presents the challenge of operating in a multicultural global environment.

An array of technological, social, political, and other environmental factors have changed trends in the marketplace. Erffmeyer, Keillor, and LeClair (1999) suggest, "The global marketplace increasingly represents an area of potential growth for a wide range of firms and their product offerings" (p. 35). Globalization has impacted local retailers through increased competition from foreign firms opening retail facilities, from foreign produced goods in local stores, and from catalogs offered through the mail and through the Internet. Many retailing companies now broaden their business outlook to the global arena under the umbrella of internationalization.

Today, production and marketing activities in the textile and apparel industries are a global business (Dickerson, 1999). Japanese apparel companies, for example, build their own factories in Korea, China, and Southeast Asia. Textile and apparel imports from other countries have caused a decline in sales of domestic textile and apparel businesses in Japan (Matsuo, 1996). Trade shows, such as those sponsored by the U.S. Department of Commerce, promote "Made in USA" apparel in Japan (Egan and Steinhoff, 1999).

Apparel companies in the United States and Japan have been passing through a transition period from a domestic orientation to a global orientation. Deregulations and open markets to trading partners have been motivating many businesses to expand into foreign markets. The availability of different selections in the markets has had an enormous impact on consumers around the world. Foreign products can be easily found even in a diverse variety of stores including grocery stores and department stores. More and more companies are seeking business opportunities outside their home country boarders.

The internationalization of business has increased competition in many industries, such as computers, cars, and apparel. Reduced barriers between countries have increased the flow of information and have contributed to marketplaces being more competitive internationally. The Internet provides consumers access to buy and sell merchandise easily from anywhere in the world. Teenagers in the United States, Japan, France, and Turkey may dress very much alike, because international marketers provide the same products in many countries (Dickerson, 1999). New merchandise has attained appeal and encouraged similar consumer behavior worldwide level.

Even though people around the world have similar wants and needs, some consumer groups may be different from other consumer groups because of cultural differences. Differences in customers' preferences, cultures, and other elements frequently influence consumers' choices and affect businesses. As Kawabata and Rabolt (1999) point out, "Cultural differences often impede successful international trade, particularly when limited cross-cultural understanding of consumer behavior leads to problems with product offerings. It is important to improve understanding of the cultural differences and

consumer behavior of each trading partner" (p. 213). Wearing a pair of jeans is very common throughout the world. However, young Japanese prefer to wear dark colored jeans rather than the stonewashed jeans that are preferred by Americans. Therefore, understanding local consumers' needs is an essential step toward keeping an existing customer base when so many retail choices are available from around the world.

Shim (1998) remarks "Consumers now have not only an incredibly diverse array of products from which to choose, but also a variety of shopping modes to access those goods" (p. 445). After World War II, the Japanese underwent a shortage of consumer products. Companies only marketed what they thought consumers would buy for a long time. During that time, sellers had the power and consumers had to buy products that were available in the markets. However, more recently many types of retailing formats have appeared in Japanese society. Consumers have more choices in terms of merchandise and shopping sources than those that were available in the recent past. Recently, consumers have more access points beyond storefronts and can purchase through TV shopping, on-line services, and telephone and catalog (Swinyard, 1997). The introduction of these retailing formats provided residents in small cities or towns more opportunities to purchase a wide variety of products from a variety of sources.

The increased availability of different selections makes it critical to assess the importance of seeking growth opportunities in the future. Changes in technology, such as the availability of the Internet for shopping, have resulted in retailers competing to retain customers. Additionally, new retailing formats revolutionized the marketplaces and allowed retailing companies to reach global consumers directly from anywhere in the world. This phenomenon can be seen in most developed countries. Companies have been

trying to retain existing customers and find potential customers in order to survive in a competitive international environment. Thompson (1998) says, "Today, the ability to understand and appeal to what customers actually value has become vitally important" (p.16).

Consumers' needs, wants, and preferences are different among different age groups. For example, the younger generation, especially the members of Generation Y (born after 1977), has grown up in a different world compared to other generations. They have experienced a computerized and material-oriented life since they were born. Strategies that are successful with the older generations could be rendered worthless in another generation by differences in attitudes, perspectives, and preferences. Therefore, different consumer segments are successfully retained using different strategies. Retailers have to modify their marketing strategies to achieve successful business outcomes in different segments. Furthermore, a better understanding of a segment's characteristics encourages retailers to satisfy consumers' needs and wants in that segment.

There has been increasing interest in various aspects of adolescent behavior in the United States. This is due to the realization that adolescents make a number of decisions not only for their own lives, but decisions that also affect society in general such as drug and alcohol use (Ganzel, 1999). Young people have been recognized as a specialized segment in the market for various products and services and their behavior has received increasing attention among marketers (Moschis & Moore, 1979). While many retailers target adult shoppers, teens are also an important demographic segment in the United States.

There are three key reasons why teens are an important segment of the retail

market. The teen market in the U.S. attracts companies because of its purchasing power. Teenagers are interested in many different products and have the resources to purchase these goods. In addition to teens' purchasing power, they play a role as a mediator of market trends in the society. Mass media focus on their purchasing behavior and decision-making, because they have a tremendous impact on household purchasing (McLauglin, 2000). Most important of all, young people are a future market for goods and services. Many companies have been developing a long-term relationship with teenagers for a future payoff (Zollo, 1999). The teenage market is powerful and has great potential to earn profits. Retailers have realized this giant opportunity as a future target market for their businesses.

Currently the younger generation, especially teenagers, has a significant impact on Japanese society. A decade ago, pagers were popular among high school students in Japan and the trend has spread throughout Japan. Since then, marketers have been paying attention to teenagers' behavior. Now, many teenagers have cell phones and the number of teen cell phone users is growing each year. Teenagers are often the trendsetters in Japanese society. A study of Japanese teenage shopping and purchasing behavior may enable companies to have better insights into teenage shoppers' behavior. Moreover, such a study may help retailers build strategies to recruit and retain teenagers as customers in a future market for the apparel and textile industries in Japan.

Today's globalized business environment seems a matter of life and death to companies. Retailers in almost every location suffer due to the effect of globalization in some respect. Urban retailers in cities with more than a million people have the advantage of being able to attract more shoppers compared to suburban and rural markets. Customers

in urban areas have varied alternatives to purchase the products they want. On the other hand, rural areas with populations of less than 100,000 have few shopping options so that they must depend on non-store retailers such as catalogs and online stores or stores that are available in rural areas.

In suburban areas of midsize cities (populations greater than 100,000 but less than one million), consumers have more possibilities to purchase products they wish to acquire. However, product choices are sometimes limited in these locations so that customers travel beyond local markets because there are not as many choices as in metropolitan areas (Dunne, Lusch, Gable, & Gebhardt, 1992). In terms of the number of customers, midsize cities account for a small percentage of sales for large chain companies' total customer number. Retailers often focus on population density, yet they should not make light of customers in midsize cities. Japanese apparel companies have similar problems as well. In order to meet and support consumers' expectations and needs, companies have to explore local customers' needs in depth. Understanding consumers' perspectives and buying patterns for apparel products in midsize cities has a significant meaning for Japanese retailers and the apparel industry.

Many studies have been conducted to examine attitude and purchasing behavior among teenagers in the United States. However, this issue has not been the focus of studies in Japan. Moreover, few attempts have been made to research consumer behavior in Japan from Japanese perspectives. Levy and Weitz (1998) state, "Generation Y's market shows similar attitudes and shopping patterns throughout the world" (p. 99). The reason for the similarities is the linkage of the world by the worldwide media web. Levy and Weitz (1998) also suggest, "The influence has a strong American flavor" (p. 100).

Although teenagers around the world obtain the same information and show similar behavior, each country has different perspectives, tastes, and aesthetics toward products and services. A great deal of effort has been made to study consumers' behavior in urban cities. So far the study of consumers' behavior in suburban areas has been superficial. Therefore, it is important to identify both urban and suburban Japanese teenagers' shopping and purchasing behaviors. Such a study may help businesses in marketing to teenagers in Japan in the future. Furthermore, study of Japanese teenage consumers may enable Japanese retailers and apparel companies to understand that target market to develop strategies that will capture and retain these consumers in an ever expanding global market.

Purpose of the Study

The purpose of this study is to provide information about the shopping and purchasing behaviors, preferences, and influences among suburban Japanese high school students toward shopping for clothing. Furthermore, this study will provide a view of the younger generation's shopping experience with the Internet and their current willingness to use the Internet as a shopping tool in the future. The findings from this study will provide the key to an understanding of the shopping and purchasing patterns of clothing among Japanese teenagers. The present study provides background information about teenagers' purchasing patterns, which can be used by marketers to attract teenagers as customers.

It seems that there is a very fierce struggle for existence among Japanese apparel companies as a result of globalization and technological progress. Japanese retailers in general have been facing a loss of revenue, as there are innumerable apparel retailers in

the country. Almost every different segment such as children and adolescents seems be saturated with stores. Earning profit is a momentous concern for apparel firms in order to continue business in the future. If a company focuses on specific target markets, it will be possible to satisfy customers' needs and wants more efficiently and effectively. Understanding teenage consumers' needs and wants in one location is one way to acquire potential customers in the future. Furthermore, the findings generated through this study will help marketers and retailers compete in an international retail environment.

<div align="center">Research Objectives</div>

The purpose of this study is to identify the high school students' shopping and purchasing behavior toward shopping for clothing in a midsize city in Japan. The study's purpose can be classified into the components of (a) shopping and purchasing behavior, (b) shopping and purchasing preferences, (c) shopping and purchasing influences, and (d) use of the Internet when shopping for clothing.

First, characteristics of the shopping and purchasing patterns among suburban Japanese high school students were examined. Knowing teenagers' behaviors toward shopping for clothing will help retailers to formalize shopping and purchasing patterns of the teenage market.

Second, suburban Japanese high school students' attitudes as expressed by shopping and purchasing preferences are discussed. Their current preferences for shopping and purchasing clothing may continue to apply to the younger generation as they grow older.

Third, shopping and purchasing influences were determined in order to understand what influential factors are for the Japanese high school students. Fashion information

search sources were identified in this part of the study.

Examining the high school students' usages of the Internet for shopping for clothing was another goal for this study. Shopping and purchasing clothing through the Internet has been very popular in Japan. Therefore, the high school students' past experience and willingness to use the Internet as a shopping tool were identified.

The findings from this study offer the key to an understanding of shopping and purchasing patterns among Japanese teenagers. Results will assist Japanese retailers to attract younger customers in the future.

The following research objectives guided this study:

1. To demographically profile suburban Japanese high school students according to the age, level in school, the number of siblings, employment status of parents or guardians, allowance per month, living conditions, and hometown.

2. To profile shopping behavior among suburban Japanese high school students in terms of:

    a. Shopping frequency.

    b. Shopping partner(s), and

    c. Stores visited before making a purchase decision.

3. To profile purchasing behavior among suburban Japanese high school students in terms of:

    a. Purchasing frequency.

    b. The amount of money spent on clothing.

    c. Final decision maker.

    d. Person who pays for the high school student's clothing.

    e.   Ten selected purchasing influences: family members, friends, celebrities, store displays, sales persons in stores, television programs, newspapers, movies, fashion magazines, and other magazines, and

    f.   Eleven selected important clothing selection criteria: good fit, style/design, quality, price, color, fashion/latest styles, durability, care required, fiber content, brand name, and country of origin.

4. To profile shopping preferences among suburban Japanese high school students by their favorite stores.

5. To profile purchasing preferences among suburban Japanese high school students by their preferred retailing formats.

6. To identify and describe the factors that influence shopping behavior among suburban Japanese high school students in terms of:

    a.   Ten selected fashion information search sources: fashion magazines, friends, family members, sales persons in stores, newspapers, movies, TV programs, printed catalogs, store displays, and the Internet and

    b.   Shopping partner(s).

7. To describe factors that influence purchasing behavior among suburban Japanese highs school students including:

    a.   Final decision maker and

    b.   Ten selected purchasing influences: family members, friends, celebrities, store displays, sales persons in stores, television programs, newspapers, movies, fashion magazines, and other magazines.

8. To understand past shopping experience with the Internet among suburban Japanese high school students and their willingness to use the Internet as a shopping tool in the future.

Research Questions

The research questions for this study are as follows:

Research question 1:

Who is the most influential person, the person who is the shopping partner or the person who pays (if the person who pays is someone other than oneself)?

Research question 2:

What is the average number of stores the Kagoshima Junshin High School students usually visit before making a purchasing decision?

Research question 3:

At what types of stores do the Kagoshima Junshin High School students prefer to shop and why do they have these preferences?

Research question 4:

At what types of retail formats do the Kagoshima Junshin High School students prefer to purchase clothing and why do they have these preferences?

Research questions 5:

How many of the Kagoshima Junshin High School students have (or do not have) experience purchasing clothing using the Internet?

Research question 6:

How do the Kagoshima Junshin High School students who have experience purchasing clothing using the Internet feel about their Internet shopping experiences?

Research question 7:

Are the Kagoshima Junshin High School students who have purchased clothing through the Internet be willing to use the Internet again?

Research question 8:

Are the Kagoshima Junshin High School students who have no experience purchasing clothing by using the Internet be willing to use the Internet when purchasing clothing?

Hypotheses

In addition to the research questions, the following hypotheses were tested.

Hypothesis 1:

    a. The frequency of shopping is independent from the Kagoshima Junshin High School students' allowance.

    b. The frequency of purchasing is independent from the Kagoshima Junshin High School students' allowance.

Hypothesis 2:

The amount of money spent on clothing is independent from the amount of the Kagoshima Junshin High School students' allowance.

Hypothesis 3:

The high school students' parents or guardians' employment status is independent from the amount of money spent on clothing.

Hypothesis 4:

The number of children in the high school students' household is independent from the amount of money spent on clothing.

Hypothesis 5:

The person who makes a final decision is independent from the person who pays

for the high school student's clothing.

Hypothesis 6:

There are no differences in the mean ratings among the three grades for each of

the ten selected purchasing influences.

Hypothesis 7:

There are no differences in the mean ratings among the three grades for each of

the eleven selected important clothing selection criteria.

Hypothesis 8:

There are no differences in the mean ratings among the three grades for each of

the ten selected fashion information sources.

Hypothesis 9:

There are no differences in the mean ratings from the Kagoshima's sample and

the previous study of the U.S. and Japanese female university students for each of the ten

selected fashion information sources.

Assumptions and Limitations

Assumptions

1. The research sample will completely understand the questions presented in the form

   of a questionnaire.

2. The research subjects will answer questions honestly.

3. For the purpose of this study, "clothing" includes only tops and bottoms.

Limitations

The findings of this study will be limited for the following reasons:

1. Kagoshima city is approximately four to five hours from another large city.

2. The findings of this study will not represent the entire Japanese population and not other Japanese high school students in midsize cities.

3. Findings will be applicable only for Japanese high school students at Kagoshima Junshin High School.

4. Kagoshima Junshin High School students are not allowed to work because of a school policy. Other high school students can have part-time jobs. Thus, this sample does not represent the female teen population as a whole.

Definitions

Adolescent
"The life period that begins with the onset of puberty or the shift to middle school and ends when an individual is economically self-sufficient and has taken on several adult roles" (Jaffe, 1998, p. 25).

Attitude
"A learned predisposition to behave in a consistently favorable or unfavorable way with respect to a given object" (Schiffman and Kanuk, 1994, p. 240).

Behavior
"Involving the person's intentions with regard to an attitude object" (Solomon, 1994, p. 160).

Consumer behavior
"The mental, emotional, and physical activities that people engage in when selecting, purchasing, using, and disposing of products and services so as to satisfy needs and desires" (Wilkie, 1994, p. 14).

Generation Y
"Consumers born after 1997" (Bainbridge, 1999, p. 37).

Globalization
"Consumers' increasing universality of tastes, preference, and behaviors worldwide" (Bagozzi, Rosa, Celly, and Cornel, 1998, p. 627).

Influence
"The voluntary alteration of a person's attitudes. preferences, or behaviors by an outside force" (Wilkie. 1994. p. 20).

Kilometer
1 Km=0.62137 mile.

Market
"A group of consumers that want a product or service, and have the ability, income, and authority to buy it" (Bagozzi, Rosa. Celly. and Cornel. 1998, p. 177).

Midsize City
Cities with population greater than 100.000 but less than one million is used as the working definition for this study.

Preference
"The state of being preferred" (Random House Webster's College Dictionary. 1995, p. 1063).

Purchasing
"To acquire by the payment of money or its equivalent" (Random House Webster's College Dictionary. 1995. p. 1095).

Purchasing power
"The ability to buy" (Schewe and Smith, 1980. p. 148).

Rural areas
Cities or towns with populations of 30.000 to 80.000 people are used as the working definition for this study.

Segment
"A subgroup of people with a market" (Clemente. 1992, p. 320).

Shopping
"To visit shops and stores for the purpose of purchasing or examining goods" (Random House Webster's College Dictionary. 1995. p. 1239).

Suburban areas
Area with population greater than 100.000. but less than one million is used as the working definition for this study.

Urban areas
Cities that have one million or more people are used as the working definition for this study.

Yen
Japanese currency. U.S. $1=¥119 on June 3, 2001 is used as the working definition for this study.

CHAPTER II

REVIEW OF LITERATURE

The review of literature is divided into three sections. The first section covers general background information about Japan and Kagoshima. The retailing environment in Japan and Kagoshima, especially Kagoshima city, is discussed in the first section as well. The second section of this chapter presents previous research. This section is divided into three parts. First, previous research related to consumer behavior in general is discussed. Previous consumer behavior studies that are cited are focused on the United States. The next part is research related to consumer behavior in Japan and other countries. The studies of Japanese consumer behavior are mainly comparisons with the Unites States or other countries. The last part is a comparison between U.S. and Japanese consumer behavior. Similarities and differences are identified in this section.

The last section outlines the theoretical framework for this study. In this section, two theoretical frameworks are presented. The first one focuses on culture and the second one focuses on consumer behavior in general. The impact of culture on human behavior and shopping preferences is an important part of this section. In addition, the study on clothing purchase behavior between U.S. and Japanese university students done by Kawabata and Rabolt (1999) is used as part of the theoretical framework.

Japan

Japan is located off the East Coast of Asia and is comprised of a chain of islands. The national capital, Tokyo, is one of the world's most populous cities. The country's geography consists of four principal islands which are Hokkaido, Honshu, Shikoku, and Kyushu. Honshu is the largest in size among the four islands, followed by Hokkaido,

Kyushu, and Shikoku. In addition, there are numerous smaller islands. The Ryukyu

Islands and Ogasawara islands are examples. The country stretches approximately fifteen

hundred miles from the Hokkaido in the northeast to the Ryukyu Islands (south of

Kyushu) in the southwest (Encyclopedia Britannica Online, 2001). The administrative

division of Japan is comprised of 48 prefectures plus Tokyo, Hokkaido, Osaka, and Kyoto.

One distinctive characteristic of the country is that it is bounded by the sea. It has a

total land area of about 146,000 square miles, most of which is comprised of hilly and

mountainous islands with many dormant and active volcanoes. Japan is smaller than the

state of California. The population of Japan was approaching 130 million in the late 1990s.

Compared with other countries, the population densities in Japan are very high (Allinson,

1999). According to Allinson (1999), in habitable areas, the population density is thirty

times greater than in the United States. Japan's population is heavily concentrated in the

areas along the Pacific coast of Honshu. More than 80% of Japanese live in urban areas.

More than one-fourth of the population of Japan is in the large metropolitan region

centered around Tokyo, and another one-eighth live in the Kyoto-Osaka areas (Allinson,

1999).

The climate in Japan varies greatly from north to south. As one moves toward the

south, the summer becomes hotter and the winter becomes milder. Climate has had a

major influence on the evolution of Japan (Allinson, 1999). Short and cool growing

seasons in the northern region have been inhospitable to rice cultivation. Thus, people in

those regions have struggled with their living both climatically and economically. On the

other hand, long growing seasons and a warmer climate in other regions allow farmers to

grow two crops per season. As a result, Kyushu, Shikoku, and southern Honshu have been

the major populous and industrial areas in Japan. The official language is Japanese and it is used by permanent residents. There are some local dialects, but most people speak and understand the standard Japanese that is spoken on television.

The country's history began thousands of years ago. Contact with China and Korea in the early centuries brought the nation tremendous changes and influences. Buddhism, many artistic forms, and Chinese characters having been brought to the islands are some examples. In the 17th to the mid-19th century, Japan closed its doors to the outside world. During that time, very little information from other nations was brought in and Japan continued to isolate itself from foreign influences for approximately 200 years. The reopening of the country ushered in contact with the West and a time of unprecedented change (Encyclopedia Britannica Online, 2001). The impact of Westernization created different aspects of the nation. Japan experienced spectacular economic growth and became one of the world's foremost manufacturing countries. However, there has been little migration into Japan, and so the Japanese are quite homogeneous with respect to physical attributes, language, and customs (Encyclopedia Britannica Online, 2001). Clammer (1997) identified Japan as the first non-Western society to achieve industrialization under its own steam and without ever experiencing colonization. Japan is now the world's second largest economy and one of its most populous states.

Retailers in Japan. Japanese retailers are specialized according to the dimensions of store type and products carried (Czinkota, 1986). In terms of types of stores, retail categories are department stores, general merchandise stores, supermarkets, hypermarkets, convenience stores, specialty stores, and outlet stores. Within each segment, retailers can

be divided by product specialty such as food, clothing, and household goods (Czinkota, 1986). Department stores are one of the most traditional retail formats in Japan. Many department stores have been playing an important part and standing as a king of retail in Japanese society. They are considered as a most prestigious retailer in the Japanese retailing industry (Koyama, 1997).

General merchandise stores and supermarkets are similar formats in terms of merchandise, but they have different store sizes. General merchandise stores are big retail companies in Japan and usually have large store spaces. Supermarkets are more similar to the grocery stores in the United States. Both formats handle a wide variety of merchandise and often compete on the basis of price.

Hypermarkets are very large retail formats offering low prices (Levy and Weitz, 1998). The hypermarkets in Japan are comprised of a discount store and a superstore food store format. They are usually located in suburban areas with large parking lots.

Convenience stores are very popular in Japanese society. They are mainly small retail shops and provide prepared foods, drinks, snacks, books and magazines, simple household goods, stationary, and photocopying services. Most convenience stores stay open 24 hours a day. After the emergence of convenience stores in Japan, they have penetrated Japanese society as if they had offered services for a long time. Convenience stores are easily accessible and sometimes even locate next to each other. Most convenience stores in Japan adopt a franchise system and open stores nationally.

Specialty stores have deep product assortments. They often sell one type of product, such as women's apparel or computers. One group may offer high prices with great quality, while another focuses on low prices and large volumes of products.

Outlet stores had a negative image for offering low quality products for a long time in Japan. However, today, they are very popular among Japanese consumers. Compared with other stores, they offer relatively affordably priced products and good quality.

Non-store based retail formats have been changing the retailing structure in Japan. Mail order retailing, vending machine retailing, television home shopping, catalogs, and electronic retailing are examples of non-store retailing formats. The emergence of these retailing formats has produced an unlimited choice of shopping modes for today's Japanese consumers. Just as consumers in Japan are provided with unlimited choice of goods, suppliers or retailers now have the chance to reach an unlimited number of consumers.

Kagoshima

The Kagoshima prefecture is located at the southwest tip of Kyusyu and stretches 600 km north to south. The area is surrounded by the Pacific Ocean and East China Sea and has approximately 2,633 km of coastline. Almost 1.8 million people are living in this prefecture as of October 2000 (Kagoshima prefectural statistics division, 2000). Kagoshima City is a prefectural capital and the largest city in that prefecture. The population of this city was approximately 552,000 in 2000 and a population of senior citizens is very high compared with the national average (Kagoshima prefectual statistics division, 2000).

Although the transportation systems in Kagoshima city are developed, a car is the most popular transportation option there. Thus, large-scale suburban grocery stores and supermarkets are popular in the city. Annual retail sales in Kagoshima city in 1997 was

¥66,748, 905 ($ 560,915.17) (Kagoshima city statistics division, 2000). Service and tourism industries are an important financial resource for the economy in Kagoshima.

Retailers in Kagoshima. There are various types of retailers in Kagoshima City and there are four department stores. Two of them are nationally well known stores and the other two are local department stores. They all carry well known brands of Japanese and foreign companies. Polo Ralph Lauren, Tommy Hilfiger, Channel, and Hermes are some examples of brands that department stores offer. Department stores offer not only prestige products but also affordable merchandise to consumers in Kagoshima.

General merchandise stores are one of the common retail formats in Japan. There are five different firms in Kagoshima. Most general merchandise retailers have chain stores in many cities. Two stores are nationally recognized and the rest have stores only within Kyusyu. Since general merchandise stores usually offer low prices, it seems that they are the leading retailers in Kagoshima. They often sell apparel for babies to adults at low price points.

Supermarkets are similar to the grocery stores in the U.S. Supermarkets' headquarters often locate in Kagoshima City. There are at least ten different companies that own supermarkets in Kagoshima City. They are owned by local citizens and provide local consumers' needs and wants in their daily lives. They usually carry foods and sometimes sell clothes.

There are various categories of specialty stores in the city. The most common types are apparel retail stores and the stores can be classified in terms of price point offered. Apparel specialty stores are usually located near the center of the city. These retailers focus on a more narrowed target market and seek to satisfy specific consumers'

needs and wants.

Hypermarket and outlet stores can be found in Kagoshima City. Outlet stores usually focus on clothing for family members and offer casual apparel. There is one hypermarket in the suburbs of the city. The store has large parking lots, because people in Kagoshima city heavily rely on cars in their daily lives. The concept of such a store is to provide an enjoyable shopping atmosphere for all family members. Therefore, the store sells apparel, toys and games, food and household products, electronics, sporting goods, and cafeteria food. The store provides customers with a one-stop shopping environment for everything. There are many convenience stores throughout Kagoshima.

There are foreign retailing companies in the city as well. Foreign retailers such as J-Crew, Polo Ralph Lauren, Toys "R" Us, and Tower Record have been very popular in this city for a long time so that many residents in the city do not even notice that they are foreign companies. Some foreign apparel companies lease store spaces from department stores. Prestige and high price point foreign clothing companies such as Channel, Gucci, and Hermes are often found in the department stores. As their store spaces are limited, they offer limited merchandise assortments.

Consumer behavior in the United States

Human beings have many unlimited needs and wants. Companies in different industries have been trying to respond to customers' desires. Not many years ago, customers had relatively few choices. As the time passed, companies came to focus on consumers' behavior in the marketplace, because marketers began offering products that consumers wanted in spite of what companies wanted to sell (Zaichkowsky, 1991).

Mowen and Minor (1998) defined consumer behavior as, " The study of the

buying units and the exchange processes involved in acquiring, consuming, and disposing of goods, services, experiences, and ideas" (p. 5). The study of consumer behavior is critical for managerial decision-making, because an effective marketing strategy satisfies customers' needs better than other companies' strategies. Thus, understanding consumer needs and buying behavior has a significant meaning as companies develop effective strategies to use in acquiring a significant market share.

Consumers constantly make decisions when they choose, purchase, and use products and services (Bettman, Johnson, & Payne, 1991). Many fundamental facts about consumer behavior have been ascertained by simple observations. However, making a decision often is not an easy task. Consumers usually make consumer choices from a large number of alternatives. The more choices people have, the more complicated the decision process becomes. The multifaceted nature of the decision-making process has been the focus of various studies. Foxall and Goldsmith (1994) have described the complexity of the process as follows:

> The complexity inherent in understanding consumer behavior has led to the construction of models of the buying process that indicate the stages through which the consumer passes from the time he or she first becomes aware of a need for a product or service to the time when a product is purchased, a brand selected, and the consumer evaluates the success of his or her purchase and decides whether to buy that particular product and/or brand again (p. 25).

Comprehensive models of buying behavior have been investigated by many researchers in order to explain an individual's decision making process (Grewal, Monroe, & Krishnan, 1998; Schneider & Bowen, 1999). Foxall and Goldsmith (1994) explain the steps of the consumer buying process using a more simple description. According to them, a decision process begins before a product is purchased and consumers pass through four stages as

follows: (1) The development and perception of a want or need, (2) pre-purchase planning and decision making, (3) the purchase act itself, and (4) post-purchase behavior which may lead to repeat buying, repeat sales, and disposition of the product after consumption (Foxall & Goldsmith, 1994, p.25).

Other factors such as culture and age make the decision-making process more complicated and affect consumers' response when people make decisions. Impact of culture (Aaker & Maheswaran, 1997; Briley, Morris, & Simonson, 2000; Kawabata & Rabolt, 1999); country of origin effect (Gurhan-Canli & Maheswaran, 2000; Mohamad, Ahmed, Honeycutt & Tyebkhan, 2000); dimensions of price (McGowan & Sternquist, 1998) were investigated by researchers to find out how these factors influence consumers' decision making processes.

Dramatic advances in trade, technology, communication and transportation systems have extended marketplaces throughout the world. Samli (1995) asserts, "During the past two decades the level of international marketing activities has reached record heights...the need for international consumer information is not only always present but is likely to intensify" (p. 1). The conventional barriers of a country become less meaningful in this global environment.

An emergence of this new world environment builds up and breaks down many processes in political, economic, and social fields. Developments of trade blocs around the world create the ties of new relationships within the member groups. Loosening of political and economic restrictions in many countries such as the former Soviet Union and Central and Eastern Europe had opened their doors into other nations. The flow of people, capital, and information throughout the world resulted in a common culture worldwide.

This transformation has relevance to various aspects of marketing and human behavior. In order to survive in competitive marketplaces, it is necessary to obtain enough information about consumers' behavior in each country.

Most consumer psychology research is based on theoretical frameworks developed in Western cultures. There is not enough information about the effectiveness of such theories in foreign societies (Aaker & Maheswaran, 1997). Studies examining cross-cultural consumer research did not emerge until the 1970s. However, most of these studies at that time focused on comparison between U.S. data and other cultural settings. Researchers often deal with a broad process of consumer acculturation.

An increase in the number of immigrants from other countries into the United States has triggered interest in exploring consumption patterns of ethnic groups (Costa & Bamossy, 1995). Often, these newcomers tend to retain their cultural identities instead of assimilating into the mainstream of American life (Costa & Bamossy, 1995; Miller, 1993). Ownbey and Horridge (1992) studied the influence of cultural values among Chinese Americans. This study illustrated that the values of Chinese culture had very important aspects for people working with Chinese Americans in many different fields. Even though second generations were born in the United States, ethnic consumer groups have different values and attitudes toward their lives. Therefore, the consumption patterns of people of different ethnic backgrounds are different from that of others. In addition, marketers have been taking notice of diversified ethnic populations as a new segment. This new segment is large enough to increase market shares and profits that companies cannot ignore any longer.

One of the first specific studies dealing with ethnic population in the field of

consumer behavior was Hirschman's (1981) study of Jewish consumption patterns. His study indicates that ethnicity has an influence on marketing and consumption. He suggests that marketers who want to understand consumers more deeply may find ethnicity as a useful tool to see a consumer's behavior. Other research has focused on Asian Americans (Kang & Kim, 1998; Ownbey & Horridge, 1992), Japanese (Gurhan-Canli & Maheswaran, 2000; Kawabata & Rabolt, 1999; McGowan & Sternquist, 1998), and Malaysians (Mohamad, Ahmed, Honeycutt Jr., & Tyebkhan, 2000).

Asian Americans. Kang and Kim (1998) studied purchasing and consumption patterns for social clothing worn in the workplace of Asian American consumers. In this research, three major Asian American consumer groups (Chinese, Japanese, and Korean) were examined. Results showed that these three ethnic groups exhibited different decision-making processes when purchasing clothes. Even though Asian Americans are usually categorized as one group, Kang and Kim (1998) discovered that marketers should not assume that all Asian groups have the same consumer characteristics.

Age classification. Age can be used as a classification of consumers in the markets. Consumers in different age groups usually have different perspectives and attitudes when purchasing products. Many companies often classify consumers into specific segments by using age. There are approximately 40 million youth aged 10 to 19 in the United States today (U.S. Bureau of the Census, 2000). The pre-teens and teenage group has tremendous implications for a country's economy. According to Zollo (1999), there are six key reasons why teens are such an important segment in the markets. Teenagers have a large amount of discretionary money, spend family money, and influence their parents' purchasing. In addition, they often set trends for the population at

large, will spend in the future, and the teen population is expected to grow until 2010.

Teen shopping in the United States. Tootelian and Gaedeke (1992) examined income, spending patterns, and shopping habits among U.S. high school students. The researchers found that approximately half of high school students surveyed received an allowance. The amount of allowances differed between male and female students. More female students indicated that they received allowances per week compared to that of males. The researchers found that over 70% of the students spend more than $25 per month for clothing and accessories. They spend money on entertainment and recreational activities and movies, and food at home.

Teens have more responsibilities than their parents did at their age (Zollo, 1999). In most cases, their parents work outside the homes. As a result, many young consumers today do grocery shopping for family needs (Gronbach, 2000; Shim & Koh, 1997). By having shopping responsibilities, teens have a significant impact on the marketplace. Many studies have examined teenagers' influences over family purchase decisions and parents' spending habits (Ahuja, Capella, & Taylor, 1998; Beatty & Talpade, 1994; Foxman, Tansuhaj, & Ekstrom, 1989; Kim & Lee, 1997; Palan & Wilkes, 1997). Findings illustrated that teenagers could purchase products without much protest from their parents. Furthermore, parents often consult with their children before buying products.

Teen clothing shopping. Moschis, Moore, and Stephens (1977) examined variations in purchasing role structure for selected products used by youth. In this study, the researchers found that merchandise such as clothing tend to be purchased when teenagers went shopping with family members, whereas purchasing entertainment products tend to be purchased while family members were not present. The study

indicated that the degree of adolescent-family involvement in buying goods was related to social visibility and product price. The researchers reported that there was no significant relationship between adolescent independence in purchasing selected goods and social class. The researchers also investigated purchasing role structures by gender of the adolescent consumers. The data from this study illustrated that females had more family independence than males when purchasing health-care items and clothing. However, there were no significant sex differences in purchasing products relevant to physical appearance such as shoes and coats. Male adolescent consumers tend to have more family independence than females in purchasing sports equipment.

Purchasing role structure of adolescents in the process of buying clothing through catalogs was investigated by Simpson and Douglas (1998). This research examined how consumer socialization agents influence their catalog buying decisions in youth aged 12 to 18. This study indicated that final purchase decisions were made by adolescents themselves. Further, results of this study were compared to older and younger respondents. Compared to an older group, younger adolescent perceived parental influence more often in addition to siblings and friends. Gender differences were examined as well. Males did not indicate more frequent parental influence than females when purchasing any products. The extent of influence from friends was greater in females than males. By contrast, males indicated that they perceived greater influence from their siblings.

Teen decision making. Moschis and Moore (1979) investigated decision-making patterns among teenage consumers. They conducted self-administered questionnaires in several cities and towns. The researchers found that parental advice was great when purchasing products where price, social acceptance, and performance were of great

concern among the research subjects. Peers' acceptance appears to be an important factor in buying products such as sunglasses and wallets, while the mass media was more influential for items where price, social acceptance, and performance was of little concern. Although adolescents prefer to rely on information they acquired from their parents, parents are not important factors regarding which products to buy. Brand names and reduced prices were most important considerations in buying decisions for teen consumers. This study found that high socioeconomic products and those having a performance risk were likely to be purchased with family members, whereas products of lower risk tended to be purchased without other people.

Shim and Koh (1997) examined consumer decision-making styles through consumer socialization among high school students. Three basic characteristics of consumer decision-making styles were identified in this research. These styles were labeled as Value-Maximizing Recreational Shoppers (Value shopper), Brand-Maximizing Non-Utilitarian Shoppers (Brand shoppers), and Apathetic Shoppers.

Value shoppers usually seek high quality, novelty, and fashion in products systematically and carefully. This group of consumers has value-oriented characteristics. Value shoppers asked their parents for advice about buying goods and their parents consulted with their children. They were influenced by printed advertisements.

Brand shoppers were likely to purchase expensive, branded name products with no concern for price. Compared with Value shoppers. Brand shoppers think higher price products have a better quality. They were more likely to make impulsive and careless purchases than Value shoppers and Apathetic shoppers. The Brand shoppers were most associated with interaction with friends regarding consumption. They were mostly

influenced by their peers and enjoyed talking about shopping with friends. They were significantly influenced by television commercials.

The last cluster group is Apathetic Shoppers. Consumers in this group were not concerned with quality, brand, and fashion and were not interested in shopping in general. Therefore, the researchers concluded that they had lack of socialization processes.

Mascarenhas and Higby (1993) investigated interpersonal influences on teenagers' apparel shopping behavior. Three major affective influences were peers, parents, and the media. The researchers found that normative and informative influences from parents on teens were higher for specials shopping than ordinary shopping. As special shopping requires more money, more risk, higher parental influences were expected. This study supported that teens tended to be impacted by parent-informative influences than any other interpersonal influences except media-informative influences when purchasing ordinary clothing. Media-informative influences were exceeded by other influences except parent-informative under ordinary and special shopping situations. In both ordinary and special shopping situations, more males were influenced by parent and media-normative than females. This study found that greater the amount of gift money the teens received, the less the teens were influenced by the media and by their parents during apparel shopping. This study supported that apparel influences decreased with age as well.

Clothing satisfaction. Satisfaction with clothing and appearance of the body among early, middle and late adolescents were investigated by MacGillivray and Wilson (1997). Early adolescents were more satisfied with their clothing and their body appearances than late adolescents. As adolescents progress from early to late adolescence, they are likely to be less satisfied with their clothing and appearance. The researchers

investigated differences between rural and urban adolescents regarding clothing and body appearances. Urban adolescents indicated that they were more likely than rural adolescents to use clothing for social approval and social distinction among friends. On the other hand, rural adolescents needed clothing similar to that of their peers.

Consumer Behavior in Japan and Other Countries

Growth in international trade has resulted in a significant amount of research focusing on consumer behavior and attitude. Generally speaking, consumer perspectives are an important factor in many industries around the world. Buying behavior of individual customers is different from country to country, because not all human beings are exactly the same. Costa and Bamossy (1995) defined a new paradigm in consumer behavior, which was called ethnoconsumerism. They state " Ethnoconsumerism is the study of consumption from the point of view of the social group or cultural group that is the subject of study" (p. 27). It is based on cultural realities of each group, so that consumer behavior. ethnicity, and culture have a close relationship. In particular, culture plays a significant part in how human beings behave in the marketplace.

Throughout its history, Japan has borrowed heavily from foreign cultures such as Chinese characters and arts. The country has retained its own tradition and has adapted borrowed cultures to fit its own traditions and needs (Yoshino. 1975). Since the end of World War II. Western influence has been particularly dominant in many aspects of life in Japan. For one thing, Western foods have become popular daily diets for Japanese. The Japanese began to wear Western-style clothing instead of the traditional Japanese kimono for everyday wear.

Along with economic growth. income levels increased dramatically in Japan.

Japanese people could not afford much more luxury products than the bare necessities of life after the postwar economic. In addition, Yoshino (1975) states that, "Frugality was emphasized as a great virtue and consumption was viewed contemptuously"(p. 19). However, this attitude had disappeared in the Japanese mind. Desire to make one's life more comfortable and pleasant became widespread throughout the country. Postwar changes emphasize materialism and a consumption orientation among Japanese consumers (Yoshino, 1975). Japanese consumers now have the money to purchase more goods.

This consumption shift has a root in the Taisho period (1912-1926). The appearance of department stores changed Japanese consumers' behavior. Since then, department stores have been the major places for shopping, eating, and disseminating fashion. Such stores contributed to the beginning of the revolution in Japanese shopping behavior. At the same time, the infrastructure had developed enormously. This transition marks the emergence of Japanese consumption that includes items that were in addition to those meeting basic needs (Clammer, 1997). Their consumption behavior had changed from thoughts based on need to thoughts based on desire.

Changes in Japanese society have had tremendous impact on its market. It is no longer a monolithic market. All Japanese consumers do not have the same values, so companies need to develop strategies for a specific part of that market. Along with changes in behavior, companies have to respond to the needs of emerging segments such as teenagers. Young consumers have been driving forces in the market mechanism. There is a mix of old and new rules operating at the same time in the Japanese markets. Today, the old and new customers exist side by side and they are changing how they approach

purchases (Fields, Katahira, Wind, & Gunther, 2000).

According to the Statistics Bureau and Statistics Center (2000), Japan has a small population of teenagers. After the second baby boom, the birth rate in Japan has decreased year by year. Compared with the last Census in 1997, there has been a slight increase of 1.1 % in the birth rate in Japan (Statistics Bureau & Statistics Center, 2000). Japan is losing its childhood population today. This phenomenon has several social and economical backgrounds. One major reason is the social phenomenon of increased unmarried and late married persons in Japan. The average number of children in a family in Japan was 2.23 in 2000 (Statistics Bureau & Statistics Center, 2000). According to the Central Council for Financial Services Information (2000), the average monthly allowance among Japanese high school students is ¥6,444 (approximately $54). Generally speaking, the fewer children, the more money spent for each child. In addition, many families have dual incomes today. Parental allowance tends to be more relaxed so that children have more products than they want.

Even though the population of teenagers is decreasing, their impact on society and family is increasing. Teenagers create new trends and these movements extend into the whole society. More than half of high school students have cellular phones in Japan and this trend has moved to elementary students. One organization announced that one in five elementary students have a cellular phone today (Nomura, 1999). Many Japanese high school students have part-time jobs in order to pay for what they purchase. However, employment sometimes causes social problems among teens. Some adolescents prostitute themselves in order to purchase what they want and what their friends have. Considering these situations, targeting the youth segment has a significant meaning for marketers.

Some research forming on the consumer behavior of Japanese can be found today. Kawabata and Rabolt (1999) compared the clothing purchase behavior between American and Japanese female university students. In this study, they examined evaluative criteria, interest in clothing, and fashion information sources consumers used in both countries when buying clothes. Consumer attitudes toward purchasing clothing in the US and Japan were similar in many ways. Students in both countries indicated fit and style/design were the most important selection criteria. The fashion information sources frequently used were fashion magazines, store displays, friends, and television in both countries. However, there were some differences. Proper fit was the most important factor for U.S. students, while price and color were more important to Japanese students. U.S. students were more active in collecting information about fashion by using diverse sources. Japanese students used more store-oriented sources such as store displays and sales persons. These findings are very important for marketers when developing marketing strategies before expanding a business in Japan.

Another study about Japanese consumer behavior was implemented by McGowan and Sternquist (1998). This study examined whether marketing methods could be applied both in Japan and the United States. The researchers explored pricing perceptions between consumers in these two countries. This research indicates that attitudes toward price were similar among U.S. and Japanese consumers and concludes that price can be used as an effective marketing tool in both countries.

The effect of consumer purchasing attitudes toward locally and foreign made goods was examined in Malaysia by Mohamad, Ahmed, Honeycutt, and Tyebkhan (2000). The researchers found the country of origin image affected Malaysian consumer attitudes

and preferences. The findings of this study imply that country of origin can be one strategic tool in the marketplace.

Comparison between U.S. and Japanese Consumers

The flow of information, people, and businesses has been building similar attitudes and perspectives among consumers around the world. Based on the U.S. studies and Japanese studies by McGowan and Sternquist (1998), Moschis and Moore (1979), and Kawabata and Rabolt (1999), similarities and differences can be identified. Young Japanese and Americans were similar in their buying decisions. Young consumers in both countries considered the price as a significant selection criterion (Kawabata & Rabolt, 1999). Young consumers in both countries used price as a general indicator of quality (McGowan & Sternquist, 1998).

Bran name was perceived as the most important evaluation criterion for younger adolescents in the United States, while U.S. and Japanese college students identified as the least important when evaluating clothing (Moschis & Moore, 1979; Kawabata & Rabolt, 1999). The primary differences between Japanese and U.S. college consumers were in fashion information search techniques used (Kawabata & Rabolt, 1999). Young U.S. consumers collected fashion information from family members, catalogs, the movies, newspapers, and electronic sources such as TV and the Internet. On the other hand, Japanese consumers often used more retail-oriented sources such as a store display and sales personnel.

As a result of previous findings, it appears that consumers in different countries or cultures have different perspectives and attitudes when purchasing products. Consumers in various markets see the world differently. Therefore, one cannot generalize

characteristics across different countries.

Theoretical Framework

The theoretical framework for the present study is based on the theory of Kawabata and Rabolt (1999). Kawabata and Rabolt (1999) compared clothing purchase behavior between American and Japanese university students. The theory Kawabata and Rabolt (1999) proposed is that the consumers' attitudes in U.S. and Japan toward clothes are similar in many ways. However, the comparison also reveals differences between the two counties. The meaning of fashion between the two countries is different. U.S. students purchased fashionable clothes at any price point unlike Japanese students. Brand or designer name clothes were considered fashionable clothing among Japanese youth.

The Kawabata and Rabolt study (1999) illustrated that the two countries' university students chose the same clothing selection criteria. which were good fit, style/design, quality, price and color. However, the score each country's consumer indicated was different. Good fit, style/design, quality, price, and color ranked first to fifth for U.S. students, where as style/design, good fit, color, price, and quality ranked first to fifth for Japanese students. Information search sources both Americans and Japanese students used were fashion magazines, store displays, friends, and television. Although Kawabata and Rabolt (1999) included CD-ROM and video catalogs, these are not common in Japan to provide fashion information so that these were omitted for the present study. A limitation in the Kawabata and Rabolt study was the lack of shopping preferences, styles, and formats when purchasing clothing.

Culture

Culture and consumer behaviors are interrelated. Consumers' personal and

lifestyle characteristics indicate their purchase and consumption decisions (Foxall & Goldsmith, 1994). The study of culture can be helpful in understanding why various consumer groups select one product over another (McGowan & Sternquist, 1998). According to Veblen's (1934) social-psychological model of consumer behavior, a human is considered as a social animal. Culture creates behavioral norms that have an impact on her or him. Therefore, there is a significant link between culture and consumer behavior. Knowledge of cultural context allows one to predict actions of human beings.

Many studies have focused on culture in past years (Hall, 1976; Hofstede, 1983; Riesman, 1953). Hofstede (1983) identified four dimensions of cultural values: (a) power distance, (b) uncertainty avoidance, (c) individualism/collectivism, and (d) masculinity/femininity. His study suggested purchase patterns in each dimension. In large power distance societies, not only does purchase behavior reflect the power distance but also enhances it. Thus, inequity within a culture is perpetuated. External assistance and advice play an important role for a society in high uncertainty avoidance. In less risk-taking societies, purchase behavior may be more self-reliant. For example, individualistic societies would use internal motivation when purchasing. On the other hand, external motivation can be used in collective societies. If the gender roles are clearly identified, it is assumed that purchase behavior is likely to reflect gender roles. When the gender role identification is reduced, individuals buy asexual products. Hofstede's classification illustrates consumer purchasing behavior patterns.

According to Hofstede's (1983) underlying dimensions of cultural values, there is great variation between Western and Asian cultures. In the dimension of individualism-collectivism, the two cultures tend to lie at two ends of the spectrum.

Countries with individualist cultures such as the United States and other Western cultures tend to have an independent view of the self. In contrast, collectivist cultures such as Asian nations tend to hold an interdependent attitude of the self. As a result, differences of attitude and behavior between two cultures exist (Aaker & Maheswaran, 1997; Triandis & Gelfand, 1998). For example, the uniqueness of the individual is likely to be accepted favorably, while social context and relationship tend to be favorable for Asian cultures.

In summary, individualists are more separated from the group and are likely to obtain their benefits from themselves. On the other hand, collectivists tend to have strong ties with group members and their behavior is often guided by in-group factors (Gurhan-Canli & Maheswaran, 2000). Even though each Asian country differs from other Asian countries, the similarities among Asian countries and the differences with Western cultures lead us to conclude that Asian culture is essentially different from Western culture (Schutte & Ciarlante, 1998).

Wallace (1964) explains that culture influences individuals' buying behavior directly. His basic idea is that culture creates individual personalities. Each personality forms different consumer behavior. Thus, culture is the critical factor determining consumer behavior. Chung (1991) compared individuals' thinking and decision making patterns and behavior in Western and Asian cultures. He noticed significant behavioral differences that exist between the two cultures. Through his study, cultural characteristics illustrate differences between those nations. Even though many Asian countries have similar values among themselves, consumers in these areas act differently. As Schutte and Ciarlante (1998) state, there are many characteristics that are more common or less common across many Asian countries (p. 14). In addition, they argue that cultures found

in Asia are unique to Asian regions. Therefore, they are different from the rest of the world, especially Western cultures (Schutte and Ciarlante, 1998). Although there is cultural heterogeneity in Asia, the differences among countries in these regions are not significant factors as compared to the differences from the world outside Asia.

Assael (1992) advocates that culture is the broadest environment factor affecting consumer behavior and that cultural reflections are manifested in products and services. Culture associates with individuals directly and indirectly. Culture is penetrated into people's mind through all human interaction they have in their entire lives (Samli, 1995). Individuals have been acquiring many cultural features unconsciously. Mass media is a vehicle to instill values, attitudes, and behaviors into humans. Religion, education, and various institutions have an influential power in each culture. These cultural meanings are transferred to consumer goods.

Goods and services are carrying and communicating cultural meaning (McCracken, 1986; Schutte & Ciarlante, 1998). McCracken (1986) illustrates the impact of culture upon an individual's decision making by insisting that consumer goods bring cultural meanings. He states, "Culture is the lens through which the individual views phenomena; ... culture is the blueprint of human activity, determining the co-ordinates of social action and productive activity, and specifying the behavior and objects that issue from both" (McCracken, 1986, p. 71). In other words, culture determines how a person sees the world and how a person shapes the world. Each culture creates its own culturally constituted world. Each culture builds its own vision of the world and this view determines how humans interpret the messages attached to consumer products. When one purchases a product, the consumer wants to transfer that meaning to herself. Meaning is

transferred when purchasing the good. This idea is essential to understanding consumer

behavior. Therefore, culture describes an individual's attitude and behavior.

Another dimension of culture is that culture is adaptive, changing as a society

faces new problems and opportunities (Mowen & Minor, 1998). The rapid development in

economic and technology over the past years has led to significant changes in values and

social structure. In fact, every country has been changing its forms unconsciously and

shaping new dimensions gradually. According to Schutte and Ciarlante (1998),

> These [cultures] have in turn led to greater diversification of consumer
> behavior within each individual country. At the same time, growing
> similarities of lifestyles and tastes across borders among certain
> segments of the population result in almost identical conspicuous
> consumption habits across the region (p. 14).

People in different countries may try the same products for different reasons. Those

products have different meanings for individuals in various nations. An attitude and

behavior of consumer has been changing along with our environment. However, a

fundamental value of each culture continues to retain its bases. New and old aspects of

culture coexist in our world.

Culture has a significant impact on consumer behavior. It influences an

individual's consumption patterns as well. Consumer behavior is strongly influenced by

culture. Thus, culture has a special power in each society. Understanding of the consumer

behavior in a specific region is necessary to develop effective marketing tools in today's

interrelated environment. Exploring characteristics of a consumption pattern in a country

is critical for marketers to analyze the marketplace. Paying close attention is vital for

companies and marketers to understand consumer behavior. Therefore, cultural

characteristics are important to know before a product is distributed in order to grasp

consumers' wants and needs.

CHAPTER III

METHODS

The purpose of this study was to provide information about suburban Japanese high school students' shopping and purchasing behaviors, preferences, and influences in relation to clothing. This study provided a view of the younger generation's shopping experience with the Internet and their current willingness to use the Internet as a shopping tool in the future. The procedures, used for this study, are explained in the following sections: Instrument, Research Sample, Administration of the Questionnaire, and Analysis of Data.

Instrument

The original questionnaire was written in English and then translated into the Japanese language by the researcher. Two graduate Japanese students at Oklahoma State University reviewed the translation and completed a back translation to verify that both English and Japanese surveys had the same meaning. Prior to conducting the survey at Kagoshima Junshin High School, the first draft of the translated questionnaire in the Japanese language was sent by email to the school principal in order to identify potential problems with the questions and any difficulties in understanding the instrument. After receiving suggestions from the school principal by email, several changes were made to the questionnaire. These changes were: (a) Demographic question #5 was changed from an open ended response to a close categorical response items, (b) shopping preference question #8 was changed from a categorical response to an open ended response items, and (c) instruction for answering the questions were modified to make the language more easily understood by high school age students. The final draft was sent by email to the

Demographic Questions

Seven demographic questions were used in order to describe the subject in the research sample. The subjects were asked age, level in school, number of siblings in family, employment status of parents or guardians, amount of allowance per month, living situation, and hometown. In the demographic questions, buying power of the students was measured by using the amount of allowance received per month. There were four responses (under ¥5,000, ¥5,000 to under ¥10,000, ¥10,000 to under ¥15,000, and ¥15,000 and more) in order to group the subjects into four categories.

Shopping and Purchasing Behaviors

Shopping behavior. Shopping behavior among the suburban Japanese high school students was examined with regard to shopping frequency, shopping partner, and the number of stores visited before purchasing clothing. The shopping frequency question provided data to understand if the frequency of shopping is independent from the amount of allowance the high school students received per month. Six possible responses (less than once per week, 1 - 2 times per week, 3 - 4 times per week, 5 - 6 times per week, everyday, and do not go shopping for clothing) were used to determine the high school students' frequency of shopping. Another question provided data that was used to identify the individuals with whom high school students usually go shopping. For this question, the research participants were given eight options: yourself, peers, mother, father, siblings, family, other family members, and other. The subjects selected the options that identify the person(s) with whom they are most likely to shop with. The data from this question were compared to data the individual identified as the person who pays when purchasing clothing. The number of stores visited before purchasing clothing was used to calculate

the average number of stores the high school students usually visit before making a purchasing decision.

Purchasing behavior. Purchasing behavior was examined using the following items: purchasing frequency, amount of money spent on clothing, person who makes final purchase decision, persons who pay for clothing for high school students, ten purchasing influences, and eleven important clothing selection criteria. The "frequency of purchasing clothing" question provided data to understand if the purchasing frequency is independent from the amount of allowance the high school students received per month. There were five categorical responses used to identify the relative frequency of purchase to frequency shopping experience. The findings from the question about the amount of money spent on clothing provided data to understand the three demographic questions as follows: the amount of allowance the high school students received per month, employment status of parents or guardians, and the number of siblings in the family. For this question, five possible responses (almost never, not often, sometimes, often, and almost every time) were provided.

The data on who makes the final purchase decisions and who pays for clothing for high school students were used to determine if the final decision maker is independent from the person who pays for high school students' clothing. Five possible responses (yourself, parent(s), siblings, peers, and other) were used to identify who influences the final purchase decision among high school students when purchasing clothing. Six responses (yourself, both high school student and parents or guardians, parents or guardians, siblings, grandparents, and others) were used to identify who pays for high school students' clothing.

The ten selected purchasing influences were examined to determine the level of influence of each factor when purchasing clothing among the students. The factors included were family members, peers, celebrities, store displays, sales persons in stores, TV programs, newspapers, movies, fashion magazines, and other magazines. The response rating was a five-point scale ranging from 1 (never influenced) to 5 (very influenced). The results from this question were compared among the three grades to identify if differences existed.

The important clothing selection criteria were used to obtain information about the students' purchasing patterns when purchasing clothing. The eleven clothing selection criteria were as follows: good fit, style/design, quality, price, color, fashion/latest styles, durability, care required, fiber content, brand name, and country of origin. The degree of importance was measured using a five-point scale, where 1 represented "not at all important" and 5 represented "very important." The participants were asked to indicate how important these eleven clothing selection criteria are when purchasing clothing. The findings from this question were compared with the mean ratings among the three grades at the high school to identify if differences and similarities existed.

Kawabata and Rabolt (1999) examined the clothing purchasing behavior of American and Japanese female university students. In this research, they asked the importance of clothing selection criteria which included good fit (proper size), style/design, quality, price, color, fashion, durability, care/maintenance, fiber content, brand or designer name, and country of origin (Kawabata & Rabolt, 1999). Even though they focused on university students, these important clothing selection criteria can be used to obtain data about the purchasing behavior of the high school students.

Shopping and Purchase Preferences

Shopping preferences. To profile shopping and purchasing preferences among the high school students, respondents were asked to indicate the types of outlets they prefer to use when for shopping clothing. Open-ended questions were used to understand shopping preferences and the reasons for these preferences.

Purchasing preferences. Responses regarding preferred retail formats for purchasing clothing included stores, catalogs, online stores, televisions, and other. An open-ended question was used to identify the reasons for the students' preferences.

Shopping and Purchasing Influences

Shopping influences. Shopping influences among the high school students were examined with regard to fashion information sources and shopping partner. The degree to which the high school students used ten fashion information sources was measured. The researcher listed ten sources, based upon the previous study of Kawabata and Rabolt (1999). Kawabata and Rabolt (1999) examined the frequency of usage of 11 fashion information sources as follows: fashion magazines, friends, family members, sales persons in stores, newspapers, movies, TV, video catalogues/CD-ROM, printed catalogs, store displays, and the internet. The result from Kawabata and Rabolt's study shows video catalogs or CD-ROM and Internet are the two most infrequently used sources among U.S. and Japanese college students at the time of the survey conducted. The advancements in computer technology and the Internet have made online shopping accessible. Thus, video catalogs and CD-ROM were excluded from the lists for the current study.

The ten fashion information sources for this study included fashion magazines, friends, family member, salespersons in stores, newspapers, movies, TV programs, printed

students from the city's other two schools because of the convenient location. Among the three schools, the Kagoshima Junshin High School has a dormitory complex where some students reside. Students who live in the dormitory complex come from distant suburbs and rural areas outside of Kagoshima City. Additionally, some students commute from the distant suburbs and rural areas outside Kagoshima City and do not live in the dormitory complex. This mix of students from Kagoshima City, distant suburbs and rural areas provides a broader perspective of teen consumer behavior than schools with students from one geographic location.

Soon after the researcher chose the Kagoshima Junshin High School, an email was sent to the high school's home page. This email described the research objectives and the researcher's intention to contact the high school principal by phone. Afterward, the researcher contacted the high school principal by phone and explained the study objectives, the content of the questionnaire, and the proposed time to conduct the survey.

The researcher obtained permission to conduct the survey from the principal of Kagoshima Junshin High School. This approval letter included permission to distribute the questionnaires in each classroom during the homeroom period. However, the principal's letter did not identify the total number of research participants nor the number of students in each class.

Administration of the Questionnaire

The Japanese version of the questionnaire was sent to a teacher who teaches English at Kagoshima Junshin High School as an email attachment. This teacher served as a research assistant who collected the data for this study. The researcher contacted the research assistant by phone and an email to explain the purpose of this research and to

provide training for the administration of this survey.

The questionnaires were distributed and collected on the same day. The research assistant photocopied and prepared all materials for distribution to the high school students. The preparation of the materials included packaging materials for distribution to homeroom teachers for administration. The Japanese language questionnaires were passed to each homeroom teacher by the research assistant before the morning homeroom period. The questionnaire was given to the students during a regularly scheduled homeroom session in the afternoon.

Students were given the cover letters which described the survey was designed to learn about suburban Japanese high school students' shopping and purchasing behavior. The cover letter also indicated that the survey was voluntary and that there was no risk in participating in this study. The students were informed of the approximate 15 to 20 minutes time needed to take the questionnaire. The participants were given the researcher's email address if they had questions regarding this study and studying in the United States. The research assistant collected the questionnaires from each classroom teacher. After questionnaires were collected by this research assistant, all the questionnaires were mailed to the United States. The data were analyzed in the United States by the researcher.

Analysis of the Data

Research questions were answered using descriptive statistics to determine who the most influential person is, the average number of stores visited before making a purchasing decision, types of stores preferred for shopping and purchasing clothing, past experience with online shopping, and willingness to use online shopping in the future.

Hypotheses were tested using chi-square and Analysis of Variance (ANOVA). Means were calculated to compare the ratings from the ten purchasing influences, the eleven important clothing selection criteria, and the ten fashion information sources among the three grades at Kagoshima Junshin High School. A t-test was used to compare the mean ratings from the ten fashion information sources of the current sample and those from the previous study of U.S. and Japanese female university students (Kawabata & Rabolt, 1999) to identify if differences and similarities existed.

Shopping and Purchasing Behavior

Shopping behavior. A chi-square statistical analysis was used in order to understand if the frequency of shopping is independent from the amount of allowance the high school students received per month. Usual shopping partners among the respondents and the average number of stores they usually visit before making a purchase decision were determined using descriptive statistics.

Purchasing behavior. A relationship between the frequency of purchasing and the amount of allowance the high school students received per month was tested using chi-square. The relationship between the amount of money spent on clothing and monthly allowance the high school students received was analyzed using the chi-square. The chi-square test was also used to identify relationships between employment status of parents or guardians and the amount of money spent on clothing by the high school students. Chi-square was used to determine if the number of siblings in the household is independent from the amount of money spent on clothing and to determine if the person who makes final purchase decision is independent from the person who pays for clothing for the high school students.

The ten purchasing influences were calculated to compare the mean ratings among three grades. Scores ranged from 1 (never influenced) to 5 (very influenced). Responses scoring 1 represented as "never influenced;" 2, "slightly influenced;" 3, "somewhat influenced;" 4, "influenced;" and 5, "very influenced." The Analysis of variance (ANOVA) for a one-way classification was used to analyze the mean rating among the three grades. Frequencies and means were calculated for each of the ten purchasing influences. Least Significant Differences (LSD) multiple comparison test was used to identify differences that exist among the three grades. The independent variable was grade and the dependent variable was ratings for this data analysis.

The ANOVA and LSD tests were used to analyze the mean ratings from the eleven important clothing selection criteria among the three grades. The independent variable was the grades and the dependent variable was the ratings. Reponses scoring 1 represented "not at all important;" 2, "slightly important;" 3, "somewhat important;" 4, "important;" and 5, "very important."

Shopping and Purchasing Preferences

Shopping preferences. Participants were asked to list the name of their preferred place to shop for clothing and to explain reasons for their preferences in an open-ended question. The stores the research subjects identified were compiled into categories similar types of stores. The reasons the students identified for their preferences were assembled from their qualitative answers.

Purchasing preferences. Participants were asked to choose one retailing format they prefer when purchasing clothing and to identify reasons for their preferences. A list of reasons for the students' preferences for the retailing format was assembled from the

respondents' qualitative answers.

Shopping and Purchasing Influences

Shopping Influences. Mean ratings from the ten fashion information sources

among the three grades were computed to identify if differences existed. The ANOVA and

LSD multiple comparison tests were used to analyze the mean ratings from the ten sources

of fashion information. The independent variable was the grades and the dependent

variable was the ratings. In addition, the data from the previous study of U.S. and Japanese

female college students by Kawabata and Rabolt (1999) and the high school students were

compared in order to identify if differences and similarities existed. T-tests were used to

identify differences between the mean ratings from the previous study and the present

study. The independent variable was the ratings from the Kagoshima Junshin High School

students, U.S. college students, and Japanese college students. The dependent variable

was the ratings from the high school students. Reponses scoring 1 represented "never;" 2,

"slightly;" 3, "somewhat;" 4, "often;" and 5, "very often."

Descriptive statistics were used to analyze data on the participants' usual

shopping partners. Chi-square was used to understand if the person who makes the final

purchase decision is independent from the person who pays for the high school students'

clothing. This question was discussed in the "shopping behavior" section.

Purchasing influences. For purchasing influences, the person who makes the final

purchase decision and the ten purchasing influences were discussed in the "purchasing

behavior" section. Chi-square was used to determine if the person who makes the final

purchase decision was independent from the person who pays for clothes. ANOVA and

LSD tests were used to identify if differences and similarities existed among the three

grades.

Experiences and Usages of the Internet

Frequency of past shopping experience with the Internet among the participants was calculated. The students who had experienced with Internet shopping were asked to identify their impressions. All the participants were asked about their willingness to use Internet shopping in the future in regard to how they think they will use the Internet as a shopping tool. A list of reasons for their answers was complied. For these questions. descriptive statistics were used to analyze the data.

CHAPTER IV

FINDINGS

The purpose of this study was to provide information about shopping and

purchasing behavior, preferences, and influences among suburban Japanese high students

with relation to clothing. Another goal of the study was to provide a view of the suburban

Japanese high school students' purchasing experience with the Internet and their current

willingness to use the Internet as a shopping tool in the future. There were eight objectives

for the study:

1. To demographically profile suburban Japanese high school students according to the

   age, level in school, the number of siblings, employment status of parents or

   guardians, allowance per month, living conditions, and hometown;

2. To profile shopping behavior among suburban Japanese high school students in terms

   of:

   a. Shopping frequency.

   b. Shopping partner(s), and

   c. Stores visited before making a purchase decision;

3. To profile purchasing behavior among suburban Japanese high school students in

   terms of:

   a. Purchasing frequency,

   b. The amount of money spent on clothing,

   c. Final decision maker,

   d. Person who pays for the high school student's clothing,

e. Ten selected purchasing influences: family members, friends, celebrities, store displays, sales persons in stores, television programs, newspapers, movies, fashion magazines, and other magazines, and

f. Eleven selected important clothing selection criteria: good fit, style/design, quality, price, color, fashion/latest styles, durability, care required, fiber content, brand name, and country of origin.

4. To profile shopping preferences among suburban Japanese high school students by their favorite stores.

5. To profile purchasing preferences among suburban Japanese high school students by their preferred retailing formats.

6. To identify and describe the factors that influence shopping behavior among suburban Japanese high school students in terms of:

   a. Ten selected fashion information search sources: fashion magazines, friends, family members, sales persons in stores, newspapers, movies, TV programs, printed catalogs, store displays, and the Internet and

   b. Shopping partner(s).

7. To describe factors that influence purchasing behavior among suburban Japanese highs school students in terms of:

   a. Final decision maker and

   b. Ten selected purchasing influences: family members, friends, celebrities, store displays, sales persons in stores, television programs, newspapers, movies, fashion magazines, and other magazines.

8. To understand past shopping experience with the Internet among suburban Japanese high school students and their willingness to use the Internet as a shopping tool in the future.

This chapter begins with a discussion of the demographic characteristics of respondents, followed by a summary of the findings related to shopping and purchasing behavior, preferences, influences, and experiences and usages of Internet shopping. The results of eight research questions and nine hypotheses are discussed in this chapter as well.

Characteristics of Respondents

The characteristics of respondents are profiled according to age, level in school, number of siblings in the household, employment status of parents or guardians, allowance per month, living conditions, and hometown. The questionnaires were distributed to 296 Kagoshima Junshin High School students. The data were collected at the beginning of the new semester in Japan with the assistance of the research assistant who is a teacher at this school. A total of 289 questionnaires were collected, representing a 97.6% response rate. Seven students were absent at the time the questionnaires were distributed. There were no unusable questionnaires returned.

The participants were all female students aged 15 to 18 years old. One hundred and eleven respondents (38.41%) were 16 years old. About 34.2% of participants were 15 years old. 24.57% were 17, and only 2.77% were age 18. One hundred and nine respondents (37.72%) were tenth graders, 36.33% were eleventh graders, and 25.95% were twelfth grade students. A summary of the sample demographics is shown in Table 1.

Table 1

Demographics of the Sample

Student's characteristics	n	%	Mean
Age (N=289)			15.95 years old
15 years old	99	34.26	
16 years old	111	38.41	
17 years old	71	24.57	
18 years old	8	2.77	
Level in school (N=289)			
10[h] grade	109	37.72	
11th grade	105	36.33	
12th grade	75	25.95	
Number of siblings (N=286[1])			2.42 siblings
0	35	12.24	
1	130	45.45	
2	94	32.87	
3 or more	27	9.44	
Employment status of guardians (N - 288[2])			
Father only	106	36.81	
Mother only	16	5.56	
Both	165	57.29	
Other	1	0.35	
Amount of allowance per month (N=271[3])			
Under ¥5,000	160	59.04	
¥5,000 ~ under ¥10,000	82	30.26	
¥10,000 ~ under ¥15,000	21	7.76	
¥15,000 and more	8	2.95	
Living status (N=289)			
Dormitory	24	8.3	
Outside of dormitory	265	91.7	
Hometown (N=288[4])			
Kagoshima city	207	71.88	
Outside of Kagoshima city	81	28.12	

[1] Three missing responses
[2] One missing response
[3] Eighteen missing responses
[4] One missing response

About 12% of the students had no siblings. More than 87% of the respondents

had at least one sibling. About 57% of the students' parents or guardians were both

employed, while approximately 37% had fathers employed and the reminder did not

indicate employment status. One hundred and sixty respondents (59.04%) received an

allowance that was under ¥5,000 ($ 42) per month. About 30.26% received ¥5,000 to

under ¥10,000 ($84), 7.76% received ¥10,000 to under ¥15,000 ($126), and eight students

(2.95%) received more than ¥15,000 per month. Only 24 participants (8.3%) lived in the

dormitory while 91.7% lived outside of the dormitory. Two hundred and seven

participants (71.88%) came from Kagoshima City and the rest (28.12%) came from

outside of Kagoshima City.

<div align="center">Descriptive statistics</div>

The data that were analyzed using descriptive statistics as addressed in the

following sections: shopping and purchasing behavior, preferences, influences, and the

uses of the Internet for shopping.

Shopping and Purchasing Behavior

Shopping and purchasing behavior among the participants was profiled in terms

of shopping frequency, shopping partner identified by the students, and number of stores

visited before making a purchase decision. Purchasing behavior among the respondents

was profiled in relation to purchasing frequency, the amount of money spent on clothing,

the person who the students identified as making the final decision, persons who pay for

the students' clothing, the ten selected purchasing influences, and the ten selected

important purchase criteria. In this study, shopping behavior is defined as visiting shops

and stores to purchase or examine clothing items, while purchasing behavior is defined as

actual purchase of products.

Shopping Behavior

A summary of the clothing shopping frequency among the students is shown in Table 2. The majority of the respondents (67.47%) shopped for clothing on average at least 1 or 2 times each week. About 9.34% shopped less than once per week, 15.92% shopped 3 to 4 times, 3.81% shopped 5 or 6 times, 4 students (1.38%) shopped everyday, and 6 students (2.08%) did not shop often. The average times per week that students shopped were 2.16.

Table 2

Frequency of Shopping for Clothes

Clothing shopping frequency (N=289)	n	%	Mean
Less than once per week	27	9.34	
1 - 2 times per week	195	67.47	
3 - 4 times per week	46	15.92	
5 - 6 times per week	11	3.81	
Everyday	4	1.38	
Do not go shopping for clothing	6	2.08	
			2.16 times per week

Shopping partner(s) with whom the participants reported they usually shop were identified from eight options. A summary of usual shopping partner(s) identified by the participants is shown in Table 3. About 40% of the respondents usually shop with their friends, while 42.81% usually shop with their mothers. Nine students out of 285 (3.16%) had no partner, one student (0.35%) usually shop with a father, 19 students (6.67%)

usually shop with siblings, 17 students (5.96%) usually shop with whole their family, and

three students (1.05%) usually shop with other family members such as cousin.

Respondents were grouped by grade for analysis regarding shopping partners. For the

tenth grade, 28.3% of students usually shop with friends and 50% shop with their mothers.

For the eleventh grade, 38.46% of the students usually shop with friends, while 46.15%

shop with their mothers. More than half of the responding twelfth graders (57.33%)

identified friends as their usual shopping partners and 29.33% identified their mothers.

Table 3

Shopping Partners Identified by Students

Shopping partner(s)	10th grade[1]		11th grade[2]		12th grade[3]		Total[4]	
	n	%	n	%	n	%	n	%
Yourself (No partner)	4	3.77	2	1.92	3	4.00	9	3.16
Friend(s)	30	28.30	40	38.46	43	57.33	114	40.00
Mother	53	50.00	48	46.15	22	29.33	122	42.81
Father	0	0.00	0	0.00	1	1.33	1	0.35
Siblings	9	8.49	7	6.73	3	4.00	19	6.67
Whole family	8	7.55	6	5.77	3	4.00	17	5.96
Other family members (Cousin)	2	1.89	1	0.96	0	0.00	3	1.05

[1] Percent calculated based on total number of 10th grade students. N= 106

[2] Percent calculated based on total number of 11th grade students. N= 104

[3] Percent calculated based on total number of 12th grade students. N= 75

[4] Percent calculated based on total number of all students. N= 285

Usual number of stores visited when the participants purchase clothing during one shopping trip was identified to determine the average number of stores visited. Table 4 provides the summary of usual number of stores visited when the students purchase clothes. About 38.33% of the students usually visit more than 5 stores when they make clothing purchase decisions. About 13.24% of the students usually visit 4 stores. 28.92% were 3 stores, 13.94% were 2 stores, and 5.67% were 1 store. The average number of stores visited among the participants was 3.6 stores.

Table 4

Number of Stores Visited During One Shopping Trip When Purchasing Clothing

Number of stores visited (N=287[1])	n	%	Mean
1 store	16	5.57	
2 stores	40	13.94	
3 stores	83	28.92	
4 stores	38	13.24	
More than 5 stores	110	38.33	
			3.65 stores

[1] Two missing responses

More than half of the respondents go shopping for clothing 1 to 2 times per week. The participants' usual shopping partners were either friends or mothers. For older students, friends were identified as their usual shopping partners, while younger students identified their mothers. The average number of stores visited when the respondents purchase clothes during one shopping trip was 3.65 stores.

Purchasing Behavior

Table 5 presents a summary indicating frequency of clothing purchase when the respondents go shopping. Results were as follows: 239 participants (83.28%) selected "almost never", 4.18% of students selected "not often," 4.18% selected "sometimes," 7.67% selected "often," and only 0.7% selected "almost every time." A summary of the amount of money spent on clothing per month is shown in Table 6. More than half of the students (56.84%) spent under ¥10.000 (approximately $84) per month. About 35% of the students did not know how much they usually spend on their clothing, 8.07% spent more than ¥10,000 per month.

Table 5

Frequency of Purchasing for Clothing

Frequency of clothing purchase (N=287[1])	n	%
Almost never (less than 10% of the times I go shopping)	239	83.28
Not often (about 10 - 30% of the times I go shopping)	12	4.18
Sometimes (about 40 - 60% of the times I go shopping)	12	4.18
Often (about 70 - 90% of the times I go shopping)	22	7.67
Almost every time (over 90% of the times I go shopping)	2	0.70

[1] Two missing responses

Table 6

Amount of Money Spent on Clothing

Money spent on clothing per month (N=285[1])	n	%
Under ¥5,000[2]	81	28.42
¥5,000 - under ¥10,000	81	28.42
¥10,000 - under ¥15,000	17	5.96
¥15.000 and more	6	2.11
Do not know	100	35.09

[1] Four missing responses

[2] $1 = ¥119 (Data: 9/03/01)

A summary of person(s) the students identified as making the final purchase decision when the participants purchase clothing is shown in Table 7. More than 90% of the students made their purchase decisions by themselves. About 4% of the students identified their clothing purchase decision was made by parent or guardian, 1.39% said decisions were made by siblings, and two students (0.69%) identified decisions were made by their friends.

Table 7

Person(s) Making the Final Decision as Identified by the Students

Decision Makers (N=288)	n	%
Yourself	270	93.75
Parent(s)/Guardian	12	4.17
Siblings	4	1.39
Friends	2	0.69

Person(s) the students identified as paying for the clothing was identified according to seven alternatives. One hundred and twenty-one students (42.16%) stated the clothing cost is shared between themselves and the parents or guardians. About 20% of the students usually pay themselves, and 36.9% of the students said their parents or guardians pay for clothing. A summary of person(s) who pays for the students' clothing is shown in Table 8. After respondents were groped by grade in school, analysis was conducted regarding the person(s) the students identified as paying for their clothing. About 41% of the tenth grade students had clothes paid for by their parents or guardian while 17.59% paid themselves and 38.89% paid themselves with help from parents or guardians. Within the eleventh grade, 35.58% had clothes paid by parents or guardians, 18.27% paid themselves, and 46.15% paid themselves with supports of parents or guardians. Within the twelfth grade, 32% had parents or guardians who paid for their clothes, 25.33% paid themselves, and 41.3% paid themselves with supports of parents or guardians.

Table 8

Person Identified as Paying for Students' clothing

Person	10th grade[1] n	%	11th grade[2] n	%	12th grade[3] n	%	Total[4] n	%
Yourself	19	17.59	19	18.27	19	25.33	57	19.86
Yourself and parent(s)/guardian	42	38.89	48	46.15	31	41.33	121	42.16
Parent(s)/guardian	45	41.67	37	35.58	24	32.00	106	36.93
Siblings	1	0.93	0	0.00	0	0.00	1	0.35
Grandparents	0	0.00	0	0.00	0	0.00	0	0.00
Aunt	1	0.93	0	0.00	0	0.00	1	0.35
Depends on situation	0	0.00	0	0.00	1	1.34	1	0.35

[1] Percentage calculated based on total number of 10th grade students. N=108

[2] Percentage calculated based on total number of 11th grade students. N=104

[3] Percentage calculated based on total number of 12th grade students. N=75

[4] Percentage calculated based on total number of all students. N=287

The purchasing influences were examined to determine the level of influence of each when the students purchased clothing. The selected purchasing influences included: family members, friends, celebrities, store displays, sales persons in stores, TV programs, newspapers, movies, fashion magazines, and other magazines. A summary of frequency and percentage for the ten selected purchasing influences is shown in Table 9. Means are provided for each source of influence for the entire sample and for the three grades in Table 10.

Table 9

Ten Selected Purchasing Influences Identified by the Students

Influences[1]	Frequency[2]	Percentage[3]
Family members		
1 *Never influenced*	*102*	*36.04*
2 Slightly influenced	51	18.02
3 Somewhat influenced	71	25.09
4 Often influenced	43	15.19
5 Very influenced	16	5.65
TOTAL	283	100.00
Friends		
1 Never influenced	35	12.37
2 Slightly influenced	53	18.73
3 Somewhat influenced	79	27.92
4 *Often influenced*	*89*	*31.45*
5 Very influenced	27	9.54
TOTAL	283	100.00
Stars		
1 Never influenced	69	24.30
2 *Slightly influenced*	*89*	*31.34*
3 Somewhat influenced	57	20.07
4 Often influenced	46	16.20
5 Very influenced	23	8.10
TOTAL	284	100.00
Store displays		
1 Never influenced	62	22.06
2 *Slightly influenced*	*84*	*29.89*
3 Somewhat influenced	70	24.91
4 Often influenced	51	18.15
5 Very influenced	14	4.98
TOTAL	281	100.00
Sales persons in stores		
1 Never influenced	69	24.38
2 Slightly influenced	62	21.91
3 *Somewhat influenced*	*74*	*26.15*
4 Often influenced	58	20.49
5 Very influenced	20	7.07
TOTAL	283	100.00

[1] Italics highlight the most frequently cited response

[2] Frequencies based on total responses in each category

[3] Percentages based on N = 289 for each category

Table 9 (Continued)

Ten Selected Purchasing Influences Identified by the Students

Influencers[1]	Frequency[2]	Percentage[3]
TV programs		
1 *Never influenced*	*102*	*36.04*
2 Slightly influenced	69	24.38
3 Somewhat influenced	71	25.09
4 Often influenced	31	10.95
5 Very influenced	10	3.53
TOTAL	**283**	**100.00**
Newspapers		
1 *Never influenced*	*207*	*73.14*
2 Slightly influenced	58	20.49
3 Somewhat influenced	17	6.01
4 Often influenced	1	0.35
5 Very influenced	0	0.00
TOTAL	**283**	**100.00**
Movies		
1 *Never influenced*	*170*	*59.86*
2 Slightly influenced	76	26.76
3 Somewhat influenced	32	11.27
4 Often influenced	6	2.11
5 Very influenced	0	0.00
TOTAL	**284**	**100.00**
Fashion magazines		
1 Never influenced	29	10.21
2 Slightly influenced	26	9.15
3 Somewhat influenced	55	19.37
4 *Often influenced*	*93*	*32.75*
5 Very influenced	81	28.52
TOTAL	**284**	**100.00**
Other magazines		
1 Never influenced	72	25.81
2 *Slightly influenced*	*87*	*31.18*
3 Somewhat influenced	46	16.49
4 Often influenced	46	16.49
5 Very influenced	28	10.04
TOTAL	**279**	**100.00**

[1] Italics highlight the most frequently cited response

[2] Frequencies based on total responses in each category

[3] Percentages based on N = 289 for each category

Table 10

Mean Scores and Least Significant Difference Tests for Purchasing Influences

Influencers	Overall Mean	Mean by grade[1]			LSD	
		10th	11th	12th	F	p
Family Members	2.36	2.57	2.32	2.13	2.77	.0644
Friends	3.07	2.93	3.15	3.16	1.16	.3146
Celebrities	2.52	2.44	2.46	2.73	1.44	.2379
Store display	2.54	2.49	2.50	2.67	0.66	.5487
Sales persons	2.64	2.72	2.52	2.69	0.75	.4740
TV programs	2.22	2.13^b	2.05^b	2.56^a	4.82	.0087**
Newspapers	1.34	1.29	1.37	1.35	0.52	.5941
Movies	1.56	1.61^a	1.66^a	1.35^b	3.91	.0211*
Fashion magazines	3.60	3.61^{ab}	3.36^b	3.92^a	4.21	.0157*
Other magazines	2.54	2.60	2.43	2.59	0.53	.5899

Note: * Significant at $p < .05$. ** Significant at $p < .01$

[1] A five-point response scale was used with 1 = never influences, 2 = slightly influenced, 3 = somewhat influenced, 4 = often influenced, and 5 = very influenced.

[a] Means with the same letter are not significantly different.

Means with the same letter are not significantly different.

Family members. About 36% of the respondents indicated that family members are not influential when students purchase clothing. About 43% of the students indicated that family members are "slightly" or "somewhat" influential. Twenty percent of students said that they were "Often influenced" or "Very influenced" by family members when

they purchase clothing. For the entire sample, the mean score regarding family members serving as influencers was 2.36. The tenth grade had the highest mean score (Mean = 2.57), followed by the eleventh grade and the twelfth grade (Mean = 2.32, Mean = 2.13, respectively).

Friends. Friends were indicated as "Often influenced" or "Very influenced" by 40.99% of the high school students. About 46.6% of the students indicated friends as "Slightly influenced" or "Somewhat influenced" clothing purchase decision. About 12.3% of the respondents said that they were "Never influenced" by friends when they purchase clothing. The mean score of all the students was 3.07. The twelfth grade students had the highest mean score for influences by friends (Mean = 3.16). The eleventh grade students had a mean score of 3.14 and the tenth grade students had mean score of 2.93.

Celebrities. A majority of the respondents (75.7%) indicated celebrities such as music, movies, and television stars as "Never influenced," "Slightly influenced," or "Somewhat influenced" their behavior when purchasing clothing. About 24.3% of the students indicated stars as "Often influenced" or "Very influenced" when they purchase clothes. The overall mean score for stars was 2.52. The twelfth graders had the highest mean score, followed by the eleventh and the tenth grade students (Mean 2.73, Mean 2.46, Mean = 2.44, respectively).

Store displays. About 22 % of the respondents identified store displays as "Never influenced." More than half of the students (54.8%) said that they were slightly or somewhat influenced by store displays. Store displays were indicated as "Often influenced" or "Very influenced" for the remaining respondents (23.13%). The overall mean score for all the students was 2.54. The highest mean score was 2.67 by the twelfth

grade students. The eleventh grade had 2.50 mean score and the lowest mean score was the tenth grade students (Mean = 2.49).

Sales persons in stores. About 27.5% of the respondents indicated that sales persons in stores as "Often influenced" or "Very influenced" when they purchase clothes. About 26.1% of the students said that sales persons were "Somewhat influenced." About 46.3% of the participants indicated sales persons as "Slightly influenced" or "Never influenced" when purchasing clothing. The overall mean score for sales persons in stores was 2.64. The tenth graders had the highest mean score, followed by the twelfth and the eleventh graders (Mean = 2.72, Mean = 2.69, Mean = 2.52, respectively).

TV programs. TV programs were indicated by 60.4% of the respondents as "Never influenced" or "Slightly influenced" when purchasing clothes. Remaining students (39.6%) said that they were "Somewhat influenced." "Often influenced," or "Very influenced" by TV programs. The overall mean for the students was 2.22. The twelfth grade students had the highest mean score (Mean = 2.56). The tenth grade students had a mean score of 2.13 and the eleventh grade students had a mean score of 2.05. Mean for the twelfth grades was significantly different from the tenth and the eleventh grades. No significant differences were found between the tenth and the eleventh grades.

Newspapers. A majority of the participants (73.14%) indicated that newspapers as "Never influenced" when purchasing clothing. About 26.5% of the students said that they were "Slightly influence'" or "Somewhat influenced" by newspapers. Only one student (0.35%) indicated newspapers as "Often influenced." The mean score for all three graders was 1.34. The highest mean score was the eleventh grade students, followed by the twelfth grade and the tenth grade students (Mean = 1.37, Mean = 1.35, Mean = 1.29,

students had the highest mean score (Mean = 2.60). The twelfth grade students' mean score was 2.59 and the eleventh grade students' mean score was 2.43.

The selected important clothing selection criteria among the students when purchasing clothes were analyzed to compare the mean ratings among the three grades to identify if differences existed. The important purchase criteria included good fit, style/design, quality, price, color, fashion/latest styles, durability, care required, fiber content, brand name, and country of origin. A summary of the important criteria identified by the students is given in Table 11. Table 12 presents means for each criterion for the entire sample and the three grades.

Table 11

Eleven Important Clothing Selection Criteria Identified by the Students

Important Clothing Selection Criteria[1]	Frequency[2]	Percentage[3]
Good fit		
1 Not at all important	5	1.78
2 Slightly important	50	17.79
3 Somewhat important	63	22.42
4 Often important	*109*	*38.79*
5 Very important	54	19.22
TOTAL	**281**	**100.00**
Style/Design		
1 Not at all important	2	0.70
2 Slightly important	6	2.11
3 Somewhat important	12	4.23
4 Often important	91	32.04
5 Very important	*173*	*60.92*
TOTAL	**284**	**100.00**
Quality		
1 Not at all important	4	1.41
2 Slightly important	79	27.82
3 Somewhat important	48	16.90
4 Often important	*105*	*36.97*
5 Very important	48	16.90
TOTAL	**284**	**100.00**
Price		
1 Not at all important	3	1.06
2 Slightly important	32	11.31
3 Somewhat important	30	10.60
4 Often important	95	33.57
5 Very important	*123*	*43.56*
TOTAL	**283**	**100.00**
Color		
1 Not at all important	1	0.35
2 Slightly important	19	6.74
3 Somewhat important	18	6.38
4 Often important	115	40.78
5 Very important	*129*	*45.74*
TOTAL	**282**	**100.00**
Fashion/Latest styles		
1 Not at all important	18	6.41
2 Slightly important	66	23.49
3 Somewhat important	37	13.17
4 Often important	*95*	*33.81*
5 Very important	65	23.13
TOTAL	**281**	**100.00**

[1] Italics highlight the most frequently cited response

[2] Frequencies based on total responses in each category

[3] Percentage based on N=289 for each category

Table 11 (Continued)

Eleven Important clothing Selection Criteria Identified by the Students

Selected important criteria[1]	Frequency[2]	Percentage[3]
Durability		
1 Not at all important	9	3.18
2 Slightly important	71	25.09
3 Somewhat important	36	12.72
4 *Often important*	*125*	*44.17*
5 Very important	42	14.84
TOTAL	**283**	**100.00**
Care required		
1 Not at all important	30	10.64
2 *Slightly important*	*124*	*43.97*
3 Somewhat important	49	17.38
4 Often important	61	21.63
5 Very important	18	6.38
TOTAL	**282**	**100.00**
Fiber content		
1 Not at all important	51	18.09
2 *Slightly important*	*124*	*43.97*
3 Somewhat important	53	18.79
4 Often important	42	14.89
5 Very important	12	4.26
TOTAL	**282**	**100.00**
Brand name		
1 Not at all important	61	21.55
2 *Slightly important*	*79*	*27.92*
3 Somewhat important	49	17.31
4 Often important	57	20.14
5 Very important	37	13.07
TOTAL	**283**	**100.00**
Country of Origin		
1 *Not at all important*	*135*	*47.54*
2 Slightly important	89	31.34
3 Somewhat important	35	12.32
4 Often important	15	5.28
5 Very important	10	3.52
TOTAL	**284**	**100.00**

[1] Italics highlight the most frequently cited response

[2] Frequencies based on total responses in each category

[3] Percentage based on N=289 for each category

Table 12

Mean Scores and Least Significant Difference Tests for Important Clothing Selection

Criteria

Important clothing Selection criteria	Overall mean	Mean by grade[1]			LSD	
		10th	11th	12th	$\underline{F}$	p
Good fit	3.56	3.61	3.43	3.65	1.21	.3010
Style/Design	4.50	4.56^a	4.32^b	4.68^a	5.80	.0034**
Quality	3.40	3.44	3.24	3.57	2.08	.1269
Price	4.07	4.04	4.00	4.21	0.99	.3734
Color	4.25	4.39^a	4.07^b	4.28$^{a\,b}$	3.66	.0271*
Fashion/Latest style	3.44	3.47	3.35	3.51	0.40	.6732
Durability	3.42	3.46^{ab}	3.22^b	3.65^a	3.44	.0336*
Care required	2.69	2.68	2.63	2.79	0.43	.6534
Fiber content	2.43	2.49	2.34	2.48	0.57	.5664
Brand name	2.75	2.83	2.71	2.69	0.30	.7407
Country of origin	1.86	1.82	1.86	1.91	0.14	.8734

Note: *Significant at $p < .05$, ** Significant at $p < .01$

[1] A five-point response scale was used with 1 = not at all important, 2 = slightly important, 3 = somewhat important, 4 = often important, and 5 = very important.

[a] Means with the same letter are not significantly different.

[b] Means with the same letter are not significantly different.

Good fit. About 58% of the students rated good fit as "Often important" or "Very important" when purchasing clothing. Another 40.2% of the respondents indicated good fit as "Slightly important" or "Somewhat important." Only 1.78% of the students rated good fit as "Not at all important." For good fit, the mean rating score for all respondents was 3.56. The twelfth grade students had the highest mean ratings, followed by the tenth and the eleventh graders (Mean = 3.65, Mean = 3.61, Mean = 3.43, respectively).

Style/design. A majority of the respondents (92.9%) rated style/design as "Often important" or "Very important" when they purchase clothing. About 6.34% of the students rated style/design as "Slightly important" or "Somewhat important." Only two students (0.7%) rated style/design as "Not at all important." The mean rating for the sample was 4.50. The twelfth grade students had the highest mean rating (Mean = 4.68). The tenth grade students had a mean of 4.56 and the eleventh grade students had a mean of 4.32. Means for the tenth and the twelfth grades were significantly different from the eleventh grades. No significant differences were found between the tenth and the twelfth grade students.

Quality. More than half of the respondents (53.9%) identified quality as "Often important" or "Very important" when they purchase clothing. Approximately 45% of the students identified quality as "Slightly important" or "Somewhat important." About 1.4% of the participants rated quality as "Not at all important." The mean rating for the three grades was 3.40. The twelfth grade students had the highest mean, followed by the tenth and the eleventh grade students (Mean = 3.57, Mean = 3.44, Mean = 3.24, respectively).

Price. Over 75% of the students rated price as "Often important" or "Very important" when purchasing clothes. Another 22% of the respondents rated price as

grade students. The tenth grade students had a mean of 3.46 and the eleventh grade students had a mean of 3.22. Means for the eleventh and the twelfth grades were significantly different, but neither was different from the tenth grade mean.

Care required. About 10.6% of the students indicated care required as "Not at all important." About 62% of the students said that it was "lightly important" or "Somewhat important" when purchasing clothes. Another 28% of the respondents rated care "care required" as "Often important" or "Very important." The mean score for the entire sample was 2.69. The twelfth grade students had the highest mean rating, followed by the tenth grade and the eleventh grade students (Mean = 2.79, Mean = 2.68, Mean = 2.63, respectively).

Fiber content. Fiber content was rated by a majority of the students (62%) as "Not at all important" or "Slightly important." Fiber content was identified as "Somewhat important" or "Often important" for 33.7% of the respondents when purchasing clothes. Only 4.26% of the participants rated fiber content as "Very important." The mean rating for all three grades was 2.43. The tenth grade had the highest mean ratings, followed by the twelfth grade and the eleventh grade students (Mean = 2.49, Mean = 2.48, Mean = 2.34, respectively).

Brand name. Brand name was rated as "Very important" by 13.07% of the students when purchasing clothing. About 37.5% of the teen respondents identified as brand name "Somewhat important" or "Often important". Brand name was minimally important ("Slightly important" or "Not at all important") to 49.5% of the participants. The mean rating for the entire sample was 2.75. The tenth grade students had a mean of 2.83 and the eleventh grade students had a mean of 2.71. The lowest mean score was 2.69

for the twelfth grade students.

Country of origin. More than 78.9% of the teen respondents rated country of origin as "Not at all important" or "Slightly important" when purchasing clothes. About 12.32% of the students indicated it as "Somewhat important." Another 8.8% of the participants rated "country of origin" as "Often important" or "Very important." The mean score for all three grades was 1.86. The twelfth grade had the highest mean ratings, followed by the eleventh and the tenth grade students (Mean = 1.91, Mean = 1.86, Mean = 1.82, respectively).

The majority of the students purchase clothing less than 10% of the time when they go shopping. More than half of the students spent under ¥10,000 (approximately $84) per month on clothing. The three most influential purchasing influences among the participants were fashion magazines, friends, and sales persons in stores. The respondents' three most important clothing selection criteria were style/design, color, and price.

Shopping and Purchasing Preferences

Attitudes as expressed by shopping and purchasing preferences among the participants were profiled to determine preferred locations to shop and retail formats when purchasing clothes. Shopping preference was defined as the state of being preferred when one visit shops for purchasing or examining products, while purchasing preferences was defined as the act of preferring when buying goods. The respondents' shopping and purchasing preferences were profiled in terms of their favorite stores for shopping and retailing formats for purchasing clothes.

Shopping Preferences

The students were asked to provide their preferred place to shop for clothing. In

addition, the respondents also were asked to give reasons for their preferences. A summary of the places the students identified as favorites for shopping clothes is shown in Table 13. Approximately 46.2% of the respondent reported department stores as their preferred place to shop. Specialty stores were preferred by 30.5% of the students. Another 16.5% of the participants reported general merchandising stores and supermarkets as their preferred places to shop for clothing. A small percentage of the students identified catalogs, stores outside of Kagoshima City, many stores, online websites, and the old clothing shops as their preferred locations to shop for clothing. The students' reasons for their favorite places to shop for clothing are listed in Table 14.

Table 13

Stores Identified as Favorite Places to Shop for Clothing

Store categories (N=235)	n	%
Department stores	109	46.19
General merchandising and supermarket	39	16.53
Hypermarket	0	0.00
Specialty stores	72	30.51
Outlet stores	0	0.00
Catalogs	3	1.27
Mall (Outside of Kagoshima)	1	0.42
Stores in other cities	1	0.42
Many stores	5	2.12
Online websites	2	0.85
Thrift shops	4	1.69

Table 14

Summary of Reasons for Favorite Clothes Shopping Places

Reasons for preferences	Frequency[1] N=188[2]	Percentage
Variation of clothing	34	18.09
Reasonable price	45	23.94
Cute/pretty/neat/cool stuff	33	17.55
Different stores within the shopping place	15	7.98
Store has simple clothing	4	2.13
Store has good/nice clothing	3	1.60
Store has the latest clothing	1	0.53
Influence of others (Ex: siblings and friends)	4	2.13
Influence of sales persons	4	2.13
I like the store	2	1.06
I like the brand	20	10.64
I like the design/taste	9	4.79
I like old clothing	2	1.06
I always go this store	3	1.60
Near my house	12	6.38

[1] Some students gave more than one reason for their favorite shopping places

[2] N = number of students responding

Purchasing Preferences

Favorite retailing formats among the respondents were identified to understand what types of retailing formats the teen respondents prefer when purchasing clothing. Table 15 provides the students' favorite retailing for clothing. Almost all students (99.3%) indicated stores as their favorite retailing format. Only two students (0.69%) chose catalogs as their favorite retailing format. The students were asked to provide reasons for their preferences as well. The list of reasons for the students' choices of a favorite retailing

format is given in Table 16.

Table 15

Students' Favorite Retailing Format for Purchase of Clothing

Favorite retailing types	n	%
Stores	287	99.31
Catalogs	2	0.69
Internet	0	0.00
Television	0	0.00
Other	0	0.00

Table 16

Reasons Students Preferred Their Favorite Retail Format

Reasons for preferences	Frequency[1] N=200[2]	Percentage
Visual appearance	126	63.00
Try on clothing	49	24.50
Touch the clothing	5	2.50
Examine the clothing (quality)	9	4.50
Social interaction during shopping	3	1.50
Choice/comparison	1	0.50
Convenience and ease of shopping	7	3.50
Fun	6	3.00

[1] Some students gave more than one reason for their favorite retailing format

[2] N = number of students responding

criterion for the entire sample and the three grades in Table 18.

Table 17

Fashion Information Sources Used by Students

Fashion information sources[1]	Frequency[2]	Percentage[3]
Fashion magazines		
1 Never	22	7.69
2 Slightly use	35	12.24
3 Somewhat use	60	20.98
4 Usually use	77	26.92
5 *Very often use*	*92*	*32.17*
TOTAL	**286**	**100.00**
Friends		
1 Never	21	7.37
2 Slightly use	50	17.54
3 *Somewhat use*	*80*	*28.07*
4 Usually use	74	25.96
5 Very often use	60	21.05
TOTAL	**285**	**100.00**
Family members		
1 *Never*	*156*	*55.12*
2 Slightly use	88	31.10
3 Somewhat use	28	9.89
4 Usually use	9	3.18
5 Very often use	2	0.71
TOTAL	**283**	**100.00**
Sales persons in stores		
1 Never	67	23.51
2 *Slightly use*	*84*	*29.47*
3 Somewhat use	67	23.51
4 Usually use	53	18.60
5 Very often use	14	4.91
TOTAL	**285**	**100.00**
Newspapers		
1 *Never*	*239*	*84.75*
2 Slightly use	35	12.41
3 Somewhat use	8	2.84
4 Usually use	0	0.00
5 Very often use	0	0.00
TOTAL	**282**	**100.00**

[1] Italics highlight the most frequently cited response
[2] Frequencies based on total responses in each category
[3] Percentages based on N=289 for each category

Table 17 (Continued)

Fashion Information Sources Used by Students

Fashion information sources[1]	Frequency[2]	Percentage[3]
Movies		
1 *Never*	*204*	*71.83*
2 Slightly use	63	22.18
3 Somewhat use	16	5.63
4 Usually use	1	0.35
5 Very often use	0	0.00
TOTAL	**284**	**100.00**
TV programs		
1 *Never*	*112*	*39.44*
2 Slightly use	64	22.54
3 Somewhat use	61	21.48
4 Usually use	32	11.27
5 Very often use	15	5.28
TOTAL	**284**	**100.00**
Printed catalogs		
1 *Never*	*168*	*59.15*
2 Slightly use	72	25.35
3 Somewhat use	24	8.45
4 Usually use	19	6.69
5 Very often use	1	0.35
TOTAL	**284**	**100.00**
Store displays		
1 Never	71	25.00
2 *Slightly use*	*93*	*32.75*
3 Somewhat use	60	21.13
4 Usually use	46	16.20
5 Very often use	14	4.93
TOTAL	**284**	**100.00**
Internet		
1 *Never*	*261*	*91.90*
2 Slightly use	15	5.28
3 Somewhat use	5	1.76
4 Usually use	3	1.06
5 Very often use	0	0.00
TOTAL	**284**	**100.00**

[1] Italics highlight the most frequently cited response
[2] Frequencies based on total responses in each category
[3] Percentages based on N=289 for each category

Table 18

Mean Scores and Least Significant Difference Tests for Fashion Information Sources

Used by Students

Fashion Information Sources	Overall mean	Mean by grade[1]			LSD	
		10th	11th	12th	$\underline{F}$	$\underline{p}$
Fashion magazines	3.64	3.69^a	'3.37^b	3.92^a	4.44	.0126*
Friends	3.36	3.19	3.44	3.49	1.79	.1695
Family Members	1.63	1.57	1.78	1.51	2.73	.0672
Sales persons	2.52	2.42	2.49	2.71	1.37	.2565
Newspapers	1.18	1.10	1.24	1.21	2.43	.0899
Movies	1.35	1.32^{ab}	1.46^a	1.23^b	3.52	.0309*
TV programs	2.20	2.08^b	1.99^b	2.67^a	7.78	.0005***
Printed catalogs	1.64	1.25^c	1.72^b	2.08^a	21.02	.0001***
Store displays	2.43	2.22^b	2.45^{ab}	2.71^a	3.84	.0227*
Internet	1.12	1.06	1.18	1.13	1.91	.1504

Note: *Significant at $p < .05$. ** significant at $p \cdot .01$. *** significant at $p < .001$

[1] A five-point response scale was used with 1 = never used, 2 = slightly used, 3 = somewhat used, 4 = usually used, and 5 = very often used.

[a] Means with the same letter are not significantly different

[b] Means with the same letter are not significantly different

[c] Means with the same letter are not significantly different

Fashion Magazines. More than half of the students (59.1%) indicated that they "Usually used" or "Very often used" fashion magazines as a source of fashion information. About 33.2% of the respondents reported that fashion magazines were as "Slightly used" or "Somewhat used" for acquiring fashion information. The remaining 7.7% of the students indicated that they "Never used" used fashion magazines as a source of fashion information. The mean ratings for the three grades were 3.64. The twelfth grade students had the highest mean scores, followed by the tenth and the eleventh grade students (Mean = 3.92, Mean = 3.69, Mean = 3.37, respectively).

Friends. Friends were reported by 47% of the respondents as "Usually used" or "Very used" when obtaining fashion information. About 45.6% of the students indicated that they "Slightly used " or "Somewhat used" friends as a source of fashion information search. Only 7.37% of the students indicated that they "Never used" friends as an information source. The mean rating for the entire sample was 3.36. The twelfth grade students had a mean of 3.49, the eleventh grade students had a mean of 3.44, and the tenth grade students had a mean of 3.19 for mean. Means for eleventh and twelfth grades were significantly different, but neither was different from the tenth grade means.

Family members. Over 86% of the students indicated that they "Never" or "Slightly" used family members as a source of fashion information. The remaining 9.89%, 3.18%, and 0.71% of the respondents reported that they "Somewhat," "Usually," or "Very often" used" family members as fashion information source. The mean rating for the sample was 1.63. The highest mean score was 1.78 for the eleventh grade students, followed by the tenth grade and the twelfth grades students (Mean 1.57, Mean = 1.51, respectively).

Sales persons in stores. About 23.5% of the students said they "Usually" or "Very often used" sales persons in stores as fashion information sources. More than half of the students (53%) identified sales persons as a "slightly" or "somewhat" as a source of fashion information. About 23.5% of the respondents reported that they never used sales persons as fashion information sources. The overall mean rating for the three grades was 2.52. The twelfth grade had the highest mean score, the eleventh grade was next highest, and the tenth grades had the lowest mean ratings (Mean = 2.71, Mean = 2.49, Mean = 2.42, respectively).

Newspapers. Approximately 85% of the students reported that they "never" used newspapers as a source of fashion information. The remaining 15% of the respondents indicated that they "slightly" or "somewhat" used newspapers as fashion information source. The mean rating for the entire sample was 1.18. The eleventh grade had the highest mean scores, followed by the twelfth grade and the tenth grade (Mean = 1.24, Mean = 1.21, Mean = 1.10, respectively).

Movies. About 94% of the students indicated movies as a "never used" fashion information source. The remaining 6% of the respondents reported that they "slightly" or "somewhat" used movies as a source of fashion information. The mean score for the three grades was 1.35. The eleventh grade had the highest mean rating, followed by the tenth and the twelfth grade (Mean = 1.46, Mean = 1.32, Mean = 1.23, respectively). Means for the eleventh and the twelfth grades were significantly different, but neither was different from the tenth grade mean.

TV programs. TV programs were reported by more than 61% of the respondents as "Never used" or "slightly used" a fashion information source. About 21.5% of the

students indicated TV programs as a "somewhat" used source for fashion information. Another 16.6% of the participants reported that they "usually" or "very often" used TV programs as a fashion information source. The mean rating for all three grades was 2.20. The twelfth grade had the highest mean rating, followed by the tenth and the eleventh grades (Mean = 2.67, Mean = 2.08, Mean = 1.99, respectively). Mean for twelfth grade was significantly different from the tenth and the eleventh grades. No significant differences were found between the tenth and the eleventh grade students.

Printed catalogs. A majority of the students (84.5%) reported that they "never" or "slightly" used printed catalogs as a source of fashion information. The remaining 15.5% of the respondents indicated printed catalogs as a "somewhat used," "usually used," or "very often used" fashion information sources. The mean rating for the sample was 1.64. The twelfth grade had the highest mean scores (Mean = 2.08). The eleventh grade has a mean of 1.72. The tenth grade had the lowest mean rating (Mean = 1.25). Significant differences were found among mean scores for all grades

Store displays. About 21.1% of the students indicated store displays as a "usually" used or "very often" used fashion information source. About 53.9% of the respondents reported that they "slightly" or "somewhat" used store displays as a source of fashion information. Another 25% of the participants reported that they "never" used store displays as their fashion information source. The mean rating for the entire grade was 2.43. The twelfth grade had the highest mean rating (Mean = 2.71). The eleventh grade had a mean of 2.45 and the tenth grade had a mean of 2.22. Means for the tenth and the twelfth grades were significantly different, but neither was different from the eleventh grade mean.

Internet. Almost all students (91.9%) reported that they "never" used the Internet as a source of fashion information. About 7% of the respondents identified the Internet as a "slightly" or "somewhat" used source of fashion information. Only three students (1.06%) reported that they "somewhat" used the Internet as a fashion information source. The overall mean rating for all grades was 1.12. The eleventh grade had the highest mean score, followed by the twelfth and the tenth grade (Mean = 1.18, Mean 1.13, Mean 1.06, respectively).

Usual shopping partner(s) the student identified was discussed in the "shopping behavior" section. The three most frequently used fashion information sources among the students were fashion magazines, friends, and sales persons in stores.

Purchasing Influences

The persons who make the final decisions and the ten purchasing influences were identified to determine purchasing preferences among the respondents. Those findings were discussed in the "purchasing behavior" section.

Experiences and Usages with Internet Shopping

Experience and use of Internet shopping for clothing among the participants were examined to understand how popular the new shopping tool is among the teen respondents. Table 19 provides the summary of the students' experience with shopping using the Internet. About 97% of the respondents had no experience with shopping using the Internet. The respondents who had shopped using the Internet were asked to express their feeling when purchasing clothes. A summary of opinions expressed by students who had shopped using the Internet is listed in Table 20. Table 21 provides the summary of willingness to purchase clothing through the Internet among the students who shopped

using the Internet. Half of the students are willing to purchase clothing in the future. One student (12.5%) reported that she did not want to purchase clothing through the Internet. The remaining 37.5% said that they were uncertain about their willingness to use the Internet for purchasing clothing.

Table 19

Students' Experience with Purchasing Clothing Using the Internet

Internet Shopping (N=286)	n	%
Experienced	9	3.15
No experience	277	96.85

Table 20

Opinions Expressed by Students Who Have Purchased Clothing Using the Internet

Opinions	Frequency[1] N=8[2]	Percentage
Convenient	3	37.50
Surprising technology	1	12.50
Reasonable price	1	12.50
Good fit	1	12.50
Had problems with sizes and shapes	2	25.00
Would be problem if clothing differs form the image	1	12.50
Worried about the sizes	1	12.50
Little bit afraid	1	12.50

[1] Some students gave more than one reason for their feeling regarding Internet shopping

[2] N = number of students responding

Table 21

Willingness to Purchase Clothing Through the Internet Among the Students Who Have

Experience with Internet Shopping

Willingness to purchase in the future (N = 8)	n	%
Yes	4	50.00
No	1	12.50
Uncertain	3	37.50

The respondents who had no experience with shopping using the Internet also were asked to identify their willingness to purchase clothing through the Internet in the future. Table 22 shows the summary of willingness to purchase clothing through the Internet among the students' who had no experience with Internet shopping. The students were requested to identify their reasons for their willingness or unwillingness to purchase clothes through the Internet (see Table 23). This table illustrates that most of the respondents had negative attitudes regarding purchasing clothes through the Internet.

Table 22

Willingness to Purchase Clothing Through the Internet Among the Students Who Had No

Previous Experience with Internet Shopping

Willingness to purchase in the future (N=265)	n	%
Yes	51	19.25
No	214	80.75

Table 23

Opinions of Students with No Experience Purchasing Clothing Through the Internet

Opinions	Frequency[1] N=195[2]	Percentage
Positive reactions		
Able to purchase at reasonable price	6	3.01
Able to find clothing with my taste	3	1.54
Availability of clothing	9	4.62
Variety of clothing	9	4.62
Interesting/fun	5	2.56
Convenience	11	5.64
Want to try shopping on the net/enjoy net surfing	3	1.54
No problem if sizes are "OK"	1	0.51
Negative reactions		
Want to try on the item	16	8.21
Visual appearance (see the clothing)	74	37.95
Touch the clothing	9	4.62
Examine the clothing (quality)	16	8.21
Worried about problems with sizes and payments	10	5.13
Worried about unknown problems that might happened	9	4.62
No trust	12	6.15
No availability of the Internet	6	3.01
No interest	5	2.56
To much trouble using the Internet (too much time need)	7	3.59
Problems with the Internet	4	2.05
(Ex: Expensive to use, no knowledge, etc.)		
Want to visit store	4	2.05
Maniac (Using the Internet is crazy)	1	0.51
Satisfied with other purchasing method	2	1.03
Not so important to purchase clothing	1	0.51

[1] Some students gave more than one reason for their willingness of the Internet shopping

[2] N= number of students responding

The majority of the students (n=277, 96.85%) had no previous experience with Internet shopping. Of the respondents who had no experience with Internet shopping (n=51, 19.25%) were willing to purchase clothes through the Internet. Of the students who had not purchase clothing through the Internet, 214 students (80.75%) were unwilling to try Internet shopping. Of the students who had previous experience purchased clothing using the Internet (n=4, 50%)were willing to purchase clothes through the Internet again.

Research Questions

The following eight research questions were answered using descriptive statistics.

Research question 1:

Who is the most influential person, the person who is the shopping partner or the person who pays (if the person who pays is someone other than oneself)?

About 43% of the respondents identified "friends" were their usual shopping partners. Another 40% of the students identified "mother" as their usual shopping partner (Table 3). Table 8 shows the persons the students identified as paying for their clothing. About 42.2% of the students indicated "Yourself and parents or guardians," while "Parents or guardians" were identified by 36.9% of the participants as paying for clothing (Table 8). More than half of the students (54.06%) indicated family members as "Never influenced" or "Slightly influenced" purchasing decisions (Table 9). On the other hand, 68.9% of the students said that they were "Somewhat influenced," "Often influences," or "Very influenced" by friends (Table 9). These results indicate that the shopping partner has more influence on these teens than the person who pays for the clothing.

Research question 2:

What is the average number of stores the Kagoshima Junshin High School students usually visit before making a purchasing decision?

The average number of stores the students usually visited before purchasing clothing was 3.65 (Table 4). More than 80% of the respondents usually visited at least three stores before they purchase clothes during one shopping trip. It seems reasonable to conclude that teens, in general, do not usually go to a particular store when purchasing clothing. Most Japanese teen shop in several stores before making a purchasing decision, therefore, they might be considered as disloyal customers to a specific store.

Research question 3:

At what types of stores do the Kagoshima Junshin High School students prefer to shop and why do they have these preferences?

Table 13 shows the places the students identified as their favorites when shopping for clothes. Most respondents identified either department stores or specialty stores as their preferred stores for shopping clothing. The three most common reasons were "reasonable price," "variation of clothing," and "design of the clothing" (Table 14). About 43.6% of the students indicated that price was very important factor when purchasing clothing. More than 80% of the respondents identified color as either "Often important" or "Very important" when they purchase clothes. Approximately 60% of the respondents identified design as "Very important" (Table 11). These results suggested that department stores and specialty stores offer reasonable prices and a variety of clothing alternatives that the teenagers found attractive. Department stores and specialty stores might satisfy and attract Japanese teens more effectively than other retailers.

Research question 4:

At what types of retail formats do the Kagoshima Junshin High School students prefer to purchase clothing and why do they have these preferences?

Almost all students (99.31%) at the Kagoshima Junshin High School identified stores as their favorite retailing format (Table 15). Visual appearance was very important for the students according to reasons for their preferences (Table 16). Another reason was the students want to try the actual clothing before purchase. It is clear that teens attach importance to seeing and touching the actual clothing. This result suggested that companies selling clothing through the online web sites or catalogs might encounter some difficulties if they seek to attract Japanese teenagers.

Research questions 5:

How many of the Kagoshima Junshin High School students have (or do not have) experience purchasing clothing using the Internet?

Even though the number of Internet users in Japan is growing, the students' experience with purchasing clothes using the Internet was at a surprisingly low rate. There were only nine students (3.15%) who had purchasing experience with the Internet (Table 19). The majority of the students (n=261, 91.9%) identified the Internet as a never used fashion information source (Table 17). These data indicate the students' experience with Internet shopping is very limited. If it is to be successful in Japan, Internet shopping needs more time to mature as a shopping tool used by Japanese consumers.

Research question 6:

How do the Kagosbima Junshin High School students who have experience purchasing clothing using the Internet feel about their Internet shopping experience?

There were only nine students (3.15%) who had experience purchasing clothes through the Internet (Table 19). The respondents' opinions were mostly negative reaction. Three students felt that purchasing clothes through the Internet was convenient. On the other hand, there were still problems with sizes and shapes that were unacceptable. Table 20 lists the opinions expressed by the students who had purchased clothing through the Internet. From these remarks one general point becomes very clear, a company selling clothing through using the Internet need to provide measurement and sizing information and give careful consideration to sizing as a concern of Japanese consumer.

Research question 7:

Are the Kagoshima Junshin High School students who have purchased clothing through the Internet willing to use the Internet again?

There were four students (50%) who were willing to purchase clothing using the Internet again. The remaining three students (37.5%) were uncertain, while one student (12.5%) did not willing to purchase clothes using the Internet in the future (Table 21). The findings make it clear that a company selling clothing through the Internet has difficulty to attract Japanese teenager customers. Apparel firms focusing on Japanese teenagers need to research the teen market and satisfy their needs if success was this market is to be achieved.

Research question 8:

Are the Kagoshima Junshin high school students who have no experience purchasing clothing by using the Internet willing to use the Internet when purchasing clothing?

More than 95% of the respondents had no experience with purchasing clothing using the Internet (Table 19). The reasons respondents gave as willing or unwilling to purchase clothing through the Internet is shown in Table 22. Based on this list, about 37.95% of the students were not willing to use the Internet because visual appearance or seeing the items before purchasing was important. Trying on and touching were also important for the teenagers. Some students were willing to purchase clothing using the Internet because of availability and variety of clothing. If Internet apparel firms have alternatives, such as colors and sizes, that cannot be found in local stores, the Internet firms might be able to attract Japanese teenage customers.

Hypotheses

Nine hypotheses were tested in this study. The results of each hypothesis are reported in this section. Chi-square testing was used to analyze the data for hypotheses 1 to 5. Analysis of variance (ANOVA) and Least Significant Difference (LSD) tests were used to analyze the data for hypothesis 6 to 9. In addition to ANOVA and LSD tests, t-test was used to analyze the data for hypothesis 9. Statistical significant is identified as $p < .05$ in the research.

Hypothesis 1 a:

The frequency of shopping is independent from the Kagoshima Junshin High School students' allowance.

This hypothesis was rejected. Chi-square statistical analysis revealed that the frequency of shopping was not independent from the amount of the respondents' allowance (x^2 = 10.75, df = 4, p < .0295). Categories in three and four in demographic question five have been combined with category three. In this test, category six in question one have been deleted and categories in four and five have been combined with category three. Table 24 presents differences that identified by using chi-square statistical analysis across monthly allowance among the students in relation to frequency of shopping. However, 33% of the cells have expected counts less than five, this result may not be a valid.

Table 24

Chi-square Analysis for Differences in Frequency of Shopping Relative to the Amount of the Students' Allowance per Month

Frequency of shopping per week	% of n	Less than ¥5,000	¥5,000 - ¥10,000	Over ¥10,000	x^2	p
					10.75	.0295*
≤1[1]	8.47	11.11	5.17	5.00		
1 – 2	68.93	74.75	63.79	55.00		
≥3	22.60	14.14	31.03	40.00		
	100%	100%	100%	100%		

[1] Column describes how often do a respondent go shopping for clothing per week

* Significant at p < .05

About 11 % of the students who received allowance under ¥5,000 ($42) go shopping less than once per week. Approximately 75% of the respondents who received allowance under ¥5,000 go shopping 1 to 2 times per week. It follows from what has been said that the lower the amount of allowance received by the students, the lower the frequency of shopping for clothing. About 40% of the students who received a monthly allowance greater than ¥10,000 ($84) go shopping more than three times per week. This result makes it clear that the higher the amount of allowances received the teenagers, the higher the frequency of shopping for clothing. Therefore, the frequency of shopping and the amount of allowance appear to be related.

Hypothesis 1 b:

The frequency of purchasing is independent from the Kagoshima Junshin High School students' allowance.

This hypothesis was not rejected ($x^2 = 4.35$, $df = 8$, $p < .8245$). Table 25 presents chi-square analysis for differences in frequency of purchasing across the amount of the students' allowance per month. Even though the students who received monthly allowance more than ¥10,000 ($84), they purchase clothing less than 10% of the times they go shopping. This result suggested that there is no relationship between the frequency of purchasing clothing and the amount of the students' allowances. It should be concluded that teens who have high level allowance do not necessary purchase clothing more frequently than those who have low level allowances.

Table 25

Chi-Square Analysis for Differences in Purchasing Frequency in Relation to the Amount

of Students' Monthly Allowance

Frequency of purchasing	% of n	Monthly allowance			χ^2	p
		Less than ¥5[1]	¥5 - ¥10	Over ¥10		
					4.35	.8245
Less than 10%[2]	81.14	82.47	79.31	80.00		
10 - 30%	5.71	4.12	8.62	5.00		
40 - 60%	2.86	4.12	1.72	0.00		
70 - 90%	9.71	8.25	10.34	15.00		
Over 90%	0.57	1.03	0.00	0.00		
	100%	100%	100%	100%		

[1] ¥1 = ¥1,000

[2] Column describes how often do a respondent purchase clothing of the times she goes shopping

* Significant at $p < .05$

Hypothesis 2:

The amount of money spent on clothing is independent from the amount of

the Kagoshima Junshin High School students' allowance.

This hypothesis was rejected. Table 26 presents the result of chi-square analysis

for Hypothesis 2. Significant differences were found between the participants' clothing

expenditure and the allowance ($\chi^2 = 19.38$. $df = 4$. $p < .0007$). In this hypothesis,

categories three and four in demographic question five have been combined the fifth

category. Category in purchasing behavior question five was deleted. Categories 3 and 4

were combined. The results suggest that there was significant relationship between the

amount of money spent on clothing and the amount of the teens' allowance per month.

About 56% of the students who received allowance under ¥5,000 ($42) spent under

¥5,000 ($42) on clothing per month. For the students who received allowance between

¥5,000 and ¥10,000 ($84) spent approximately ¥5,000 to ¥10,000. About 30% of the

students who received allowance more than ¥10,000 ($84) per month spent on more than

¥10.000. Thus, it is clear that students who receive higher level of allowance have higher

clothing expenditures.

Table 26

Chi-Square analysis for the Amount of Money Spent on Clothing in Relation to the

Students' Monthly Allowance

Money Spent	% of $\underline{n}$	Monthly allowance			χ^2	$\underline{p}$
		Less than ¥5[1]	¥5 - ¥10	Over ¥10		
					19.38	.0007*
< ¥5	44.57	56.70	31.03	25.00		
¥5 - ¥10	43.43	38.14	51.72	45.00		
¥10 <	12.00	5.15	17.24	30.00		
	100%	100%	100%	100%		

[1] ¥1 = ¥1.000

* Significant at $\underline{p}$ < .05

Hypothesis 3:

The high school students' parents or guardians' employment status is independent from the amount of money spent on clothing.

This hypothesis was supported (χ^2 = 8.948. p < .7074). The percentage of the students whose household had one income is almost spread evenly across each category of the students' clothing expenditures. This same pattern can be found in the students with two income families. The analysis lead to the result that there was no relationship between the high school students' parents or guardians/ employment status and the amount of money spends on clothing. Teens who have high levels of clothing expenditures did not correlate with their parents or guardians' employment status. The result is shown in Table 27. However, if the "Mother only" and "Other" categories are removed. it appears this result would still hold.

Table 27

Chi-Square Analysis for Differences in the Parents or Guardians' Employment Status in

Relation to the Amount of Money Spent on Clothing

Household Members Employed	% of n	Monthly clothing expenditures					χ^2	p
		Less than ¥5[1]	¥5 - ¥10	¥10 - ¥15	Over ¥15	DK[2]		
							8.948	.7074
Father only	36.97	38.27	33.75	33.33	33.33	39.39		
Mother only	5.28	3.70	3.75	0.00	0.00	9.09		
Both	57.39	58.02	61.25	66.67	66.67	51.52		
Other	0.35	0.00	1.25	0.00	0.00	0.00		
	100%	100%	100%	100%	100%	100%		

[1] ¥1 = ¥1,000

[2] DK means "Do not know"

Hypothesis 4:

The number of children in the high school students' household is

independent from the amount of money spent on clothing.

This hypothesis was supported (χ^2 = 7.299, p < .8372). More than 15% of the

students who spent either between ¥5,000 ($42) and ¥10,000 ($84) or more than ¥15,000

($126) have no siblings. The percentage of the students who had one sibling is almost

evenly spread through each category in the clothing expenditure. About 39% of the

participants who spend between ¥10,000 to ¥15,000 on clothing per month have two

siblings. The respondents who spent under ¥5,000 on clothing per month have three or

more siblings. These findings make clear that there was no relationship between the

number of children in teens' household and the amount of money spends on clothing. Teens who have two siblings did not necessarily spend less money on clothing. Table 28 presents differences between the number of siblings and the respondents' clothing expenditure.

Table 28

Chi-Square Analysis for Number of Siblings in Relation to the Amount of Money Spent on Clothing

Numbers of Siblings	% of $\underline{n}$	Monthly clothing expenditures					χ^2	$\underline{p}$
		Less ¥5[1]	¥5 - ¥10	¥10 - ¥15	Over ¥15	DK[2]		
							7.299	.8372
0	12.41	10.00	15.19	5.56	16.67	13.13		
1	45.39	47.50	41.77	55.56	50.00	44.44		
2	32.98	28.75	34.18	38.89	33.33	34.34		
3 or more	9.22	13.75	8.86	0.00	0.00	8.08		
	100%	100%	100%	100%	100%	100%		

[1] ¥1 = ¥1,000

[2] DK means "Do not know"

Hypothesis 5:

The person who makes a final decision is independent from the person who pays for the high school students' clothing.

This hypothesis was supported (x^2 = 14.051, p < .5949). Majority of the participants made final purchase decision by themselves, yet persons the students mostly identified as paying for clothing were themselves, guardians, and themselves and guardians. It does not follow from this result that the person who makes a final purchase decision correlated with the person who pays the students' clothing. Therefore, persons who make final decision when purchase clothing were not necessarily the persons who pay for the teens' clothing. Table 29 presents differences in the person who makes final purchase decision across the person who pays for the participants' clothing.

Table 29

Chi-Square Analysis for Differences in the Person Who Makes the Final Purchase

Decision across the Person Who Pays for Students' Clothing

Final Decision Makers	% of n	Payers of the students' clothing					χ^2	p
		Y[1]	P/G[2]	Y&P/G	S[3]	Other[4]		
							14.051	.5949
Y	94.06	96.49	90.57	95.87	100.00	100.00		
P/G	4.54	1.75	7.55	1.65	0.00	0.00		
S	0.70	0.00	0.00	1.65	0.00	0.00		
F[5]	0.70	1.75	0.00	0.83	0.00	0.00		
	100%	100%	100%	100%	100%	100%		

[1] "Y" represents "yourself"

[2] "P/G" represents "parents or guardians"

[3] "S" represents "siblings"

[4] "Other" includes aunt and depends on time

[5] "F" represents "friends"

Hypothesis 6:

There are no differences in the mean ratings among the three grades for

each of the ten selected purchasing influences.

This hypothesis was rejected for three of the ten selected purchasing influences.

Table 10 shows the result of ANOVA and LSD tests for influential criteria. The influential

factors that were a significant difference were TV programs, movies, and fashion

magazines. For TV programs, significant differences were found between a) the twelfth grade and the tenth grade and b) the twelfth grade and the eleventh grade ($\underline{F}$ = 4.82, df = 2, $\underline{p}$ < .0087). There was no significant difference between the tenth and the eleventh grade students. The results suggested that the twelfth grade students were influenced by TV programs more than the tenth and the eleventh grade.

For movies, ANOVA results indicated there were significant differences between a) the tenth and the twelfth grade and b) the eleventh grade and twelfth grade students ($\underline{F}$ = 3.91, df = 2, $\underline{p}$ < .0211). No significant differences were found between the mean scores of the tenth grade students and the eleventh grade students. The tenth and the eleventh grade students were more influenced by movies than the twelfth students.

For fashion magazines, significant differences were found between the twelfth grade and the eleventh grade ($\underline{F}$ = 4.21, df = 2, $\underline{p}$ < .0157). The mean score for the eleventh grade and the tenth grade as well as twelfth and tenth were not significantly different. The twelfth grade students were influenced by fashion magazines more than the eleventh grade students.

There were no significant differences between the remaining seven purchasing influences in terms of family members ($\underline{F}$ = 2.77, df = 2, $\underline{p}$ .0644), friends ($\underline{F}$ = 1.16, df = 2, $\underline{p}$ < .3146), celebrities ($\underline{F}$ = 1.44, df = 2, $\underline{p}$ < .2379), store displays ($\underline{F}$ = 0.66, df = 2, $\underline{p}$ < .5487), sales persons in stores ($\underline{F}$ = 0.75, df = 2, $\underline{p}$ < .4740), newspapers ($\underline{F}$ = 0.52, df = 2, $\underline{p}$ < .5941), and other magazines ($\underline{F}$ = 0.53, df = 2, $\underline{p}$ < .5899) and the three grades.

Hypothesis 7:

There are no differences in the mean ratings among the three grades for each of the eleven selected important clothing selection criteria.

This hypothesis was rejected for three of the eleven selected important criteria when purchasing clothes. ANOVA results indicated there were significant differences among the three grades for three (style/design, color, and durability) of the eleven selected important criteria when purchasing clothing. Statistical significant is identified as $p < .05$. Table 12 presents results of ANOVA and LSD multiple comparison tests conducted to analyze the mean ratings from the eleven important criteria among the three grades. In style/design, significant differences were found between a) the twelfth grade and the eleventh grade and b) the tenth grade and the eleventh grade ($F = 5.80$, $df = 2$, $p < .0034$). No statistically significant differences were found between the tenth and the twelfth grade. The tenth and the twelfth graders perceived style/design as more important than the eleventh grade students.

Statistically significant differences were found between the tenth grade and the eleventh grade ($F = 3.66$, $df = 2$, $p < .0271$) regarding color. No significant differences were found between a) tenth grade and twelfth grade and b) twelfth grade and eleventh grades. Tenth grade students perceived colors as being more important than the eleventh grade students.

For durability, significant differences were found between the twelfth grade and the eleventh grade ($F = 3.44$, $df = 2$, $p < .0336$). There were no significant differences between a) the twelfth and the tenth grade students and b) the tenth graders and the eleventh graders. Twelfth graders perceived durability more important than the eleventh grade students.

No statistically significant differences were found between the remaining eight criteria of good fit ($F = 1.21$, $df = 2$, $p < .3010$), quality ($F = 2.08$, $df = 2$, $p < .1269$), price

($\underline{F}$ = 0.99, df = 2, $\underline{p}$ <. 3734), fashion/latest style ($\underline{F}$ = 0.40, df = 2, $\underline{p}$ < .6732), cared required ($\underline{F}$ = 0.43, df = 2, $\underline{p}$ < .6534), fiber content ($\underline{F}$ = 0.57, df = 2 , $\underline{p}$ < .5664), brand name ($\underline{F}$ = 0.30, df = 2, $\underline{p}$ < .7407), and county of origin ($\underline{F}$ = 0.14, df = , $\underline{p}$ <. 8734) and the three grades. Although most factors have no relationship with the grades, it follows from these findings that teens in general do not usually perceive each important factor the same way when purchasing clothing.

Hypothesis 8:

There are no differences in the mean ratings among the three grades for each of the ten selected fashion information sources.

Table 18 presents the results of ANOVA and LSD multiple comparison tests conducted to analyze the mean ratings from fashion information sources among the three grades. This hypothesis was rejected for five of the ten selected fashion information sources. Significant different were found among fashion magazines ($\underline{p}$ < .0126), movies (p < .0309), TV programs (p < .0005), printed catalogs (p < .0001), and store displays ($\underline{p}$ < .0227).

For fashion magazines, statistically significant differences were identified between the twelfth grade and the eleventh grade ($\underline{F}$ = 4.44, df = 2, $\underline{p}$ < .0126). There were no significant differences between a) the twelfth grade and the tenth grade students and b) the tenth and the eleventh graders. The twelfth grade students used fashion magazines as a source of fashion information more often than the eleventh grade students.

For movies, statistically significant differences were found between the eleventh grade and the twelfth grade ($\underline{F}$ = 3.52, df = 2, $\underline{p}$ ᵇ .0309). No significant differences were found between a) the eleventh grade and the tenth grade and b) the tenth and the twelfth

graders. The eleventh grade students used movies as fashion information source more frequently than the twelfth grade students.

TV programs were used as a source of fashion information by the twelfth grade students more frequently than the tenth and the eleventh grade students. There were significant differences between a) the twelfth grade and the tenth grade and b) the twelfth grade and the eleventh grade ($\underline{F}$ = 7.78, df = 2, $\underline{p}$ < .0005). No significant differences were reported between the tenth grade and the eleventh grade. For printed catalogs, significant differences were found among the three grades ($\underline{F}$ = 21.02, df = 2, $\underline{p}$ < .0001). The higher the level in school, the higher the frequency of using printed catalogs as a fashion information source (F = 21.02, df = 2, p < .0001). For store displays, there were significant differences between the mean ratings of the twelfth grade and the tenth grade ($\underline{F}$ = 3.84, df = 2, $\underline{p}$ < .0227). No statistically differences were found between a) the twelfth and the eleventh grade and b) the eleventh grade and the tenth grade students. The twelfth grade students used store displays as a source of fashion information more often than the tenth grade students.

There were no significant differences between the remaining five sources in terms of friends ($\underline{F}$ = 1.79, df = 2, $\underline{p}$ < .1695), family members ($\underline{F}$ = 2.73, df = 2, $\underline{p}$ < .0672), sales persons in stores ($\underline{F}$ = 1.37, df = 2, $\underline{p}$ < .2565), newspapers ($\underline{F}$ = 2.43, df = 2, $\underline{p}$ < .0899), and Internet ($\underline{F}$ = 1.91, df = 2, $\underline{p}$ < .1504) and the three grades. These results lead to the conclusion that teens use some fashion information sources differently; the use of other fashion sources appears to be similar.

Hypothesis 9:

There are no differences in the mean ratings from the Kagoshima's sample and the previous study of the U.S. and Japanese female university students for each of the ten selected fashion information sources.

T-tests were used to determine differences between the mean ratings from the previous study with the U.S. and Japanese college students by Kawabata and Rabolt (1999) and from the Kagoshima Junshin High School. Table 30 provides the summary of the t-tests results. This hypothesis was rejected for seven of the ten selected fashion information sources between the U.S. college students and the Kagoshima Junshin High School students. Significantly differences were found among family members (($t = -8.485$, $p < .000$), newspapers ($t = -13.702$, $p < .000$), movies ($t = -14.797$, $p < .000$), TV programs ($t = -7.950$, $p < .000$), printed catalogs ($t = -10.301$, $p < .000$), store displays ($t = -8.125$, $p < .000$), and Internet ($t = -2.859$, $p < .004$). Japanese teens perceived these seven factors as sources of fashion information differently in comparison with the U.S. college students in Kawabata and Rabolt (1999). There were no differences found the mean ratings form the remaining sources in terms of fashion magazines ($t = -1.717$, $p < .086$), friends ($t = -0.693$, $p < .488$), and sales persons in stores ($t = 1.282$, $p < .200$) between the U.S. college students in the Kawabata and Rabolt (1999) study and the current study.

Table 30

T-test Result for Comparison between the Kawabata and Rabolt's (1999) Study and

Current Study

	U.S. college students		Japanese college students	
Variables	t	p	t	p
Fashion magazines	-1.717	0.086	-3.113	0.001**
Friends	-0.693	0.488	0.360	0.718
Family Members	-8.485	0.000***	-4.118	0.000***
Sales persons	1.282	0.200	-0.914	0.360
Newspapers	-13.702	0.000***	-5.727	0.000***
Movies	-14.797	0.000***	-3.400	0.000***
TV programs	-7.950	0.000***	-7.778	0.000***
Printed catalogs	-10.301	0.000***	-8.343	0.000***
Store displays	-8.125	0.000***	-9.945	0.000***
Internet	-2.859	0.004**	1.581	0.114

Note: * Significant at $p < .05$, ** significant at $p < .01$, *** significant at $p < .001$

This hypothesis was rejected for seven of the ten fashion information sources

between Japanese college students in the Kawabata and Rabolt (1999) and the current

study. Significant differences were found between the groups for fashion magazines ($t =$

-3.113, $p < .001$), family members ($t = -4.118$, $p < .000$), newspapers ($t = -5.727$, $p < .000$),

movies ($t = -3.400$, $p < .000$), TV programs ($t = -7.778$, $p < .000$), printed catalogs ($t =$

-8.343, $p < .000$), and store displays ($t = -9.945$, $p < .000$). No statistically significant

differences were found for the remaining three sources of friends ($t = 0.360$, $p < .718$), sales persons in stores ($t = -0.914$, $p < .360$), and Internet ($t = 1.581$, $p < .114$) between Japanese college students and the high school students. The results suggested that Japanese teens used these seven fashion information sources differently than the Japanese college students.

Summary of Findings

Kagoshima Junshin High School students tend to shop at department stores with at least one shopper. Younger students usually go shopping with a mother, while older students shop with friends. Regarding the number of store visits when purchasing clothing, most students go to three or more stores before making a purchase. More than half of the students usually spend less than ¥10,000 (approximately $84) per month for clothes. The respondents typically make a final purchase decision and purchase with parental financial support for clothing. Older students have more chance to pay for clothing with their allowance than younger students. Younger students are more likely to have clothing paid by guardians.

The students tend to be influenced by fashion magazines, friends, and sales persons in stores when purchasing clothing. Media such as newspapers, television, and movies have less influence on the students. Kagoshima Junshin High School students perceive style/design, color, and price are the three most important criteria when they purchase clothes. The high school students typically obtain fashion information through communication with friends and sales persons in stores. As the students place great emphasis on visual appearance, Internet shopping has less attraction for them when purchasing clothing.

CHAPTER V

DISSCUSSION, SUMMARY AND CONCLUSIONS

In the past, companies in one country fought wars against other firms within the same boundary. Each business was strong enough to take on its competitors within the same country. However, in the new century, the rules of battle have been changing. Companies have been fighting the war not against competitors within the same country but entities around the world.

Since the advancements in technology, business horizons have been greatly widening in many industries. It seems that traditional business strategies are no longer relevant to survive and flourish in today's business world. Consumers in different countries often have different preferences and decision tendencies. Relevant to this point is Briley, Morris, and Simonson's (2000) following remark: "Cultural influences on consumer cognition have been understood in terms of an underlying metaphor that cultural knowledge is a lens that colors people's perception of objects and messages in the environment" (p. 157).

Within globalized and saturated apparel market in a country, visionary players are already hunting a potential market. To retain and grow market shares and profits, an apparel company must have an effective strategy to retain current customers and attract future customers. Apparel firms must obtain knowledge about consumers' shopping and purchasing patterns and behavior as their competitive edge. Tapping the minds of consumers and understanding what they want to purchase, how and why they purchase and how their lifestyles are changing can be utilized to develop an innovative business capability and satisfy consumers' wants and needs in competitive apparel marketplaces.

Summary

The purpose of this study was to provide information about shopping and purchasing behavior, preferences, and influences among suburban Japanese high school students toward shopping for clothing. Furthermore, this study was examined to provide a view of the teens' shopping experiences with the Internet and their willingness to use the Internet as a shopping tool in the future. More specifically, this study attempted to identify (a) frequency of shopping and purchasing for clothing, shopping partner, usual number of stores visit before purchasing clothes, monthly clothing expenditure, the persons who make a final purchase decision and pays for clothing, influential and important criteria when purchasing clothing, (b) teens' favorite stores in which to shop and purchase clothing, (c) purchasing influences, important clothing selection criteria, and fashion information search sources, and (d) experience and use of the Internet for shopping for clothing.

The findings from the study were used to examine whether the frequency of shopping, frequency of purchasing, and clothing expenditures are each independent from the students' allowance. The results from the current study were also used to examine relationships between parents or guardians employment status of the students and the amount of money spent on clothing, the number of siblings in household and the amount of money spent on clothing, and the persons who make a final purchase decision versus the persons who pay for clothing. Significant differences ($p < .05$) were found within the two items between (a) the frequency of shopping and allowance and (b) the clothing expenditures and allowance.

The date were used to determine whether the mean ratings from the three grades

at Kagoshima Junshin High School differ in terms of ten purchasing influences, eleven important clothing selection criteria, and ten fashion information sources when purchasing clothing. Means for the three grades were found to be significantly different ($p < .05$) in terms of three of the ten purchasing influences (fashion magazines, TV programs, and movies), three of the eleven important clothing selection criteria (style/design, color, and durability), and five of the ten fashion information sources (fashion magazines, store displays, TV programs, printed catalogs, and movies).

Moreover, the mean rating from the fashion information sources between the previous study of the U.S. and Japanese college students by Kawabata and Rabolt (1999) and the Kagoshima Junshin High School students' sample in the current study were compared. There were statistically significant differences ($p < .05$) between the previous study and the current study in terms of six of the ten fashion information sources (family members, newspapers, movies, TV programs, printed catalogs, and store displays). Additionally, the use of the Internet was found to be different between the U.S. college students and the high school students. Significantly differences were found in terms of fashion magazines for fashion information between Japanese college students and the high school students.

Students' experiences and use of the Internet for shopping for clothing were identified. Majority of the respondents had no previous experience with the Internet when shopping for clothing. Willingness to purchase clothing through the Internet in the future among the high school students included both positive and negative opinions. More than 200 students who had not purchase clothing through the Internet were unwilling to try Internet shopping because visual appearance was an important factors when selecting

clothing. Based on findings from this study, a company which is selling clothing through the Internet may encounter a challenge because findings indicate such a strong preference for seeing the clothing before purchasing.

Discussion

In this section, the findings will be discussed in relation to previous research findings and the theoretical framework for the study.

Profile Shopping and Purchasing Behavior

The results of the high school students' shopping and purchasing behavior in this study revealed teenagers' tendencies toward shopping and purchasing clothing. The research by Tootelian and Gaedeke (1992) provides information about teenagers' shopping partner. In this research, family members and peers were identified as the most frequent shopping partner among teens. The results of this study support the finding from the Tootelian and Gaedeke (1992) study. The most frequent shopping partners of the Japanese high school students were mothers and friends. This result reveals that there were differences between younger and older students. The tenth grade students tended to shop with their mother. When it comes to the twelfth grade, they tended to shop with their friends. One explanation for this finding may be that older teenagers attempt to build a close relationship with their peers through shopping with social function. Overall, this result supports the research of Moschins, Moore, and Stephens (1977), which indicates clothing tends to be purchase of by teenagers when they go to shopping with family members.

A comparison between the "shopping partner" and the "persons" who pay for clothing to determine who is the most influential person indicated the shopping partner

tends to have more influence on teens. In this study, most teenagers purchase their clothes with some parental financial support and younger teens tend to have the clothing paid for by parents or guardians. Mother and peers, as has been pointed out, were the usual shopping partners for the Kagoshima Junshin High school teenagers. However, majority of the high school students in this current study obtain fashion information from friends rather than from their family members. From this viewpoint one may say that the shopping partner has more influence on teens when purchasing clothing. When acquiring fashion information, the findings imply that deriving opinions from teenagers have an important meaning for apparel companies, because peers play a significant role. Therefore, any teen customer can be a promoter for a firm. Even though peer influence dominates over family influence, retailers who target younger teenagers, such as freshmen, may need to include parents or guardians when promoting products.

The study by Tootelian and Gaedeke (1992) found that teenagers went to four or more stores when they purchase clothing. The result from the present study supports the finding of Tootelian and Gaedeke (1992) because the means form the current study of stores visited before making a purchase was 3.65. Japanese teenagers are likely to visit many stores, not specific places, when purchasing clothing. This result may be due to an idea toward shopping that has social function and impulse purchases. This result also supports the managerial implication of Tootelian and Gaedeke (1992), who implied that retailers will have difficulty to develop strong store loyalty and may have to rely on in-store selling efforts.

The research results suggested that teens who had higher level of allowance tended to more frequently go shopping for clothing, because chi-square revealed

differences between these two issues. However, teens' allowances were not found to be related to the frequency of purchasing clothing. Even though female teens often show high level of interests in clothing in general, they might have interests other than clothing. A close look at this point revels that teenagers manage money effectively and efficiently. Price is considered as an important criterion when purchasing clothing among Japanese teenagers. Therefore, it is reasonable to conclude that teenagers may be more responsible managing money than sometimes thought. These findings indicate that price can be used an effective factor in marketing to the teen market. This result supports the conclusion of McGowan and Sternquist (1998) that shows price can be used as an effective marketing tool.

Most teenagers have sums of money received from allowances that ranged from ¥0 to under ¥5,000 (see Table 1). This result has consistency with the finding from the research by Tootelian and Gaedeke (1992). In the current study, the amount of money spend on clothing occupies a big portion of received allowance among the Japanese teenagers based on the fact of monthly allowance and clothing expenditures. Teens with larger allowance tend to go shopping and spend on clothing more, because they usually share their clothing expenditures with their parents or guardians. However, no statistically significant differences were found between teens' clothing expenditures and their parents or guardians' employment status. Clothing expenditures among teens from dual income families may not differ from the amount of spend on clothing among teens from one income families. The amount of money spend on clothing were not found to be related to the number of siblings in household in this study. These results suggest that clothing may be considered as non-substitution products even in a household. It also follows what has

been said that teenagers might be able to purchase without much protest from their parents or guardians.

Teens usually make final decisions by themselves when purchasing clothing. This result supports the study by Simpson and Douglas (1998) who states final purchase decisions are made by adolescents themselves. From this viewpoint one may say that Japanese teenagers are somewhat more sophisticated in deciding what they want. Furthermore, this finding supports the conclusion of Tootelian and Gaedeke (1992), who states that teenagers were able to purchase products without much protest from their parents. Even though teenagers tend to share clothing expenditures with their parents or guardians, the result indicates that there was no significant difference found between the person who makes a final purchase decision and the person who pays for clothing. The result suggests that parents or guardians have little influence on their children's clothing purchase options. Retailers who target on teenager population should have appropriate products what teens want to purchase.

Simpson and Douglas (1998) examine purchasing role structure of adolescents in the catalogs buying process. The result from this study suggests that younger adolescent perceived parental influence more often in addition to siblings and friends. However, the three most influential purchasing factors among Japanese teenagers in this study were fashion magazines, friends, and sales persons. The result from this study does not support the findings of Simpson and Douglas (1998). This difference may due to the catalog shopping in the Simpson and Douglas (1998) study focused on catalogs mailed to the home. The findings from Japanese teenagers in this study and study by Moschis and Moore (1979), both indicate that family members are not an influential factor when teens

are making clothing purchase decisions.

The findings from this study also support the study of Mascarenhas and Higby (1993), which reveals peers have more influence on teenagers when making clothing purchase decisions. Word of mouth from peers can be regarded as a significant promotional method for companies since teenagers are influenced by peers and that any teen customers influence to other teen customers. Because sales persons are also influencers and sources of fashion information, stores that created friendly atmosphere will increase the opportunity for sales persons to influence teen customers. Strong in store-selling programs might influence on teenagers when selecting clothing and making purchase decisions.

The one media that the respondents in this study identified as sources of fashion information was fashion magazines. These magazines can be used when promoting products effectively, because teenagers indicated them as one of the most influential factor. The three least influential factors were newspapers, movies, and TV programs. These findings from this study do not support the Mascarenhas and Higby (1993) study, which identified the media have an influence on teenagers. However, other media did not have similar result as fashion magazines in the current study. This result may due to lack of viewing time especially movies and TV programs. In addition, Movies and TV programs usually provide little product information. One might speculate that descriptive product information is important for customers when determining which product to purchase.

There are significant differences in terms of TV programs, movies, and fashion magazines among the different age groups. Movies tend to have more influence on the tenth and the eleventh grade Japanese teens. This result may due to the education system

in Japan. The twelfth grade students have less time to spend involved entertainment activities because of the additional study time need to prepare for the entrance examination for the Japanese higher educational institutions. Therefore, companies need to consider that the entertainment media are ineffective devices when marketing products.

The five most important clothing selection criteria among teenagers in this study can be identified as style/design, color, price, good fit, and fashion/latest style. This result has similar characteristics with the previous study of the U.S and Japanese college students. In the previous study of Kawabata and Rabolt (1999), the five most important clothing selection criteria were good fit, style/design, quality, price, and color within both countries. The finding from the current study supports the conclusion of Kawabata and Rabolt (1999), who suggests color is a key factor when Japanese consumers purchase clothing. Comparison reveals that current teenagers might continue to indicate these five criteria (style/design, color, price, good fit, and fashion/latest style) as important clothing selection criteria when purchasing clothing in the future. The study of Moschis and Moore (1979) indicates that brand name and price are the most important considerations in buying decision among teens. The finding from Japanese high school students supports their conclusion that price is considered as an important clothing selection criterion. However, brand name was not as important as price among Japanese teens market. Apparel businesses can be utilized these results when targeting young segments. Significant differences were found in terms of style/design, color, and durability among different age groups in the teen market. Style/design and durability are more important for older high school students than younger students when selecting clothes.

Profile Shopping and Purchasing Preferences

Japanese teens are likely to shop at department stores and specialty stores. These preferences are due to a variation of clothing, price, and different stores within the shopping place. Combined with another finding, price can be used as an attracting factor when focusing on young market. Furthermore, retailers need to have a variety of colors and style/designs as comparative advantages in order to distinct price with other companies. Teenagers seem place great emphasis on searching what they want from various alternatives based on the numbers of stores teens usually visit before purchasing clothing and favorite stores for shopping clothes. Offering a variety of choices is an important consideration for apparel companies for the teen market.

This study reveals that most preferred retailing format among teenagers is stores, because visual appearance and fitting are very important consideration for teenagers when purchasing clothing. This finding suggests that retailers should focus on store displays to catch teens' eyes when they enter stores. Furthermore, apparel companies offering products by other than stores should provide adequate and detailed information about clothing. Providing color and textile sample is one way to increase an interest and provide more product information when selecting clothing.

Profile Shopping and Purchasing Influences

The four most used fashion information sources among teens are fashion magazines, friends, sales persons in stores, and stores displays. The two least used sources are newspapers and Internet. The current study has similar findings with the study of Kawabata and Rabolt (1999). College students in the U.S. and Japan frequently use fashion magazines, store displays, friends, and TV programs. Japanese teenagers often use

sales persons in stores in addition to fashion magazines, friends, and store displays. The comparison also supports the conclusion of Kawabata and Rabolt (1999), which identifies Japanese college students often use more retail-oriented sources when obtaining fashion information. Japanese consumers tend to acquire fashion information using limited sources.

Significant differences were found in fashion magazines, movies, TV programs, printed catalogs, and stores displays among the three grades. Older teenagers use more variety of sources compared to younger teens. Comparison between the previous study and the Kagoshima's sample revealed that differences were found in seven of the ten fashion information sources. Both the U.S. and Japanese college students use family members, newspapers, movies, TV programs, printed catalogs, and stores displays more than high school students. These results also imply that older consumers use more variety of sources. Comparison between Japanese college students and high school students, college students use fashion magazines more frequently than high school students. This result suggests marketers that fashion magazines are still effective marketing method when current high school students become college students. Comparison between the U.S. college students and the high school students, significant differences were found for the Internet. This result has a consistency with the previous study. At the time of the previous study conducted, the Internet was more often used in the United States. The Internet is still unpopular source of fashion information in Japan. This may due to expensive Internet connection fees and payment problems. It may still take time to clear these problems and become popular Internet shopping. Companies keep continuing Internet shopping business patiently for a while.

Experiences and Usage of the Internet Shopping

The result provides meaningful implications for apparel companies in the world. While the advancement in technology has been changing human lives, the Internet has not penetrated into Japanese society yet. It seems that teens have negative attitudes toward purchasing clothing using the Internet. This may due to payment problems that have been focusing by the media. Additionally, the Japanese consumers put an importance heavily on visual appearance. This may be an obstacle for firms seeking to market on the Internet. Sizes are another problem for Japanese consumers. Therefore, apparel companies should provide detailed information regarding sizes.

Implications, Recommendations, and Conclusions

The study indicated the importance obtaining information about consumers' shopping and purchasing behaviors that provide precise characteristics of suburban Japanese high school students. This study also implies that retailers need to clearly define target markets. Findings provide apparel marketers information utilizing business strategies, especially for teenagers in Japan. These results can be applied when developing strategies and promotional activities targeting Japanese teen consumers in the apparel industry.

Findings from the current study suggest that department stores still keep as a leading position among retail businesses in Japan. Even though various types of retailers have been introduced in Japan, Japanese teenage consumers prefer to shop department stores when purchasing clothing. This result was quite surprising, however, it may due to the prestigious status which Japanese department stores have for a long time. This idea can be seen among today's teenagers as well. In addition, department stores may have

variety of products what teenagers want. Department stores may continue to stay the leading retailers in Japan in the future. One of the comparative advantages found in general merchandise stores and supermarkets in Japan is price. Teens indicate price as an influential and important factor when purchasing clothing. However, Japanese teens rarely identify these two types of stores as places they prefer when shopping for clothing. Because teens value a "good price", these types of stores usually compete with price, teen customers may show interests toward these stores if they provide more variety of choices.

Age is often used when classifying consumers in the markets. Comparisons of shopping and purchasing behavior, preferences, and influence toward shopping for clothing among different aged teen groups revealed some differences in this study. Findings also indicate differences between high school students and college students. Even though companies often consider young customers as one segment, different aged teenagers have different characteristics. These differences suggest apparel companies to define a specific target market and focus on each segment's characteristic when developing marketing strategy. Understanding broad characteristics among Japanese teens might be the first step to be acquired. Then, narrowing a target segment and acquire essential characteristics found in each target groups. Although the respondents in this study are not allowed to work, they have large discretionary money with parents and guardians' financial supports. This result ensures the view remarked by Zollo (1999) that teens spend family money. Teens' population in Japan is decreasing, however, apparel firms should keep an eye on this segment.

The findings from the Kagoshima study did not indicate directly that teenagers were able to purchase products without much protest form their parents. However,

assumption from the results can be explained the issues. Although teenagers often share their clothing expenditures with their parents or guardians, most teenage customers make final purchase decisions themselves. Because the parents pay for the clothing, this leads to an idea that the parents give permission for the purchase of the clothing that the teenagers want. One might speculate that future generations will able to purchase clothes without much protest from their parents or guardians.

Usual shopping partners among the older teenagers are peers. On the other hand, younger teens tend to go shop with their mother. Findings from the current study also reveal that female teenagers are more independent from family when purchasing clothing. The study indicates that final purchase decisions are made by adolescents themselves. This result implies that family members have weak influence on teenagers and teens are more sophisticated in determining what they want.

The findings in the current study provide significant implications for both foreign and Japanese apparel companies. Japanese teenagers consider shopping as a social role in general. Therefore, they rarely go shopping alone and enjoy visiting many stores before purchasing clothing. This orientation may affect on in-store selling technique. Once teenagers enter inside the stores, sales persons should be trained to provide fashion information and encourage teens to focus on selecting and purchasing clothing rather than just socializing.

Teens are often influenced by fashion magazines and friends. More specifically, teens use fashion magazines as a primarily source of fashion information. These findings suggest that marketers should use fashion magazines when promoting and advertising clothes targeting the teenage population in Japan. The three most important criteria among

teens are style/design, color, and price. Price can be used business strategy to attract younger population. Adding variation of clothing is another way to attract teen customers in Japan. Visual appearance is very important consideration for Japanese teenagers, thus, store displays should be organized and caught teens' eyes on. Additionally, sales persons should recommend looking and touching products when teen customers visit the stores. Apparel companies offering clothes using devices should consider this point and provide detailed information about clothing.

Foreign apparel companies need to recognize the unpopularity of the Internet among Japanese teens. Attitudes toward Internet shopping may be change in near future, so that user friendly atmosphere should be developed in online websites if companies want to create a long-term relationship between the teens. Companies also need to inform teens that safety is guaranteed and secured.

Overall, suburban Japanese teenagers have similar characteristics toward shopping and purchasing for clothing with the U.S. consumers. This result suggests that strategies that have satisfied American teenagers could be applicable to the Japanese teen market. However, culture still affect on consumer behavior in different countries.

Recommendations for Future Research

The following are the recommendations for future research:

1. More diverse samples from more than one high school and suburban areas in Japan.

2. Future research should include both females and males to compare each shopping and purchasing behavior for clothing.

3. More diverse age groups should be included in order to identify specific features among teenagers.

4. Future research should include a focus on visual merchandising since it is

   considered as an influential factor for Japanese teenagers

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APPENDIX A

ENGLISH LAUNGUAGE VERSION OF

LETTER TO THE PARTICIPANTS

To the students at Junshin high school,

Hello, my name is Kiriko Kosedo. I am studying Apparel Merchandising at Oklahoma State University in the United States. I graduated from Junshin High School eight years ago and I went to Kagoshima Immaculate Heart University. After that, I came to the United States to complete my master's degree.

For my master's thesis, I am studying teenagers' shopping and purchasing behavior toward clothing in Japan. My thesis focuses on how teenagers in one location in Japan make their purchasing decisions and how they behave as consumers when buying clothes. To obtain the data for my thesis, I would like Junshin high school students to help me complete my research by completing the enclosed questionnaire. I know it is the beginning of new semester so that everyone is very busy. However, I would really appreciate your help and your participation in my survey.

Since I am studying in the United States, I cannot be at your school to answer your questions. If you have any question about this research or about studying in the United States, please feel free to ask my sister or email me. You can contact me by email (Email address: kosedo@okstate.edu). Your participation is voluntary and there is no penalty, now or in the future, for not participating. Thank you for your time.

Kiriko Kosedo

APPENDEX B

JAPANESE LANGUAGE VERSION OF

LETTER TO THE PARTICIPANTS

アンケートのお願い

はじめまして。私は現在オクラホマ州立大学で、アパレルマーチャンダイジングを勉強しております小瀬戸霧子といいます。8年前鹿児島純心女子高校を卒業し、鹿児島純心女子大学に進学しました。その後アメリカに留学し、大学院へ進みました。

卒業にあたり、「日本の地方における女子高校生の購買行動」をテーマに卒業論文に取り組んでおります。地方の高校生たちが、どのような衣服をどのように選択し、購入しているか等を中心に研究しております。そこで資料を得るために、今回純心高校生のみなさんに是非アンケートにご協力して頂きたいと思っております。何かとお忙しい中、突然のお願いで、学校におかれましても大変かと存じますが、ご協力下さいますようお願いします。

アメリカに住んでおりますので、この研究に関しての質問をお受けすることが出来ません。もしこの研究、また留学についての質問など何か皆さんのお力になれることがございましたら、小瀬戸聖子またはメールで是非お知らせ下さい。（連絡先：メール kosedo@okstate.edu）アンケートへのご協力は、任意によるものですので、希望されない方は無回答のまま提出して下さい。なおこのアンケートに不参加を希望されても、弊害はございませんのでご安心下さい。

<div align="right">小瀬戸霧子</div>

APPENDEX C

ENGLISH LAUNGUAGE VERSION OF LETTER TO

THE PARENTS/GUARDIANS OF THE STUDENTS

AT JUNSHIN HIGH SCHOOL

Kiriko Kosedo
#319 Iba Hall
Stillwater, OK 74077, U.S.A.

To the parents/guardians of the students at Junshin high school,

Hello, my name is Kiriko Kosedo.   I am studying Apparel Merchandising at Oklahoma State University in the United States.   I graduated from Junshin High School eight years ago and I went to Kagoshima Immaculate Heart University.   After that, I came to the United States to complete my master's degree.

For my master's thesis, I am studying teenagers' shopping and purchasing behavior toward shopping for clothing in Japan.   My thesis focuses on how teenagers in one location in Japan make their purchasing decisions and how they behave as consumers when buying clothes.   To obtain the data for my thesis, I would like your daughter(s) to help me complete my research by completing a questionnaire.   There is no risk to the participation in this survey and you can choose for your daughter not to participate in this study.   However, I would really appreciate your daughter's help and participation in my survey.

Since I am studying in the United States, I cannot be at your school to answer your questions.   If you have any question about this research or about studying in the United States, please feel free to ask my sister and research assistant, Seiko Kosedo (099-254-4121) or you contact me by email.   My email address is kosedo@okstate.edu. My address is written above.   Your daughter's participation is voluntary and there is no penalty, now or in the future, for not participating.   Thank you for your time.

Kiriko Kosedo

APPENDEX D

JAPANESE LANGUAGE VERSION OF LETTER TO

THE PARETNTS/GUARDIANS OF THE STUDENTS

AT JUNSHIN HISH SCHOOL

アンケートのお願い

保護者の皆様へ

　はじめまして。私は現在オクラホマ州立大学で、アパレルマーチャンダイジングを勉強しております小瀬戸霧子といいます。8年前鹿児島純心女子高校を卒業し、鹿児島純心女子大学に進学しました。その後アメリカに留学し、大学院へ進みました。

　卒業にあたり、「日本の地方における女子高校生の購買行動」をテーマに卒業論文に取り組んでおります。地方の高校生たちが、どのような衣服をどのように選択し、購入しているか等を中心に研究しております。そこで資料を得るために、今回純心高校生のみなさんに是非アンケートにご協力して頂きたいと思っております。アンケートによる生徒さんへの支障は一切ございません。また任意による参加になりますので、不参加を希望されることもできます。皆様のご協力を得て、一人でも多くの純心生のみなさんにご協力して頂ければ思っております。

　アメリカに住んでおりますので、この研究に関しての質問をお受けすることが出来ません。もしこの研究、また留学についてのご質問など何か皆様のお力になれることがございましたら、小瀬戸聖子(099-254-4121)またはメールで是非お知らせ下さい。なおこのアンケートは任意によるものですので、不参加を希望されても、弊害はございませんのでご安心下さい。ご協力のほどよろしくお願い致します。

小瀬戸霧子

連絡先：# 319 Iba Hall Stillwater, OK 74077, USA

メール：kosedo@okstate.edu

APPENDEX E

ENGLISH LANGUAGE VERSION

OF THE QUESTIONNAIRE

The Study of Japanese Teenagers' Shopping and Purchasing Behavior

◇Please read carefully and answer the following questions.

Demographic Questions:

I.   The following questions are for classification purpose only.   Please check (✓) the appropriate blank.

1. Age in years at last birthday: 15_____   16_____

                                      17_____   Other: Please specify age_____

2. Level in School: 10th Grade_____   11th Grade_____   12th Grade_____

3. The number of siblings in your family (including you): 1_____   2_____

                                                            3_____   4 and more_____

4. Employment status of parents or guardians outside the home:
     ①   Father only ...._____
     ②   Mother only .... _____
     ③   Both... _____
     ④   Other .... _____

5. How much do you usually get as an allowance from your parents/guardians per month?
     ①   Under ¥5,000 ...._____
     ②   ¥5,000 ~ under ¥10,000 .... _____
     ③   ¥10,000 ~ under ¥15,000 ...... _____
     ④   ¥15,000 and more .... _____

6. Do you live in dormitory? Yes_____   No_____

7. Your hometown: ①Kagoshima city_____   ②Outside of Kagoshima city_____

II.　Please read carefully following questions and check (✓) the appropriate number of the answer that best describes you.　Check only **ONE** answer for each question.
(In this survey, "clothing" includes tops and bottoms only.)

1.　On average, how often do you go shopping for clothes each week?
①　Less than once per week.................._____
②　1 ~ 2 times per week.................._____
③　3 ~4 times per week.................._____
④　5 ~ 6 times per week.................._____
⑤　Everyday.................._____
⑥　Do not go shopping for clothes.................._____

2.　When you purchase clothing, with whom do you usually shop?
①　Yourself.................._____
②　With friend(s).................._____
③　With mother.................._____
④　With father.................._____
⑤　With siblings.................._____
⑥　With family.................._____
⑦　With other family members (Cousin).................._____
⑧　Others: Please specify_____

3.　When you purchase clothes, how many stores do you usually visit during one shopping trip?
①　1 store.................._____
②　2 stores.................._____
③　3 stores.................._____
④　4 stores.................._____
⑤　More than 5 stores.................._____

4.　When you go shopping, how often do you purchase clothing?
①　Almost never (less than 10 % of the times I go shopping)........._____
②　Not often (about 10 ~ 30 % of the times I go shopping)..........._____
③　Sometimes (about 40 ~ 60 % of the times I go shopping)........._____
④　Often (about 70 ~ 90 % of the times I go shopping)................._____
⑤　Almost every time (over 90 % of the times I go shopping)......._____

5.　How much do you usually spend on clothes per month?

①　Under ¥5,000.................._____
②　¥5,000 ~ under ¥10,000.................._____
③　¥10,000 ~ under ¥15,000.................._____
④　¥15,000 and more.................._____
⑤　Do not know.................._____

6. When you purchase clothing, who usually makes the final decision?
   ① Yourself..._____
   ② Parent(s)/Guardian..........................._____
   ③ Siblings..._____
   ④ Friends..._____
   ⑤ Others: Please specify_____

7. When you purchase clothing, who **usually** pays for the clothing?
   ① Yourself..._____
   ② I pay for some and my parent(s)/guardian for some ....._____
   ③ Parent(s)/Guardians..........................._____
   ④ Siblings..._____
   ⑤ Grandparents..................................._____
   ⑥ Others: Please specify_____

8. List your **ONE** preferred (favorite) place to shop for clothes.   Explain why you like to shop at this store.

Favorite store: _____

Why: _____

_____

9. Please choose your **ONE** favorite retailing type to purchase clothing from following lists.   Why do you like it?
   ① Stores..._____
   ② Catalogs..._____
   ③ Internet (Online shop)........................._____
   ④ Television..._____
   ⑤ Other: Please specify_____

Why: _____

_____

10. Have you ever purchased clothing through the Internet?
    ① Yes _____ **(Go to Q#11 & Q#12)**
    ② No _____ **(Go to Q#13)**

11. If you answered "Yes", how did you feel when purchasing clothing by using the Internet? Why you feel that way? **(Go to Q#12)**

12. If you answered "Yes" at Q11, would you purchase clothing through the Internet again?
    YES_____   No_____   Uncertain_____

13. If you answered "No", will you wiling to purchase clothing through the Internet in the future? Why?

◇**Instructions:** For questions #14 to #16, please read the questions carefully and circle the **ONE** number that most closely describes your answer.

14. How frequently do you use each of the sources for fashion information?

<u>Example:</u>   **Never**   **Very Often**
Friends   *1*   ②   *3*   *4*   *5*

(Note: Circling this number would imply that you slightly use friends as fashion information source.)

	Never				**Very Often**
① Fashion magazines	1	2	3	4	5
② Friends	1	2	3	4	5
③ Family members	1	2	3	4	5
④ Sales persons in stores	1	2	3	4	5
⑤ Newspapers	1	2	3	4	5
⑥ Movies	1	2	3	4	5
⑦ TV programs	1	2	3	4	5
⑧ Printed catalogs	1	2	3	4	5
⑨ Store displays	1	2	3	4	5
⑩ Internet	1	2	3	4	5

15. For each of the ten criteria listed below, please circle the number that represents your answer regarding how influential each factor is when you purchase clothes.

<u>Example:</u>   **Never Influenced**   **Very Influenced**
Friends   *1*   *2*   *3*   ④   *5*

(Note: Circling this number would imply that your friends usually influence you.)

	Never Influenced				**Very Influenced**
① Family members	1	2	3	4	5
② Friends	1	2	3	4	5
③ Stars	1	2	3	4	5
④ Store displays	1	2	3	4	5
⑤ Sales persons in stores	1	2	3	4	5
⑥ TV programs	1	2	3	4	5
⑦ Newspapers	1	2	3	4	5
⑧ Movies	1	2	3	4	5
⑨ Fashion magazines	1	2	3	4	5
⑩ Other magazines	1	2	3	4	5

16. When you purchase clothing, how important is each of the following selection criteria?   Please circle the appropriate number that represents your answer.

<u>Example:</u>

	Not al all Important				Very Important
Good fit	*1*	*2*	*③*	*4*	*5*

(Note: Circling this number would imply that good fit is somewhat important for you.)

	Not at all Important				Very Important
① Good fit	1	2	3	4	5
② Style/Design	1	2	3	4	5
③ Quality	1	2	3	4	5
④ Price	1	2	3	4	5
⑤ Color	1	2	3	4	5
⑥ Fashion/Latest styles	1	2	3	4	5
⑦ Durability	1	2	3	4	5
⑧ Care required	1	2	3	4	5
⑨ Brand Name	1	2	3	4	5
⑩ Country of Origin	1	2	3	4	5

Thank you for your cooperation

APPENDEX F

JAPANESE LANGUAGE VERSION

OF THE QUESTIONNARIE

「日本の地方における女子高校生の衣服購買行動について」

◇質問事項を注意して読み、以下の質問にお答え下さい。

I. 以下の質問は、統計をする際に使用するためのものです。当てはまるものにチェック（√）をして下さい。

1. 年齢：１５歳＿＿＿　　１６歳＿＿＿
　　　　　　　１７歳＿＿＿　　その他：年齢をお書き下さい＿＿＿

2. 学年：高校１年＿＿＿　　高校２年＿＿＿　　高校３年＿＿＿

3. 兄弟（姉妹）数（あなたを含めて）：１人＿＿＿　　２人＿＿＿
　　　　　　　　　　　　　　　　　　　３人＿＿＿　　４人以上＿＿＿

4. 両親または保護者について：
　　　① 父親が働いている ....＿＿＿＿
　　　② 母親が働いている ....＿＿＿＿
　　　③ 二人共働いている ....＿＿＿＿
　　　④ その他 ....＿＿＿＿

5. あなたは月々どのくらいお小遣いをもらっていますか
　　　① ５，０００円未満 ....＿＿＿＿
　　　② ５，０００円以上～１０，０００円未満 ....＿＿＿＿
　　　③ １０，０００円以上～１５，０００円未満 ....＿＿＿＿
　　　④ １５，０００円以上 ....＿＿＿＿

6. あなたは寮に住んでいますか　はい＿＿＿＿　　いいえ＿＿＿＿

7. あなたの出身地：①鹿児島市＿＿＿＿　　②鹿児島市以外＿＿＿＿

II. 以下の質問をよく読み、当てはまるものを<u>一つだけ**選び**</u>チェック（✓）をして下さい。
（このアンケートでの"**衣服**"は、アクセサリー、下着、靴下、靴以外の、トップスと
ボトムだけを意味します。）

1. あなたが買い物（衣服）にいくのは1週間に何回位ですか。
　　① 週あるいは月に1回以下 .... _____
　　② 1～2回 .... _____
　　③ 3～4回 .... _____
　　④ 5～6回 .... _____
　　⑤ 毎日 .... _____
　　⑥ 行かない .... _____

2. あなたは衣服を買いに行く際、誰とよく行くかをお書き下さい。
　　① 1人で行く .... _____
　　② 友達と行く .... _____
　　③ 母親と行く .... _____
　　④ 父親と行く .... _____
　　⑤ 兄弟（姉妹）で行く .... _____
　　⑥ 家族で行く .... _____
　　⑦ 家族以外の身内と行く（いとこなど）........ _____
　　⑧ その他：_____

3. 衣服を購入する際、どれくらいお店をみて周りますか。
　　① 1店しか見ない .... _____
　　② 2店 .... _____
　　③ 3店 .... _____
　　④ 4店 .... _____
　　⑤ 5店以上 .... _____

4. 買い物に行った際、衣服を購入するのはどれくらいですか。
　　① めったに買わない（10％以下の確立で）...... _____
　　② たまに買う（約10～30％の確立で）.......... _____
　　③ 時々買う（約40～60％の確立で）............ _____
　　④ ほとんど買う（約70～90％の確立で）...... _____
　　⑤ ほぼ毎回買う（90％以上の確立で）.......... _____

5. あなたは月々どれくらい衣服を購入しますか。
　　① 5,000円未満 .... _____
　　② 5,000円以上～10,000円未満.......... _____
　　③ 10,000円以上～15,000円未満 ...... _____
　　④ 15,000円以上 .... _____
　　⑤ 決まっていない .... _____

6. あなたが衣服を購入する際の決断は誰がしますか。
    ① 自分自身 .... _____
    ② 親または保護者 .... _____
    ③ 兄弟（姉妹） .... _____
    ④ 友達 .... _____
    ⑤ その他:_____

7. あなたが主に衣服を購入する際、お金の支払はどうしますか。
    ① 自分のお小遣いで .... _____
    ② 自分のお小遣いと親 .... _____
    ③ 親または保護者 .... _____
    ④ 兄弟（姉妹） .... _____
    ⑤ 祖父母 .... _____
    ⑥ その他:_____

8. あなたが最も好きな洋服店名を一つだけお書き下さい　その理由もお答え下さい。

お店名:_____

理由:_____

_____

9. あなたの好きな販売形態を一つ選んでください　またその理由もお答え下さい。
    ① お店 .... _____
    ② 通信販売 .... _____
    ③ インターネット .... _____
    ④ テレビ .... _____
    ⑤ その他:_____

理由:_____

_____

10. あなたはインターネットを通して、衣服を購入した経験がありますか。
　　① ある　　＿＿＿　（質問１１と質問１２へ）
　　② ない　　＿＿＿　（質問１３へ）

11 質問１０で「①ある」と答えた人は、インターネットを利用しての衣服の購入をどう
　　かんじましたか。その理由もお答え下さい。（質問１２へ）

12. 質問１０「①ある」と答えた人は、今後もインターネットを利用して、衣服を購入し
　　たいと思いますか。
　　　　利用したい＿＿＿＿＿　　　利用したくない＿＿＿＿＿　　　どちらでもない＿＿＿＿＿

13. Ｑ１１で「②ない」と答えた人は、今後インターネットを利用して、衣服を購入して
　　みたいと思いますか。その理由もお答え下さい。

◇質問１４から１６の質問をよく読み、当てはまる数字を<u>一つだけ選び</u>〇で囲んで下さい。

14. あなたが衣服の流行情報を得る際、以下の事柄をどの程度利用しますか。

<u>例：</u>　　　　全く利用しない　　　　　　　　　　　　　　　　とてもよく利用する
　　友達　　　　　*1*　　　　　②　　　　　*3*　　　　　*4*　　　　　*5*
　　　（注意：２は、友達を<u>ほとんど</u>利用しないという意味を指す）

		全く 利用しない				とてもよく 利用する
①	ファッション雑誌 ………	1	2	3	4	5
②	友達 …………………………	1	2	3	4	5
③	家族 …………………………	1	2	3	4	5
④	店員からのアドバイス ……	1	2	3	4	5
⑤	新聞 …………………………	1	2	3	4	5
⑥	映画 …………………………	1	2	3	4	5
⑦	テレビ番組（ドラマなど）..	1	2	3	4	5
⑧	通信販売のカタログ ……	1	2	3	4	5
⑨	ディスプレー ……………	1	2	3	4	5
⑩	インターネット …………	1	2	3	4	5

15. あなたが衣服を購入する際に、以下の事柄がどの程度影響してきますか

<u>例：</u>　　　　全く影響されない　　　　　　　　　　　　　とてもよく影響される
　　友達　　　　　*1*　　　　　*2*　　　　　*3*　　　　　④　　　　　*5*
　　　（注意：４は、友達から<u>影響される</u>という意味を指す）

		全く 影響されない				とてもよく 影響される
①	家族 ………………………	1	2	3	4	5
②	友達 ………………………	1	2	3	4	5
③	有名人 ……………………	1	2	3	4	5
④	ディスプレー ……………	1	2	3	4	5
⑤	店員からのアドバイス ……	1	2	3	4	5
⑥	テレビ番組（ドラマなど）.	1	2	3	4	5
⑦	新聞 ………………………	1	2	3	4	5
⑧	映画 ………………………	1	2	3	4	5
⑨	ファション雑誌 …………	1	2	3	4	5
⑩	その他の雑誌 ……………	1	2	3	4	5

16. あなたが衣服を購入する際、以下の事柄がどの程度重要ですか。

例：　　　　全く重要ではない　　　　　　　　　　　　　　とても重要
友達　　　　　　1　　　　　2　　　　③　　　　4　　　　5
　　（注意：3は、着心地がやや重要という意味を指す）

		全く 重要ではない				とても 重要
①	着心地	1	2	3	4	5
②	スタイル・デザイン	1	2	3	4	5
③	質	1	2	3	4	5
④	値段	1	2	3	4	5
⑤	色	1	2	3	4	5
⑥	流行性	1	2	3	4	5
⑦	丈夫さ	1	2	3	4	5
⑧	取り扱い	1	2	3	4	5
⑨	品質表示	1	2	3	4	5
⑩	ブランド名	1	2	3	4	5
⑪	製造国	1	2	3	4	5

ご協力ありがとうございました

APPENDEX G
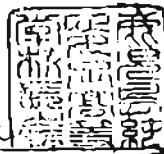
APPROVAL LETTERS FORM

THE HIGH SCHOOL

Kagoshima Junshin High School
4-22-2 Toso, Kagoshima-Shi
KAGOSHIMA, Japan
890-8525

To Kiriko Kosedo,

Kiriko Kosedo has my permission to conduct her research in Kagoshima Junshin High School. This approval includes distributing the student questionnaire in each classroom during the homeroom period. I am happy this school can cooperate in this research.

Sincerely yours,

Makiko Maekawa

Makiko Maekawa
Kagoshima Junshin High School Principal

APPENDEX H

IRB APPROVAL FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 8/19/02

Date: Tuesday, August 21, 2001   IRB Application No   HE023

Proposal Title   SUBURBAN JAPANESE HIGH SCHOOL STUDENTS' ATTITUDE AND PURCHASING
BEHAVIOR TOWARD SHOPPING FOR CLOTHING

Principal
Investigator(s):

Kiriko Kosedo   Cheryl A. Farr
319 Iba Hall   431 HES
Stillwater, OK 74077   Stillwater, OK 74078

Reviewed and
Processed as   Expedited (Spec Pop)

Approval Status Recommended by Reviewer(s): Approved *

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research, and
4. Notify the IRB office in writing when your research project is complete

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,

Carol Olson, Chair
Institutional Review Board

'NOTE Please provide contact information for research assistant on letters to parents and assent form

VITA ^{2}

KIRIKO KOSEDO

Candidate for the Degree of

Master of Science

Thesis: SUBURBAN JAPANESE HIGH SCHOOL STUDENTS' SHOPPING AND PURCHASING BEHAVIOR TOWARD SHOPPING FOR CLOTHING

Major Field: Design, Housing, and Merchandising

Biographical:

> Personal Data: Born in Kagoshima, Japan, On August 19, 1974, the daughter of Hiromi and Nobuko Kosedo.
>
> Education: Graduated from Kagoshima Junshin High School, Kagoshima, Japan in March 1994; received Bachelor of Arts degree in International Language and Culture from Kagoshima Junshin University, Kagoshima, Japan in March 1998. Completed the requirements for the Master of Science degree with a major in Design, Housing and Merchandising at Oklahoma State University in December, 2001.
>
> Experience: Worked as sales assistant for Yamakataya Department Store, Kagoshima, Japan during internship in summer 2000.
>
> Membership: Japanese Student Association.