

## AN ABSTRACT OF THE THESIS OF

Jatinder Kaur for the degree of Masters of Science in Design and Human Environment  
presented on March 10, 2008.

Title: Indian Apparel Consumption: A Cross-Cultural Comparison of First Generation  
Indians and Second Generation Indian American Females.

Abstract approved: \_\_\_\_\_  
Dr. Leslie Davis Burns

The increased ethnic diversity of the U.S. population, including an increase of Indian immigrants, calls for an investigation of the Indian apparel consumption differences among first generation Indians and second generation Indian American females within the United States market. This study examined the Indian apparel consumption behavior of two levels of generation of female Indian immigrants in the U.S. Specifically, this research investigated the differences in first generation Indian and second generation Indian American females in terms of their Indian apparel consumption behavior and how social factors like ethnic identification and parents have influence on the Indian apparel consumption behavior of these two levels of generations.

Purposive and snow ball sampling techniques were employed. The total sample included 40 first generation and 52 second generation Indian Americans in Corvallis, Oregon. Participants completed a questionnaire that measured generational level, ethnic identification, parental influence on purchasing of Indian apparel, and purchase behavior of Indian apparel.

The data were analyzed using frequency counts, percentages, *t*-test analysis and path analysis. The results showed that a greater percentage of first generation Indian immigrants purchased and wore Indian apparel than did the second generation Indian immigrants in this study. The descriptive statistics indicated that the first generation Indian females liked wearing Indian apparel and jewelry with design features and color traditional to Indian culture more than did the second generation Indian American females. First generation Indian females were also more influenced by the parent's decision; liking mother's choice of clothing, and liking to go shopping with mother than were the second generation Indian American females. Results also revealed a strong influence of ethnic identity and parental influence on Indian apparel consumption of first and second generation Indian American females. Overall ethnic identification appeared to be a more important variable than parental influence on Indian apparel consumption. The findings support theoretical models of consumer behavior that include the influence of cultural background and family influence on consumption behavior. The results also suggest that marketers of Indian apparel in the United States must view the Indian American market as multi-faceted.

Indian Apparel Consumption:  
A Cross-Cultural Comparison of First Generation Indians and Second Generation Indian

American Females

by

Jatinder Kaur

A THESIS

Submitted to

Oregon State University

In partial fulfillment of  
the requirements for the  
degree of

Master of Science

Presented March 10, 2008

Commencement June 2008

©Copyright by Jatinder Kaur

March 10, 2008

All Rights Reserved

Master of Science thesis of Jatinder Kaur presented on March 10, 2008.

APPROVED:

---

Major Professor representing Design and Human Environment

---

Chair of the Department of Design and Human Environment

---

Dean of the Graduate School

I understand that my thesis will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my thesis to any reader upon request.

---

Jatinder Kaur, Author

## ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to Dr. Leslie Davis Burns, my major professor, for her support and guidance. This research could not have been completed without her advice, patience and encouragement.

I would also like to thank my committee members, Dr. Elaine Pedersen, Dr. Minjeong Kim, and Dr. David Sandrock for their time and assistance.

Last and most of all, I am thankful to my parents, and my family for their encouragement, help, support by all means from overseas, which made my dreams come true. I am also thankful to my husband for his love and encouragement.

## TABLE OF CONTENTS

	<u>Page</u>
CHAPTER I. INTRODUCTION.....	1
Culture and Consumer Behavior.....	1
Research Question.....	5
Purpose of the Study.....	5
Hypotheses.....	5
Conceptual Definitions.....	6
CHAPTER II. LITERATURE REVIEW.....	8
Consumer Behavior: A Conceptual Framework.....	8
The Howard and Sheth Model.....	9
McNeal's Basic Model of Consumer Behavior.....	12
The Engel-Kollat-Blackwell Model.....	14
Peter and Olson's Flow of Influence.....	16
Solomon's Wheel of Consumer Behavior.....	18
Summary.....	20
Level of Generation and Consumption.....	21
Consumption and Ethnic Identity.....	24
Consumption and Parental Influence.....	27
Summary.....	28
CHAPTER III. MATERIALS and METHODS.....	29
Questionnaire Development.....	29

## TABLE OF CONTENTS (Continued)

Sample Selection.....	31
Data Collection.....	33
Data Analysis.....	34
CHAPTER IV. RESULTS.....	35
Participants Characteristics.....	35
Scale Reliability.....	39
Descriptive Statistics.....	42
Results of Hypothesis Testing.....	44
Hypothesis 1.....	44
Hypothesis 2.....	47
Summary.....	51
CHAPTER V. DISCUSSION AND CONCLUSION.....	53
Interpretation of results.....	53
The Tests of Hypotheses.....	53
Conclusion and Implications.....	55
Implications.....	58
Theoretical Implications.....	58
Applied Implications.....	59
Limitations.....	59
Recommendations for the Future Research.....	60



## TABLE OF CONTENTS (Continued)

Bibliography.....	61
Appendices.....	66
Appendix A Questionnaire in English.....	67
Appendix B IRB Approval.....	74
Appendix C Informed Consent.....	75

## LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1. Proposed Model of Consumer Behavior.....	4
2. The Howard and Sheth Model.....	11
3. McNeal's Basic Model of Consumer Behavior.....	13
4. The Engel-Kollat-Blackwell Model.....	15
5. Peter and Olson's Flow of Influence.....	17
6. Solomon's Wheel of Consumer Behavior.....	19
7. Relationship Between Level of Generation and Indian Apparel Consumption Behavior.....	44
8. Path Analysis Model of Level of Generation and Indian Apparel Consumption behavior: Standardized Coefficients of Direct and Indirect Paths.....	50

## LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Participants Characteristics.....	37
2. Factor Analysis and Cronbach's Alpha for Scales.....	41
3. Mean Scores of Indian Apparel Consumption, Parental Influence for First and Second Generation Respondents.....	43
4. Results of <i>t</i> -tests for consumption behavior of Indians and second generation Indian Americans.....	46
5. Level of Generation and Indian Apparel Consumption behavior as mediated by ethnic identity and parental influence: Unstandardized Coefficients, Estimated Standard Errors, and Standardized Coefficients of Direct and Indirect Paths.....	49

# **INDIAN APPAREL CONSUMPTION: A CROSS-CULTURAL COMPARISON OF FIRST GENERATION INDIAN AND THE SECOND-GENERATION INDIAN AMERICAN FEMALES**

## **CHAPTER I**

### **INTRODUCTION**

#### **Culture and Consumer Behavior**

Consumer behavior is a complex process that has been extensively studied. Previous studies have shown that the consumer decision making process is shaped by social influences such as culture, sub-culture, social class, and family influence (Blackwell, Miniard, & Engel 2005; Howard & Sheth, 1969; Mc Neal, 1973; Peter & Olson, 1993). These studies explore and highlight the interplay between culture and consumption. Cross-cultural researchers examine the concepts of culture and ethnicity in relation to international marketing issues. The research conducted on these concepts suggests that culture and ethnicity may influence a number of variables related to consumer behavior including: attitudes toward advertising (Tse, Belk & Zhou, 1989); consumption experiences (Friend & Thompson, 2003); consumption perceptions (Jamal & Chapman, 2000); favorite possessions (Joy & Dholakia, 1991; Mehta & Belk, 1991; Wallendorf & Arnould, 1988); innovation adoption (Singh, 2005; Van Everdingen & Waarts, 2003); judgment and choice (Briley & Aaker, 2001; Kang & Kim, 1998; Shaw & Clarke, 1998); and product evaluation (Bilkey & Nes, 1982; Laroche, Papdopoulos, Heslop, & Bergeron, 2002). The results of these studies suggest that ethnicity plays an

important role in consumption behavior which makes the understanding of the cross-culture (or 'crossing-culture') consumption increasingly necessary.

"The face of America is changing. A quick comparison of the 1990 United States census with its 1980 counterpart shows a nation which is getting older and has experienced some geographic shifting of population" (Shaffer & O'Hara, 1995, p.162). The other apparent feature of U.S is its being more ethnically diverse, there are about 8.7 million immigrants, who entered the United States during the last decade immigrant population appears to be a viable target for many goods and services. Therefore, in order to cater to the needs of immigrants we should achieve a greater understanding of ethnic differences in consumption behavior (Shaffer & O'Hara, 1995).

The influx of Asian immigrants over the last quarter century has led to a radical increase in the Asian American population in the United States. Indian immigrant population doubled in the 1980's and grew almost 10 times between 1970 and 1990. Diverse groups from India came to United States for different purposes: students, scholars, diplomats, political activists, religious leaders, merchants, visitors, sojourners, immigrants, and refugees. The Indian immigrants are highly skilled and educated (Sheth, 1995). They are mainly college educated, urban, middle-class professional young men and women of religious, regional, and linguistic diversity (Sheth, 1995). The second-generation Indian Americans of both genders born or raised in the United States are in schools, universities, or just beginning professional careers. Indians maintain their ethnic identity by means of religious places and organizations, Indian and ethnic newspapers, television, videotapes, and visiting their homeland (Sheth, 1995). They often make individual and diligent efforts to socialize children into Indian culture and values. The

factor that most facilitates Indians' ethnic identity is their professional social class (which affords them to visit to and from India) and privacy for engaging in Indian lifestyles.

According to Sekhon (2007) the consumption decisions of the second generations Indians in UK are influenced by the Indian culture which is part of their daily lives (intergenerational impact), and they are part of both eastern and western culture.

Within the body of literature on ethnicity, parental influence, and consumer behavior, there are a limited number of cross-cultural comparisons of consumer behavior of first generation Indians and the second generation Indian Americans (Ger & Ostergaard, 1998; Grande, 2005; Joy & Dholakia, 1991; Mehta & Belk, 1991; Sekhon, 2007). There is a need for a more complete understanding of how consumption decisions are influenced by the complexities of generation level, ethnic identity and parental influences. In view of this, the purpose of this study was to use the dimensions of level of generation, ethnic identity, and influence of parents as a conceptual framework (figure: 1) from which hypotheses have been derived regarding the impact of level of generation, ethnic identity, and parental influence on Indian apparel consumption behavior. The population for the present study includes individuals from two countries, India (born in India and living in United States) and United States (born and living in United States). The major objective of the study was to investigate the Indian apparel consumption behavior of the two population groups, first generation Indian and second generation Indian American females in the United States.

The proposed model, adapted from other consumer behavior models, examines the relationship between level of generation and Indian apparel consumption behavior.

Figure 1 depicts the influence of level of generation, ethnic identity and parental influence on Indian apparel consumption behavior. The model shows the diagrammatical presentation of the relationship between the level of generation (first and second) and their Indian apparel consumption behavior and how the relationship is mediated by ethnic identity and parental influence.

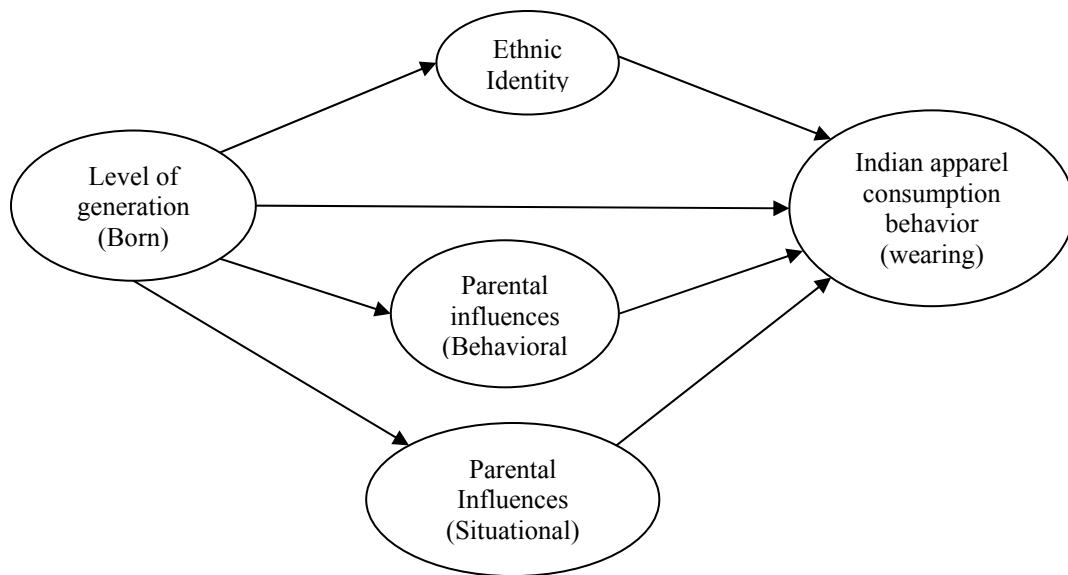


Figure 1

Proposed model of consumer behavior

### **Research Question**

How do level of generation (first generation Indian and the second generation Indian American females), ethnic identity and parental influence relate to Indian apparel consumption behavior of the first generation Indian and second generation Indian American females?

### **Purpose of the Study**

The purpose of the present study was to investigate social and cultural influence on clothing selection behavior of first generation Indians and second generation Indian American females. The objective of the study was to investigate the influence of culture, ethnic identity and parental influence on clothing selection behavior of first and second generation Indian American females.

### **Hypotheses**

H1: There will be significant differences between level of generations (first generation Indian and second generation Indian American females) on Indian apparel consumption.

H2: The relationship between level of generation and Indian apparel consumption will be mediated by ethnic identity and parental influence (situational and behavioral).



## **Conceptual Definitions of Terms**

Clothing selection behavior: The action or reaction of a person in terms of clothing selection in response to external or internal stimuli.

Consumer: “A consumer is thought of a person who identifies a need or desire, makes a purchase, and then disposes of the product during the three stages in consumption process” (Solomon, 2002, p.5).

Consumer behavior: “It is the study of the processes involved when individuals or group select, purchase, use, or dispose of products, services, ideas, or experiences to satisfy needs and desires” (Solomon, & Rabolt, 2004, p.23).

Consumer behavior model: “Models of consumer behavior usually are elaborate flow charts of the behavioral process being depicted and provides a frame of reference” (Engel, Blackwell, & Kollat, 1978, p.20).

Culture: “The complex of values, ideas, attitudes, and other meaningful symbols created by people to shape human behavior and the artifacts of that behavior, transmitted from one generation to next” (Engel, Kollat & Blackwell, 1968, p. 232).

Ethnicity: “Ethnic meaning a member of a minority or nationality group that is part of a larger community, relating to community of physical and mental traits possessed by the members of a group as a product of their common hereditary and cultural tradition” (Gove, & Webster (Eds.), 1966, p.781).

Level of generation: First generation of Indians and second generation of Indian Americans in United States. First generation Indians: Indian immigrants who have left India to settle in the U.S. Second generation Indian Americans: Children (born in the

U.S.) of first generation immigrant parents who have left India to settle in the United States.

Parental Influence: Parents are the opinion makers in the family who grant permission and influence their offspring's' choices.

## CHAPTER II

### REVIEW OF LITERATURE

#### Consumer Behavior: A Conceptual Framework

According to the American Marketing Association, consumer behavior is “the dynamic interaction of affect and cognition, behavior, and environmental events by which human beings conduct the exchange aspects of their lives” (Dictionary of Marketing Terms, 2007). This implies that consumer behavior is a complex process and involves thoughts and feelings. Over the past thirty years several theorists have given explanations of consumer behavior. Well known theoretical models of consumer behavior are:

1. Howard and Sheth, *The Theory of Buyer Behavior* (1969)
2. Mc Neal, *Basic Model of Consumer Behavior* (1973)
3. Engel, Blackwell and Miniard, *The EKB Model of Consumer Behavior* (1990)
4. Peter and Olson, *Flows of Influence in Social Environment* (1993)
5. Solomon, *The Wheel of Consumer Behavior* (2002)

Theoretical models of consumer behavior formally outline the economic, socio-cultural and psychological influences that affect the purchase decisions of the consumer. According to Pellemans (1971) the major advantage of these buyer behavior models is to provide general research frameworks. Findings from studies can be meaningfully integrated into them which help in theory construction.

### *The Howard and Sheth Model*

Howard and Sheth (1969) concentrated on the individual buyer's problem solving processes which includes psychological and environmental factors. This model outlined four distinct sets of factors in the buying process: (1) stimulus variables, inputs, (2) response variables, outputs (3) hypothetical constructs, and (4) exogenous variables. Howard and Sheth identified various steps of consumer decision making in different buying situations and provide the causality between the variables (Pellemans, 1971). The model is useful framework for understanding the complexities of consumer behavior. Figure 2 represents the theory of buyer behavior.

Input variables in the model are the stimuli and the communication of information that the buyer's social environment provides regarding a purchase decision, significant or symbolic. The inputs are called significative, symbolic stimuli and social stimuli. They refer to the information that the buyer's social environment provides regarding a purchase decision. The five output variables are (1) attention, (2) brand comprehension, (3) attitude, (4) intention, and (5) purchase. Hypothetical constructs deal with perception (information processing) and learning (concept formation). The learning constructs are (1) motives, (2) brand comprehension, (3) choice criteria, (4) attitude (toward the brand), (5) intention (to buy the brand), (6) confidence (in judging brands), and (7) satisfaction (with purchase of brand). Perceptual constructs are (1) attention, (2) stimulus ambiguity, (c) perceptual bias, and (d) overt search (Howard & Sheth, 1969). Exogenous variables are outside the system of hypothetical constructs. "They exert their effects indirectly on the output variables since they operate by way of the hypothetical constructs" (Howard & Sheth, 1969, p. 58). Exogenous variables that

make up the theory are: importance of purchase, personality traits, time pressure, financial status, social and organizational setting, social class, and culture.

Howard and Sheth (1969) describe culture as a pattern of behavior which is transmitted from member to member by symbols and constituting distinctive achievement of human groups. According to Pellemans (1971) in the Howard and Sheth model, three different buying situations depending upon the information needed by the buyer to make his final buying decision are:

(a) Routinized response behavior

This deals with when a buyer is familiar with the brand and needs less information.

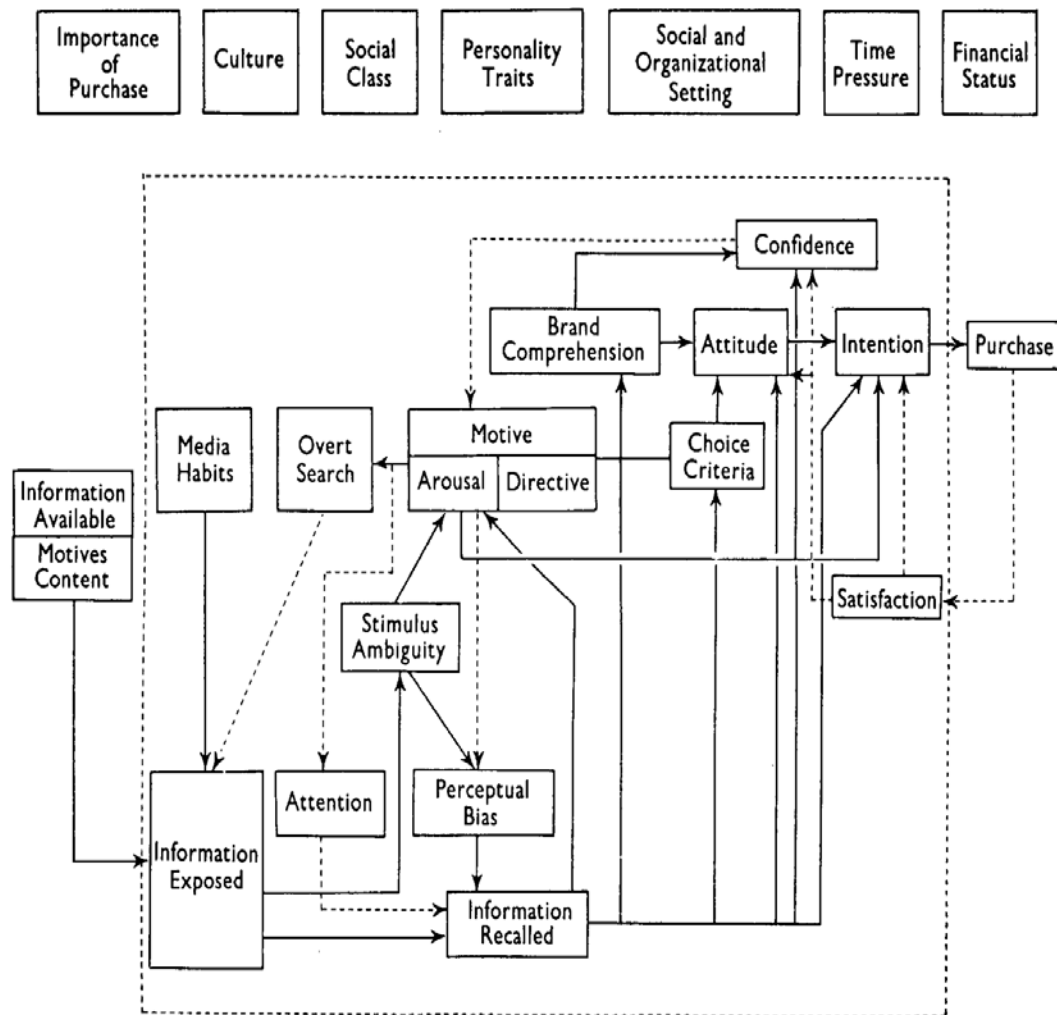
Routinized response behavior occurs in frequently purchased items when the time period between the awareness and purchase is short enough to avoid the loss of memory about the product.

(b) Limited problem solving

When a buyer is confronted with a totally new brand but the buyer is in need of an item in that familiar product class. In this case, the buyer needs more information than in routinized response behavior, there will be perceptual effects as buyer seeks more information which is often ambiguous and needs more comprehension.

(c) Extensive problem solving

This happens “when the buyer is confronted with a new brand that represents unfamiliar product class” (Pellemans, 1971, p.18). The buyer evaluates the choice criteria and is in a state of complete disequilibrium.



Solid lines indicate flow of information; dashed lines, feedback effects.

Figure 2  
The Howard-Sheth Model  
(Howard & Sheth, 1969, p.92)

***McNeals' Basic Model of Consumer Behavior***

According to Mc Neal's (1973) generalized model of consumer behavior, activities of consumer behavior are subject to environmental influences (Figure 3). One's environment influences all the stages of consumer behavior. The social influence which comes under environmental influences is subtle and can be subconscious, obtaining approval of others before buying products. The social influence may be elicited by the consumer such as asking a friend or family member what he/she recommends while making purchase decisions. "This influence of others is direct like mother's saying her daughter "no" to a request for a miniskirt" (Mc Neal, 1973, p.117). Influence of others may be subtle or subconscious; people buy certain brands to obtain approval of others.

The social environment has influence on consumers. This happens through the learning process, taking directions and seeking guidance of others. These influences may be direct, such as of a parent or a friend, or indirect, such as a movie star. The social environment acts as a source through which a human being obtain their values i.e., preference of one object or idea rather than the other. Social environment can influence one's cognitive factors and degree of satisfaction obtained from consumption.

Needs arise from the consumer's environment. These needs create a tension state which is uncomfortable, the consumer starts thinking of ways to remove it. In this cognitive stage he thinks of possible solutions, evaluates them and selects the best. This action will produce either satisfaction or dissatisfaction.

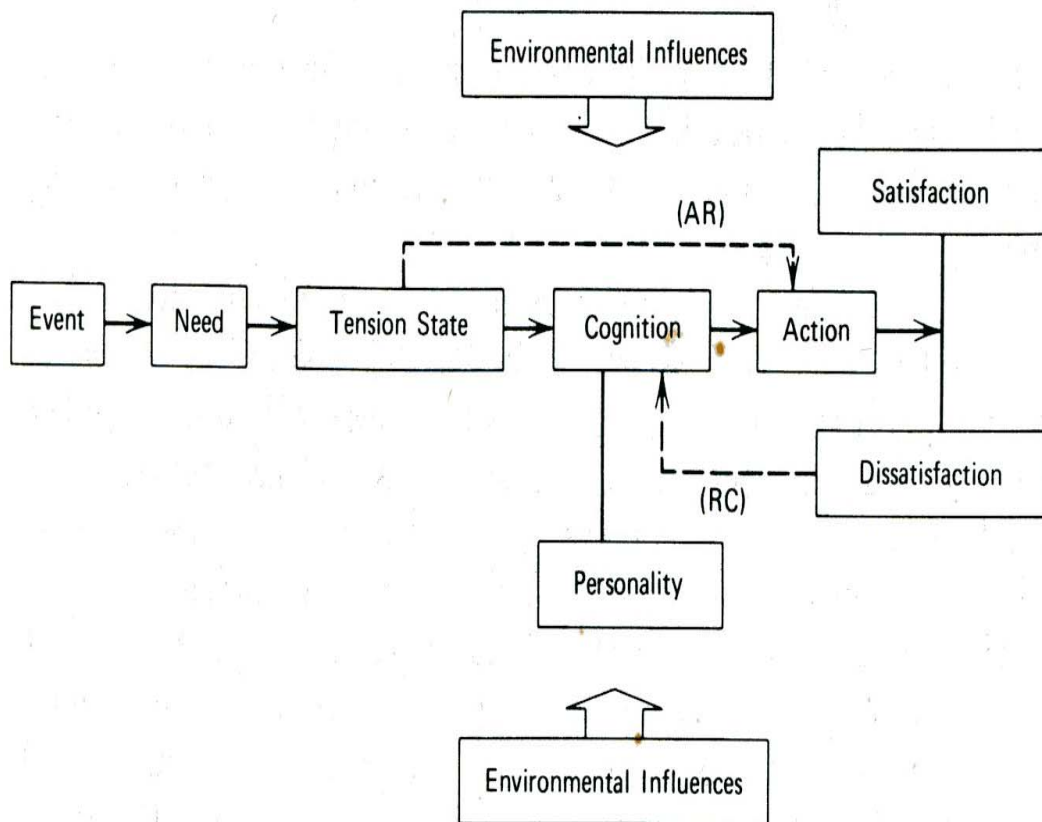


Figure 3

Basic model of consumer behavior

(Mc Neal, 1973, p.15)



### ***The Engel-Kollat-Blackwell (EKB) Model***

Consumer behavior is about people's decision making about purchases and the influences on those decisions. The model of this decision making process which is most commonly cited is the Engel, Kollat and Blackwell (EKB) model, which was first outlined in 1960. It is a relatively simple model and runs through five major steps: (1) need recognition, (2) search, (3) alternative evaluation, (4) purchase, (5) outcomes (Figure 4). Need recognition occurs when a consumer perceives difference between an ideal state of affairs and actual state. There are two basic sources of need recognition: (1) external stimuli and (2) motive activation. New information or experience triggers the problem recognition. The model also shows that dissatisfaction also triggers need recognition. After need recognition the consumers search for information which may be internal (what a person remembers) and external (information from friends, family, internet, brochures etc.). Alternative evaluation is choosing between different products which might meet the demand. Purchase is actual exchange of money for goods. After using the product/service the user is in stage of evaluating the product and decides whether it was correct or not.

The EKB model has four stages: (1) information input, (2) information processing, (3) decision process, and (4) variables influencing decision process (Figure 4). According to the EKB model factors affecting consumer decision making are: (1) environmental influences and (2) individual differences (Figure 4); environmental factors affect the intentions along with attitude of an individual. These environmental influences such as cultural, economic, and demographic realities shape the nature of a person in ways that it influences the decisions of an individual. Individual influences according to EKB model

are consumer resources, motivation, involvement, knowledge, attitudes, personality, values and lifestyle.

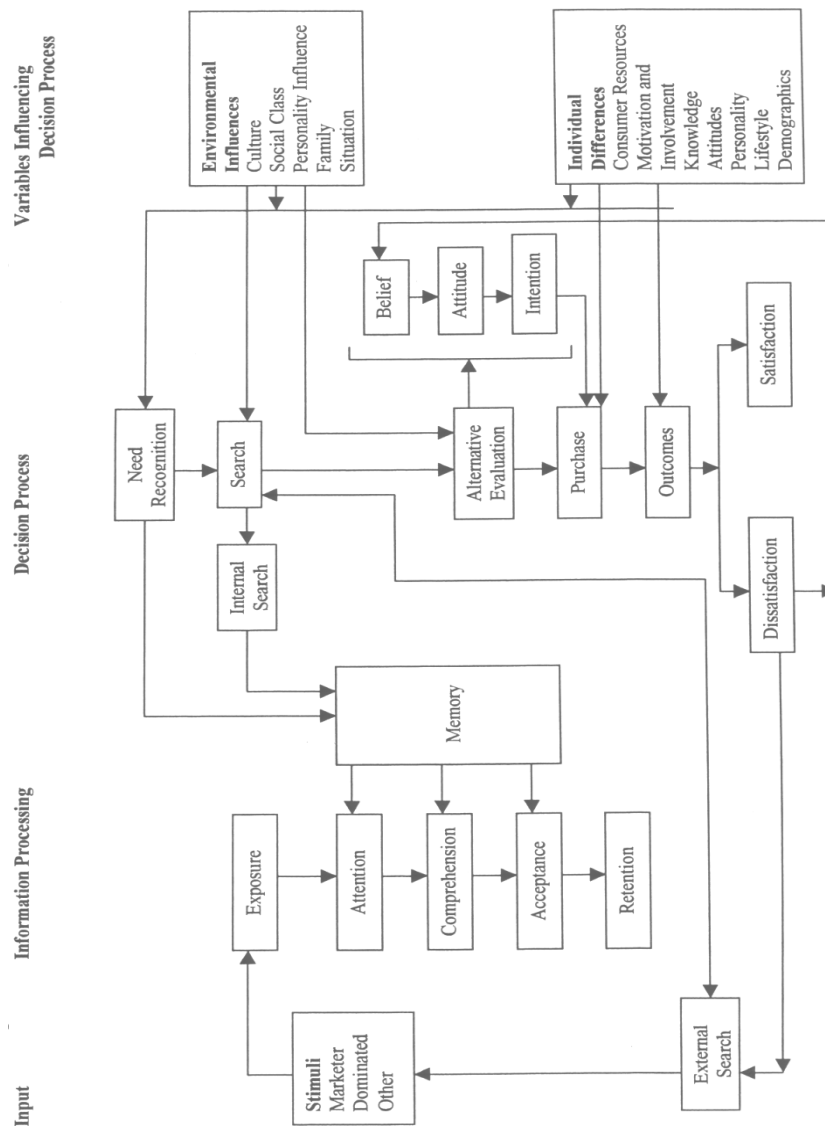


Figure 4  
The EKB model of consumer behavior  
(Engel, Blackwell and Miniard, 1990, p.482)

### ***Peter and Olson's Flow of Influence***

According to Peter and Olson (1993), three major elements of consumer behavior are (1) affect and cognition, (2) behavior and (3) the environment. Affect includes relatively intense emotions, feeling states, moods and evaluations. Cognition refers to the mental processes and knowledge structures involved in peoples' responses to the environment. Behavior refers to the overt acts or actions of consumers that can be directly observed. It deals with what consumers actually do. "Environment refers to the complex of physical and social stimuli in the external world of consumers. It includes things, places, and other people that influence consumers' affect and cognition and their behaviors" (Peter & Olson, 1993, p. 27). Social environment which includes social interaction with very large groups of people, face-to-face social interaction with smaller groups such as family have powerful influence on the values, belief, attitudes, emotions, and behaviors of individual consumers in those groups. Figure 5 illustrates the flow of social influence from the macro social environments of culture, sub-culture, and social class to the micro environments of organization, reference groups, family and media and then to the individual consumers. "The influence of families can continue for years as some adult consumers purchase the same brands, patronize the same stores, and shops in the way their parents did" (Peter & Olson, 1993, p. 383). Different subcultures may reflect the same cultural values in different ways, just as different social classes may respond to sub cultural values in different ways (Peter & Olson, 1993).

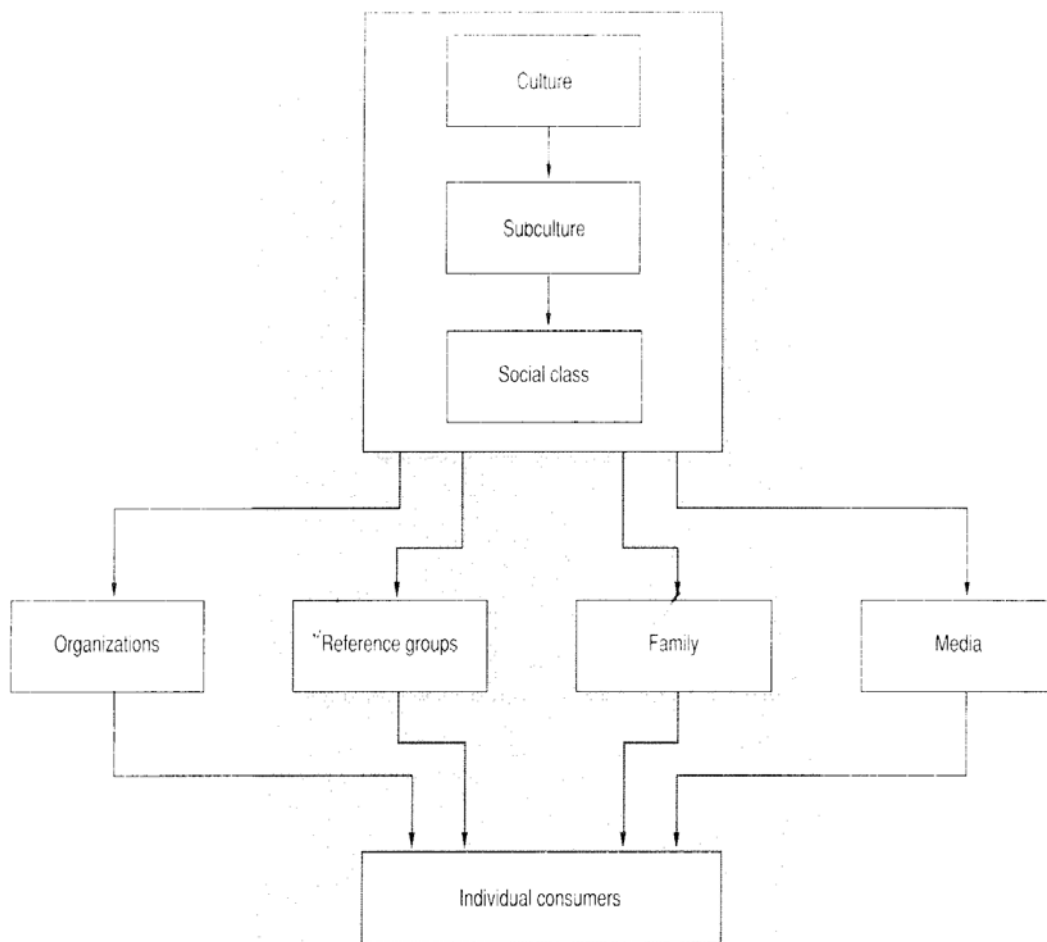


Figure 5

Flows of influence in social environment

(Peter and Olson, 1993, p.385)

### ***Solomon's Wheel of Consumer Behavior***

Solomon (2002) provides a model in the shape of a wheel to outline consumer behavior. Section II (Figure 6) in the wheel, “consumers as individuals” in the wheel relates to how individuals receive information from the immediate environment, how the learned material is stored in memory and how the learned material is used to form individual attitude towards the product. The wheel focuses on problem recognition and considers different aspects of the individual that are “invisible” to others which includes the influence of consumer perception, consumer motivation and consumer self-concept, consumer life style and consumer attitude on consumer decisions. Marketers communicate with consumers by creating relationships between their products or services and desired attributes. Section III, consumer as decision makers relates to the information consumers have acquired to make decisions about the product, as an individual and as group members.

According to Solomon (2002), the four steps of decision making are (1) problem recognition or need for a product, (2) search for product information, (3) evaluating alternatives, and (4) product choice (Figure 4). Section IV of the wheel is “consumers and subcultures”- consumers function as part of a larger social structure which includes social class, ethnic groups, and age groups. Also ethnic, racial, and religious identifications stamp an individual’s social identity. Finally, section V, “consumers and culture”, examines the relationship between the cultural values, lifestyle and consumer behavior. This section relates to the myths and rituals of culture that exert influence on “modern” consumers. In other words, a consumer’s culture determines the overall priorities that the consumer attaches to different activities and products.

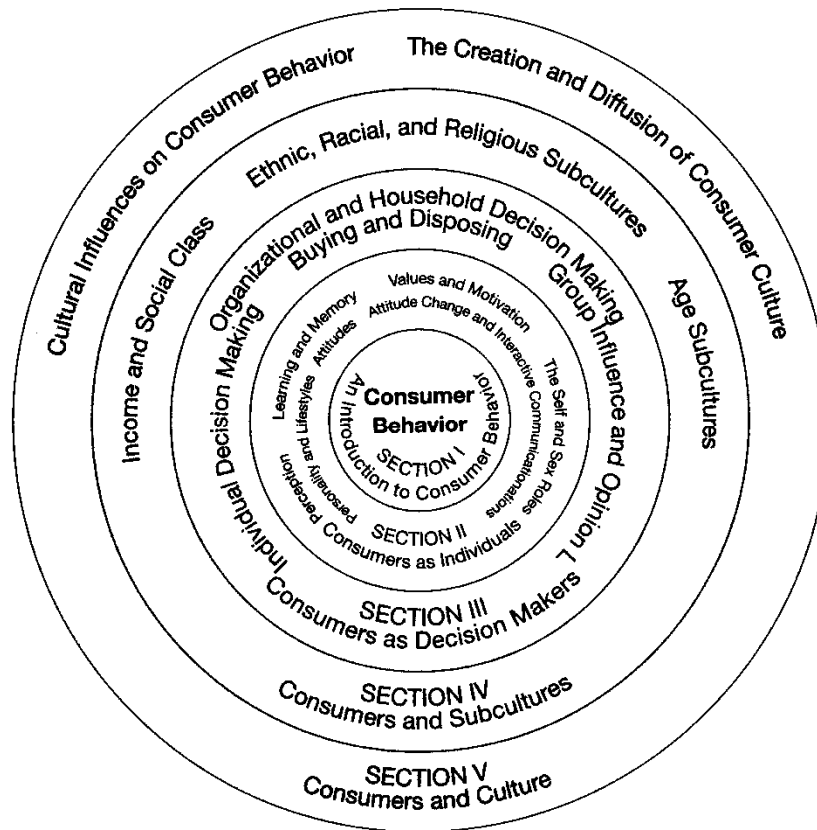


Figure 6

The wheel of consumer behavior

(Solomon, 2002, p.32)

## Summary

A great deal of research has been conducted on consumer psychology and consumer behavior over the years. Much of this research has led to the development of various models of consumer behavior. Five of the most prominent models in the last thirty years have been explained above. These models represent theoretical explanations of the processes by which consumers decide to buy a product or a service. Although there are differences among these models, there are remarkable similarities also. The models start with the recognition by the consumer between the desired state and the reality, searching for alternatives, making a choice, and finally the purchase and dealing with outcomes.

As demonstrated by the studied consumer behavior models, environmental influence i.e. culture (Howard & Sheth model, 1969; McNeal model, 1973; EKB model, 1990; Peter and Olson's model, 1993; and section V in Solomon's wheel of consumer behavior); parental influence (family as a medium of flow of influence in social environment to individual consumer in Peter and Olson's model, 1993; the EKB model, 1990; and section III in Solomon's wheel of consumer behavior) and ethnic identity (consumer and subcultures, section IV of Solomon's wheel of consumer behavior) influence the consumer decision making process. Therefore, the proposed model (Figure 1) has been adapted from the reviewed consumer behavior models to demonstrate the relationship between culture and clothing selection. The cultural, ethnic identity and parental influences on consumer decision making are the three main aspects of the study. Figure 1 depicts the influence of culture, ethnic identity, and parental influence on consumer behavior (clothing selection).

### **Levels of Generation and Consumption**

According to Peter and Olson (1993), the social environment influences an individual's purchase decisions. Consumers interact with other people either directly (e.g., discuss clothes with friends) or vicariously (e.g., watch your father negotiating with a salesperson). Normative social influence can be established through compliance or identification, compliance to expectation of others. People go shopping with others, and as a consequence of observing others' reactions, they may perceive the product differently (Burnkrant & Cousineau, 1975). Family, teachers, and peers are the representatives of normative referents who provide the individual with norms, attitudes and values through direct interaction (Childer & Rao, 1992). Buying behavior is substantially affected by the nature of the family. During the early years, children acquire consumption habits which become part of their way of life. Family members are likely to be of more influence to the individuals in kinship-based cultures, because they identify with their relatives to greater extent. Individuals tend to identify more with outsiders than to family in individualistic society (Childer & Rao, 1992). Childer and Rao (1992) found that participants in United States manifested relatively high degree of peer group influence and participants in Thailand relatively high degree of familial influence for both conspicuous luxury and necessities.

“In 1990's demographics estimated that 24.3 million people in U.S i.e. 9.8 % of the U.S population, were the children of foreign-born parents” (Portes & Rumbaut, 2001. p.19). In 1997 this number grew to 26.8 million, or 10 percent of the total U.S population. The first and second generations of foreign-born have grown to about 54.7 million or



20.5 percent of the national total. Many of the first generation Indians who have settled in the United States have brought with them the Indian values and cultures.

Immigrants bring with them culture and behavioral patterns from their home country to the country of immigration, which can subsequently influence the second generation (Sekhon, 2007). The ethnic identity and culture of the second generation has been constantly evolving and developing with time and experience. Several research studies (Donthu & Cherian, 1994; Ger & Ostergaard, 1998; Lerman & Maxwell, 2006; Leung, 1989) have investigated consumer behavior of immigrants. Non-immigrants who are born in United States may be taught the cultural values of their parent's native cultures, but they also learn U.S. cultural values at school, from peers, and from U.S. mass media (Gudykunst, 2001). The different experiences of immigrants and non-immigrants influence their buying behavior. Typically one's cultural background (as indicated by place of residence or ancestry) is believed to produce certain value orientations which lead the individual to behave in a particular way (Ellis et al., 1985). Donthu and Cherian (1994) made a related argument for considering the strength of identification with a particular culture by immigrants. Consumers who move from a different country to the U.S. either assimilate into the "host culture" (i.e., they adopt US culture), they maintain their culture of origin, or they express a hybrid culture, which is combination of origin and immigrant culture (Rajgopalan & Heitmeyer, 2005).

Pursuing one's own particular culture has been so integral to Indian life that many regard this as a common signifier of "Indianness" (Khandelwal, 2002). "The children of Asian-Indian immigrants set the tone for many purchases made outside the local Indian communities, especially for clothing and food. "Second generation and

"generation one-and-a-halfers", Indians who came to the U.S. when they were young, may feel more American than Indian. Asian-Indian children, like most second-generation Americans, are straddling two cultures" (Mogelonsky, 1995). They are Americanized as their schoolmates, but they have a strong influence of parental traditions and culture and tend to follow the ways of their elders. They may listen to American pop music and watch American movies, but at the same time they are also comfortable with the popular music and movies of India (Mogelonsky, 1995).

First generation Asian Indians immigrants who settled in the UK brought values and culture from their home country which influenced second generation Asian Indians (Sekhon, 2007). Second generation Asian Indians' identity was found to be influenced by two cultures, being born in Britain but strongly influenced by Indian cultural values (Sekhon, 2007). The need, desire and want to fulfill first generations' expectations influences social identity and purchase decisions. Second generation Indians were part of both eastern and western culture, and this affected their daily decision making. "Eastern influences are linked to family tie" (Sekhon, 2007, p.165). The conclusions of Sekhon's (2007) study showed that the consumption pattern of second generation Indians should not only fulfill buyer's needs and wants but at the same time should fulfill their parents needs and should provide a balance between east and west culture. In the present study culture has been defined as "the complex of values, ideas, attitudes, and other meaningful symbols created by people to shape human behavior and the artifacts of that behavior, transmitted from one generation to next" (Engel, Kollat & Blackwell, 1968, p. 232) in order to study the cultural impact on clothing selection, as culture is transmitted from one generation to another.

## **Consumption and Ethnic Identity**

“Ethnic means a member of a minority or nationality group that is part of a larger community, relating to community of physical and mental traits possessed by the members of a group as a product of their common hereditary and cultural tradition” (Gove, 1966, p.781). Ethnicity generally refers to a person’s affiliation with a particular ethnic group, or to their sharing qualities, characteristics or customs of that ethnic group. Ethnic identity is quite personal and individual, and it has many facets. It can be based on geography, nationality, ancestry, family, culture and sub-culture, religion, language, race—or any combination of these. Another concept related to consumption is ethnic identity. Ethnic identity is referred as an individual’s identification with his or her ethnic groups as well as referring to maintenance of the person’s original ethnic identity. Ethnic identity is manifested in various ethnic behaviors, such as observing customs, participating in festivals and events, speaking the language, and engaging in religious activities (Kim & Arthur, 2003). According to Xu, et al (2004), ethnic identity stems from a bi-cultural perspective when an individual adopts the mainstream culture and maintains his/her own ethnic group culture. In other words how strongly immigrants identify with their self-reported ethnic group can be an important consideration while exploring ethnicity. As societies become multi-cultural, ethnic identity becomes an increasingly important consumer characteristic to study (Burton, 2000).

Several researchers (Dyer, Burnsed, & Dyer, 2006; Kim & Arthur, 2003; Mooiji, 2004; Rossitier & Chan, 1998; Zmud, 1992) have focused on ethnicity and consumption behavior. Ethnicity influences the way in which individuals view themselves and others

(Gudykunst, 2001). Ethnic identity can be a significant factor in relation to how advertising is perceived, brand loyalty, consumer values, consumption patterns, family decision-making, word of mouth behavior and perceived risk (Shaffer & O'Hara 1995). Consumer groups from different ethnic backgrounds sharing the values and norms of the dominant culture, express certain distinct differences from consumers of other ethnic categories (Kang & Kim, 1998). Ethnic identity is derived from (1) adjustment of behavior patterns such as language, dress, place of residence, and food (also called acculturation); (2) reference groups (associational involvement in the social structure through occupational groups and primary groups); (3) choice of marriage partner; (4) self-identity based on a particular culture or ethnic group; (5) being accepted (not discriminated against) by others in the culture or ethnic group, and (6) adopting the values and power structures of the culture or ethnic group (Ellis et al, 1985). Thus each of these is a component of ethnic identity and can be used to assess the extent to which a person holds a particular ethnic identity. According to Peter and Olson (1993) the flow of social influence follows a path from the macro environment of culture, sub-culture (ethnicity/ethnic group), and social class to the micro environments of reference groups and family and then to the individual consumer. Section IV of the Solomon's wheel of consumer behavior is "consumers and subcultures (ethnicity/ethnic group)" i.e., consumer functions as part of a larger social structure which includes the social class, ethnic groups, and age groups. Also ethnic, racial, and religious identifications stamp an individual's social identity. "Consumers with different individual characteristics employ different product evaluative criteria, which become a product-specific manifestation of an individual's general characteristics" (Kim & Arthur, 2003, p.13). Ethnic identification

significantly influences the level of importance consumers place on certain clothing features and ethnic features of apparel while clothing consumption, (Kim & Arthur, 2003).

The growth in ethnic diversity presents a special challenge to professionals in consumer behavior in better understanding the families and individuals of various ethnicities and backgrounds. In the past, immigrants adopted the prevailing culture, viewing it necessary for succeeding (Kang & Kim, 1998). However, today's trend is different; ethnic minority immigrants are no longer assimilating this way. Instead, many want to maintain their ethnic identities. "Up to the present, Asian Americans have received considerably less attention from academic and marketing professionals than have African Americans and Hispanic Americans" (Kang & Kim, 1998, p. 92), and not many studies have been conducted on Indian consumers in the U.S. "Asian-Americans are a prime market because they are more affluent than any other racial or ethnic groups" (Peter & Olson, 1993, p.486). Marketers must implement ethnic marketing differently from their traditional approach. Thus Indian immigrant consumers in the U.S. and second generation Indian American consumer's decision making in clothing selection need to be studied in the context of ethnic identity.

## **Consumption and Parental Influence**

Historically, family has been regarded as the main agent in children's socialization process. Parents play an important role in consumer socialization of children. A family exerts complex influence on its members. Bearden and Etzel (1982) suggest that family is the strong influence in public consumption circumstances. The degree of family based influence is expected to vary across cultures depending on the relative significance of parents on individual's consumption decisions. The influence of family on consumption to cultural settings, suggests that level of influence depends on different family type and cultural settings. The intergenerational or parental influence is also perceived to be the result of communication patterns and frequency with parents. "Immigrant parents have high expectations for and trust for their children, compensating for their lack of intergenerational closure" (Pong, Hao & Gardner, 2005, p. 947). Previous research indicated that perceived parental cultural identification tended to strengthen the ethnic identity, which in turn influenced Asian American young adults' culture-specific consumption behaviors (Xu, et al, 2004). According to Xu, et al (2004), parents influence the ethnic identity of Asian American young adults which directly affects the culture specific consumer behavior. Thus the present study was proposed to analyze the effect of level of generation of Asian Indians in United States on Indian apparel consumption behavior as mediated by ethnic identity and parental influence.

## Summary

In an attempt to explain consumer choices, various researchers (Howard & Sheth, 1969; McNeal, 1973; Engel, Blackwell & Miniard, 1990; Peter & Olson, 1993; & Solomon, 2002) have put forth models to explain consumer behavior. These models illustrate the importance of incorporating culture and ethnic identity into consumer behavior to better understand consumers and their behavior. “As marketers remain concerned whether to standardize marketing strategies across cultures or not, there arises a need to understand the reasons of consumption differences/similarities in different culture” (Salciuviene, et al, 2005, p.148). Researchers have proposed that culture plays an important role in influencing consumer behavior which varies from country to country, thus further research on the influence of culture on a wide variety of products in different geographical areas of the U.S. is necessary to understand Asian-Indian consumers. Specifically based on the premise of culture, Indian apparel consumption behavior is explored as it shapes or is shaped by ethnic identity among Indians and the second-generation Indian Americans. Therefore the present study investigated the relationship between level of generation, ethnic identity, parental influence and Indian apparel consumption behavior of Indians and second generation Indian Americans has been studied.

## **CHAPTER III**

### **MATERIALS AND METHODS**

The purpose of the study was to investigate the influences of level of generation (first generation Indians and second generation Indian Americans), ethnic identity and parental influence (behavioral and situational) on Indian apparel consumption behavior and compare first generation Indians and second generation Indian Americans in U.S. The research question was: How do levels of generation (Indians and the second generation Indian Americans), ethnic identity and parental influence relate to Indian apparel consumption behavior? This chapter includes discussion of the (1) questionnaire development, (2) sampling, (3) data collection, and (4) data analysis. Prior to data collection, the study was approved by Institutional Review Board of Oregon State University (See Appendix A).

#### **Questionnaire Development**

The questionnaire was developed to measure the primary concepts (i.e., culture, ethnic identity, parental influence and Indian apparel consumption behavior) of the proposed model (Figure 1) adapted from the major consumer behavior models: Howard and Sheth model of consumer behavior, (1969); Mc Neal's model (1973); The EKB model of consumer behavior (1990); Peter and Olson model of flows of influence in social environment (1993); and Solomon's wheel of consumer behavior (2002). The questionnaire was developed in English as both the sample groups were assumed to be fluent in English.



The questionnaire consisted of four sections (See Appendix A): questions asking about general information about the respondents: The questions measuring the ethnic identity, questions related to Indian apparel consumption behavior and questions on parental influence (situational and behavioral) on Indian apparel consumption behavior. The first section of the questionnaire consisted of questions related to place of birth, parents' place of birth, age, and length of time lived in the U.S. and these items provided additional information about the respondent's background. The second section of questionnaire in this study constituted questions related to measuring ethnic identity. The items were adapted from Kim & Arthur's (2003) study. Ethnic identification was measured through the following items: 1) speaking ethnic language, 2) what ethnic group you closely relate to, 3) practicing culture through celebrating cultural holidays. The third section of the questionnaire measured the Indian apparel consumption behavior. Questions related to Indian apparel consumption behavior focused on frequency and occasion of wearing Indian apparel. A seven-point Likert scale was used for the questions related to Indian apparel consumption behavior (7= very strongly agree, 1= very strongly disagree). Participants were asked to rate the degree to which they agreed with each item using this seven-point Likert type scales. The fourth section of the questionnaire measured parental influence on Indian apparel consumption behavior. A seven-point Likert scale was used for the questions related parental influence on Indian apparel consumption behavior (7= very strongly agree, 1= very strongly disagree). Participants were asked to rate the degree to which they agreed with each item using this seven-point Likert type scales.

The questionnaire was developed and then submitted for the approval of the advisory committee. To establish the content validity of the questionnaire, a PhD student and a faculty member at the Department of Design & Human Environment at Oregon State University evaluated the questions in the questionnaire against the research objectives. The suggested changes were incorporated. It was then approved by IRB.

The questionnaire was pretested with five first generation Indians and five second generation Indian Americans in Corvallis, Oregon. The purpose of pretesting was to check for the clarity and understandability of questions to the respondents. Pretesting was conducted at one of the Indian Student Association meeting. The respondents were of different ages (19, 21, 22, 23, 27, 28, 30, and 32). The questionnaires were distributed to the volunteers at the end of the meetings and the questionnaires were returned to the researcher. They were asked whether or not there were ambiguities in the questionnaire and whether any question was confusing to them. Also the degree of relevance between the research objectives and survey questions were evaluated by the pretest interviewees. It was found that the questionnaire was clear and understandable. Therefore, no changes were made after pretesting.

### **Sample Selection**

To reach a representative sample of first generation Indians and second-generation Indian Americans purposive sampling and snow ball sampling techniques were employed. Snow ball sampling is a cost effective means of obtaining samples when the desired sample characteristic is rare. There are approximately 100-150 Indian and Indian American students at Oregon State University who are from India (different states) and US (Corvallis, Eugene, Salem, Albany and Portland) and there approximately 100-120

Indian people from Indian community who are working class people and are residents of Corvallis, OR. The first and second generation Indian Americans were selected through the Indian student association (ISA) at Oregon State University, Corvallis and through the Bharatiya Sanskriti (Indian community organization) at Corvallis.

The respondents were selected by sending emails to the “Bhartiya Sanskriti” group as well as to “ISA” group to request volunteers for the survey. Interested individuals replied back and appointments were arranged to get the questionnaires completed. The meeting place with the participants was the Valley Library on the OSU campus. Respondents were selected by personally meeting with presidents of the associations and obtaining the list of phone numbers of the Indian students and Indian families in Corvallis, Oregon who may have children who were born in the U.S. Respondents were also selected through mutual friends by asking them if they knew other first or second generation Indian American females.

Out of the total sample size of 92, the sample consisted of 40 first generation Indian females and 52 second generation Indian American females. First generation Indians were female students at Oregon State University, working females, and house wives in Corvallis. Second generation Indian Americans females were all attending Oregon State University. The study was limited to females because female Indian clothes have more ethnic design features and colors. It was assumed that first generation Indian and Indian American females are more likely than their male counterparts to be predicted in terms of cultural influence through their Indian apparel consumption behavior as women clothing have more design features than the males and women wear more of jewelry which can help in predicting cultural clothing consumption.

### **Data Collection**

The process of data collection consisted of distribution of the questionnaires with the informed consent document. Survey research was conducted at Oregon State University and other social places where the cultural functions took place (church, school) in Corvallis, Oregon. The questionnaires were personally distributed to the first generation Indians and second generation Indian Americans. The questionnaires were distributed during the meetings, cultural gatherings and during the weekend get together of the Indian Student Association or the Indian community organization. The data were collected over a seven week period during the fall of 2007 in Corvallis, Oregon. The months of October, November, and December are the months when major common (for all the states) Hindu festivals are celebrated. The data collection was conducted during these three months. Data were collected during the celebration of Ganesh Chaturthi, Diwali, and Dandiya night. The fresher's (Indian international students) welcome party was held by the Indian student association, so questionnaires were distributed there as well. An announcement was made during the function break to request the gathered first generation Indian and Indian American people to participate in the survey.

In addition to collecting data at cultural gatherings, data were also collected by personally contacting the first and second generation Indians in Corvallis through friends. Emails were sent on the "Bhartiya Sanskriti" group and ISA group to request volunteers for the survey, the interested patrons use to reply back. The appointment was arranged with the respondent to get the questionnaire completed. The meeting place with the participants was the Valley Library on the OSU campus.

### **Data Analysis**

The dependent variable for the present study was Indian apparel consumption. The level of generation (Indian and second generation Indian American), ethnic identity, and parental influence were the three independent variables. The statistical software package STATA was used for calculating frequencies and percentages and for performing regression analysis and two-sample *t*-test analyses. A summary of the characteristics of the participants was reported through frequency and percentages. Exploratory factor analysis and Cronbach's alpha were used to assess the internal consistency of the scales used to measure the concepts studied. Hypothesis 1: There will be significant differences between level of generations (first and second generation) on Indian apparel consumption was tested by *t*-test analysis. A *p*-value of .05 was employed to determine the significance. Hypothesis 2: The relationship between level of generation and Indian apparel consumption as mediated by ethnic identity and parental influence (situational and behavioral) was tested by path analysis. The three mediators were: ethnic identity, parental influence (behavioral), and parental influence (situational). A *p*-value of .05 was employed to determine the significance.

## **CHAPTER IV**

### **RESULTS**

The purpose of the study was to investigate the influence of level of generation (first generation Indian and second generation Indian Americans) on Indian apparel consumption behavior. In this chapter participant' characteristics, scale reliability, hypothesis testing, and additional findings are presented and discussed.

#### **Participant Characteristics**

The following participant information is reported in Table 1 for the two levels of generation (first generation Indian and second generation Indian American females) of Indian immigrants in U.S: place of birth, parents' place of birth, parents' place of living, participant time lived in U.S, and age of the participants. Nearly 43 percent of respondents were born in India and 57 percent born in United States.

The mean age in both groups was 21-22 years. Overall, participants were relatively young with majority in the age range of 15-25 for both the participant groups. Age range for the respondents born in the U.S. was 11-25, and age range for respondents born in India (first generation) was 15-39. Nearly 65 percent of the second generation Indian American females were in the age range of 15-20 and was the majority in the second generation Indian American group, and 25 - 30 years (21.95%) old were the majority in the first generation Indian group.

In addition, 98 percent of the India born respondents' mothers were born in India, and 3 percent of Indian born respondents' mothers were born in the U.S. Of the

respondents who were born in U.S, 79 percent of their mothers were born in India, and 21 percent were born in the U.S. A majority (98 percent) of Indian respondents' fathers was born in India and 3 percent were born in US. A majority (96 percent) of second generation Indian Americans' fathers was born in India, 2 percent of respondents' fathers were born in the U.S. and 2 percent of respondents' fathers were born in other countries.

A majority (63 percent) of Indian respondents and only 6 percent of second generation Indian American respondents spoke ethnic language very fluently. Regarding the time lived in the U.S., 21 percent of second generation participants had lived in the U.S. for 21 years and 10 percent of first generation Indians participants have lived in the U.S. for three years. Nearly 85 percent of the 40 first generation Indian females identified themselves closely as Indian. Seventy five percent of second generation Indian Americans females identified themselves as American. However, roughly 22 percent identified themselves as both Indian and American

Table 1

## Participants' Characteristics

	Indians		Second generation		Total	
	n	%	n	%	n	%
<u>Age</u>						
under 15	0	0%	2	3.92%	2	2.17%
15-20	7	17.03%	33	64.70%	40	43.47%
20-25	13	31.70%	15	29.71%	28	30.43%
25-30	9	21.95%	0	0%	9	9.78%
30-35	3	7.31%	0	0%	3	3.26%
35-40	6	14.63%	0	0%	6	6.50%
missing data	3	7.31%	1	1.96%	4	4.34%
Total	41	100%	51	100%	92	100%
<u>Parents live</u>						
India	28	70%	0	0%	28	30.43%
US	12	30%	52	100%	64	69.56%
Total	40	100%	52	100%	92	100%
<u>Mother born</u>						
India	39	98%	41	78.85%	80	86.95%
US	1	2.50%	11	21.15%	12	13.04%
Total	40	100%	52	100%	92	100%
<u>Father Born</u>						
India	39	97.50%	50	96.15	89	96.74%
US	1	2.50%	1	1.92	2	2.17%
Total	40	100%	52	100%	92	100%
<u>Ever purchased Indian apparel</u>						
Yes	38	95%	16	30.77%	54	58.69%
No	2	5.00%	36	69.23%	38	41.30%
Total	40	100%	52	100%	92	100%
<u>How often do you wear Indian apparel</u>						
Very Often	13	32.50%	4	8%	17	18.47%
Often	12	30.00%	10	19%	22	23.91%
Not very often	12	30.00%	26	50.00%	38	41.30%
Seldom	2	5.00%	12	23%	24	26.08%
Never	1	2.50%	0	0	1	2.50%
Total	40	100%	52	100%	92	100%



Table 1 (continued)

## Participants' Characteristics

	Indians		Second generation		Total	
	n	%	n	%	n	%
<u>Fluency in ethnic language</u>						
Very fluently	25	63%	3	6%	28	30.43%
Fluent	10	25%	4	7.69%	14	15.21%
Somewhat	2	5%	24	46.75%	26	28.26%
Not fluently	3	7.50%	21	40.38%	24	26.08%
Total	40	100%	52	100%	92	100%
<u>What ethnic group you relate to</u>						
Indian	34	85%	4	7.69%	38	41.30%
American	3	7.50%	37	71.15%	40	43.47%
Both	3	7.50%	11	21.15%	14	15.21%
Total	40	100%	52	100%	92	100%
<u>Celebrating Indian holidays</u>						
Always	24	60%	12	23.08%	36	39.13%
Frequently	12	30%	10	19.23%	12	13.04%
Sometime	2	5%	22	42.31%	24	26.08%
Never	2	5%	8	15.38%	10	10.86%
Total	40	100%	52	100%	92	100%

### **Scale Reliability**

To test the internal consistency of the scale, exploratory factor analysis was used. Exploratory factor analysis examined the interrelationships among variables. Factor analysis was conducted on 17 items to identify that the items were related to ethnic identity, parental influence, and Indian apparel consumption variables. The analysis in the study determined that the items listed in Table 2 were related to the following 3 variables: ethnic identity, parental influence, and Indian apparel consumption.

Factor loadings were reported to see which variables were correlated with which factors and which factors were correlated. Cronbach's standardized alpha was used to examine the scale reliability. The analysis revealed four factors with Eigen values greater than one: 1) ethnic identity, 2) parental influence (behavioral), 3) parental influence (situational), 4) Indian apparel consumption (See Table 2).

Exploratory factor analysis showed that the situational parental influence questions had an eigen value of 1.05 with very strong factor loadings showing that these questions fit together very well and appeared to be measuring one construct. Exploratory factor analysis also showed that the parental influence (behavioral) questions had an eigen value of 2.12, also with strong factor loadings ranging 0.62-0.79. Eigen value for ethnic identity variable was 1.34 and the factor loadings ranged between 0.80-0.86. Indian apparel consumption was measured by fourteen items. The eigen value was 4.1. The factor loadings for all the items measuring Indian apparel consumption ranged from 0.53-0.81. The items included buying and wearing Indian apparel questions. Four items measured parental influence (behavioral); and two items measured parental influence (situational) (See Table 2). The alpha coefficients indicated good reliability for all factors. The

coefficient estimates for ethnic identity, parental influence, and Indian apparel consumption ranged from .87 to .88 (See Table 2).

Table 2

Exploratory Factor Analysis and Cronbach's Alpha

Variable and Items	Factor Loadings	Eigen Value	Alpha
<u>Variable: Ethnic Identity</u>		1.34	0.87
Ethnic group closely relate to	0.8573		
Celebrate Indian holidays	0.7996		
Speak ethnic languages	0.7994		
<u>Variable: Parental Influence (Behavioral)</u>		2.12	0.82
My parents influence decisions that I make	0.62		
I like my mother's choice of clothing	0.75		
I like to celebrate major holidays with my parents	0.73		
I like going shopping with my mother	0.79		
<u>Variable: Parental Influence (Situational)</u>		1.05	0.76
My parents like when I attend cultural functions	0.7279		
My family like when I buy Indian apparel	0.7279		
<u>Variable: Indian Apparel Consumption Behavior</u>		4.1	0.88
Wear Indian apparel	0.5539		
Purchase ethnic apparel	0.6909		
Last time worn Indian apparel	0.5394		
Wear Indian apparel as sign of pride of ethnic heritage	0.6863		
I wear ethnic apparel	0.6296		
Wear Indian clothing with Indian design features	0.8316		
Wear colors that are traditional to Indian culture	0.6995		

### **Descriptive Statistics**

The mean score for the parental influence and Indian apparel consumption by the two sample groups and descriptive statistics of these variables are provided in Table 3. For both first and second generation respondents, wearing Indian apparel as a sign of pride and wearing Indian apparel on cultural occasions elicited relatively high means on the scale of agreement ( $M= 5.6$  and  $M= 4.57$ , respectively). The findings indicated that both first generation Indian and second generation Indian American female consumers in this study agree to wear Indian apparel as a sign of pride on Indian ethnic functions.

With regards to wearing Indian apparel with design features to Indian culture, colors traditional to India, and wearing ethnic jewelry, the mean scores were higher for the first generation Indian females ( $M= 5.16 - 6.01$ ) as compared to second generation Indian American females ( $M= 4.15 - 4.31$ ). These results indicated that first generation Indian females in this sample liked wearing Indian apparel with Indian design and color features more than did the second generation Indian American females.

With regards to parental influence (behavioral) on consumption behavior, first generation showed higher mean score ( $M=4.82$ ) than the second generation ( $M= 4.24$ ). The mean score for the first generation was higher for liking mothers choice of clothing ( $M= 5.07$ ) and like going shopping with mother ( $M= 5.36$ ). The mean scores for parent influence (situational) were relatively high and similar between the two generations. Parents liking for their children to attend cultural function and buying Indian apparel was important to both the groups (See Table 3).

Table 3

Mean Scores of Indian Apparel Consumption, Parental Influence for First and Second Generation Respondents

Variable	First Generation			Second Generation		
	N	Mean	SD	N	Mean	SD
<u>Indian Apparel Consumption</u>						
Wear as sign of pride	38	5.6	1.55	52	4.57	1.66
Wear on functions	39	6.1	1.18	51	5.25	1.14
Indian design	39	5.61	1.42	51	4.15	1.36
Indian color	39	5.02	1.51	51	4.11	1.5
Indian jewelry	39	6.07	1.24	51	4.31	1.7
<u>Parents Influence (Behavioral)</u>						
Parents influence decision	39	4.82	1.73	50	4.24	1.55
Like mothers choice	39	5.07	1.34	49	3.87	1.23
Like celebrate Indian holidays	39	5.79	1.15	49	5.18	0.88
Like shopping with mother	38	5.36	1.38	50	3.66	1.5
<u>Parents Influence (Situational)</u>						
Parents like when attend functions	39	5.94	1.12	49	5.28	0.93
Parents like when buy Indian apparel	40	5.52	1.21	46	5.06	0.85

## Results of Hypotheses Testing

In this section, results of testing the two hypotheses are discussed. Hypotheses 1 was tested by *t*-test, and hypotheses 2 was testing by using the path analysis.

### *Hypothesis 1*

Hypothesis 1 stated that there will be significant differences between level of generations (Indians and second generation Indian Americans) on Indian apparel consumption (buying and wearing). Based upon the results of *t*-test, hypotheses 1 was accepted.

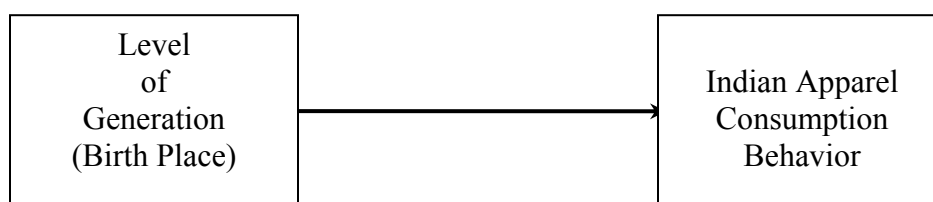


Figure 7

The results of the *t*-tests for the Indian apparel consumption behavior are presented in Table 4. The *t*-test results indicated a significant difference between the first generation Indian and second generation Indian Americans in the Indian apparel consumption behavior. The mean scores for buying Indian apparel was more for first generation Indians than the second generation Indian Americans in United States ( $M = 1.95$  and  $1.31$ , respectively). The mean of  $1.95$  for buying Indian apparel showed that most of the Indian respondents said that they have purchased Indian apparel. Mean scores for wearing Indian apparel was  $M = 3.85$  for first generation Indians and indicates that the responses

were towards wearing Indian apparel often and the mean score for second generation was  $M = 3.12$  which means that second generation wear Indian apparel not very often. Mean score for last time worn Indian apparel for first generation was  $M = 2.54$ , this was linked with the frequency of wearing Indian apparel and indicated that first generation had worn it last week and  $M = 2.2$  for second generation, which indicated that they had worn Indian apparel last month.

Regarding going shopping with mother and liking mother's choice of clothes, the mean scores for first generation was  $M = 5.17$  and  $5.13$  respectively. This suggests that first generation respondents were likely to go shopping with their mothers and liked their mothers' choice of clothing. These means were statistically significant from second generation respondents with the mean scores of  $M = 3.87$  and  $3.66$  for going shopping with mother and liking mother's choice of clothing. This finding suggests that, the second generation respondents did not like going shopping with their mothers and did not like mothers' choices of clothing. These differences between first generation Indians and second generation Indian Americans on Indian apparel consumption behavior were significant and the  $p$  value of  $0.05$  and  $.001$  were employed to see the significance level.



Table 4

Results of *t*-tests for consumption behavior of Indians and second generation Indian Americans (N=92)

Variable	Mean	SD	<i>t</i> -value
<u>Buying Indian apparel</u>			
First generation	1.95	0.22	8.04***
Second generation	1.31	0.47	
<u>Wearing Indian apparel</u>			
First generation	3.85	0.16	3.74***
Second generation	3.12	0.12	
<u>Last time worn</u>			
First generation	2.54	1.55	2.15**
Second generation	2.2	1.66	
<u>Like mother's choice of clothing</u>			
First generation	5.17	1.34	4.34***
Second generation	3.87	1.23	
<u>Shopping with mom</u>			
First generation	5.37	1.38	5.42***
Second generation	3.66	1.52	

$p < .001$ \*\*\*     $p < .05$ \*\*

## ***Hypothesis 2***

Hypotheses 2 stated that the relationship between level of generation and Indian apparel consumption behavior will be mediated by ethnic identity and parental influence (situational and behavioral). Consumers' culture determines the overall priority that the consumer attaches to consumption activities (Solomon, 2003).

Hypothesis 2 was supported. Every relationship between the variables was significant except the direct relationship between level of generation and Indian apparel consumption behavior (See Figure 8). Even though we initially found a relationship (differences) between level of generation and Indian apparel consumption behavior but when we include the other cultural and social variables (ethnic identity, and parental influence) the direct relationship disappears. This indicates that level of generation and Indian apparel consumption behavior is influenced by social and cultural factors: ethnic identification and parental influence.

The high and significant  $\beta$  values (Figure 8) for the relationship between level of generation, ethnic identity, and Indian apparel consumption indicates that ethnic identification accounts for higher influence on Indian apparel consumption behavior of the first generation of Indian and second generation of Indian American females than parental influence. Parental influence (behavioral) has a stronger influence ( $\beta = 0.33$ ,  $p < .01$ ) on Indian apparel consumption behavior than parental influence (situational). Parental influence (situational) does have significant relationship but the relationship is not strong ( $\beta = 0.22$ ,  $p < .05$ ) (See Table 5). The higher the parental influence (behavioral), the higher the Indian apparel consumption. The higher the ethnic identification, the higher the Indian apparel consumption.

The results of attitude towards ethnic identification and ethnic language use have significant impact on attitudes towards Indian apparel consumption behavior. The results indicated that first generation Indians related themselves to Indian ethnic groups. Strong ethnic identifiers and ethnic language speaking participants were more likely to wear ethnic apparel than their counterparts (Kim & Arthur, 2005). The results of the present study indicated that first generation Indian females are strong ethnic identifiers. They speak ethnic language fluently, they identifies themselves as Indian, wear Indian apparel as sign of pride, wear Indian apparel often on cultural occasions. The relationship between ethnic identification and Indian apparel consumption was stronger for the first generation Indian females than the second generation Indian American females.

Additional regression analysis was conducted to see the significant relationship between the variables and percentage of variance explained by the variables [level of generation, ethnic identity, parental influence (behavioral), parental influence (situational)] measuring Indian apparel consumption behavior. The level of generation [ $F(1, 78) = 13.60, p < 0.01$ ], ethnic identity [ $F(1, 92) = 34.44, p < .001$ ], parental influence (behavioral) [ $F(1, 92) = 40.16, p < .001$ ], parental influence (situational) [ $F(1, 92) = 40.16, p < .001$ ], had highly significant effect on Indian apparel consumption behavior. All the independent variables (level of generation, ethnic identity, and parental influence) explained the 66% of the variance in Indian apparel consumption behavior.

Table 5

Level of Generation and Indian Apparel Consumption Behavior as Mediated by Ethnic Identity and Parental Influence: Unstandardized Coefficients, Estimated Standard Errors, and Standardized Coefficients of Direct and Indirect Paths (N=92)

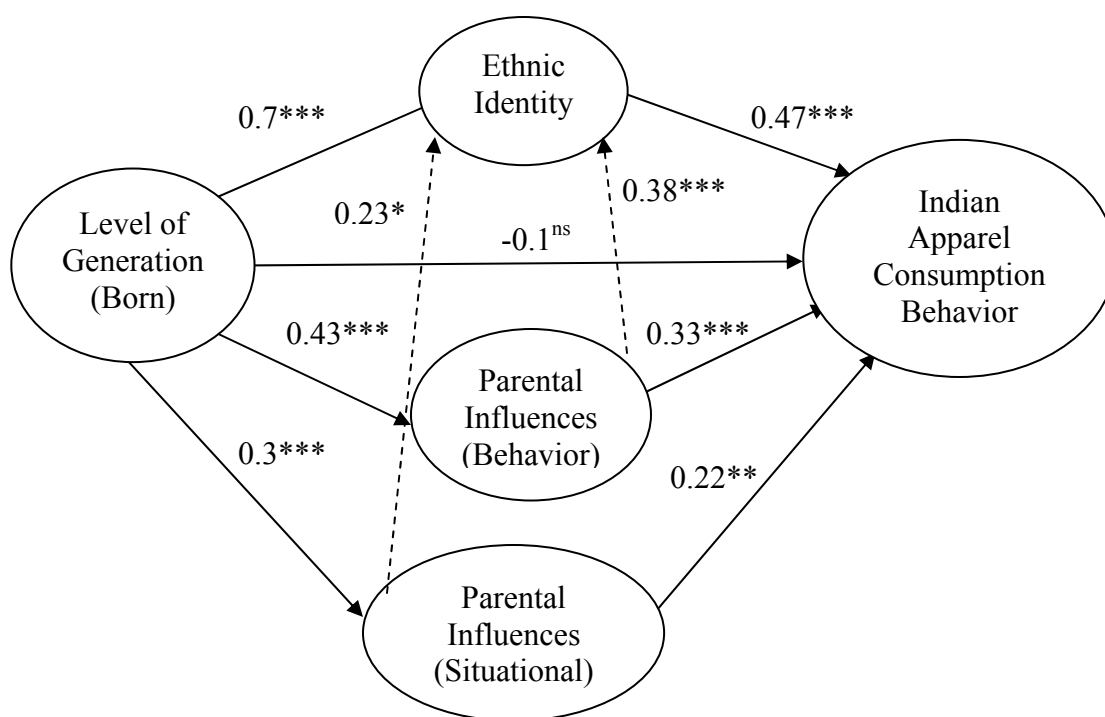
	Indian Apparel Consumption Behavior		
	<i>B (SE)</i>	<i>Est. /S.E.</i>	<i>β</i>
<i>Direct Path</i>			
Level of Generation	-1.6ns	1.5ns	-.1ns
Ethnic Identity	1.4**	.29**	.47**
Parental Influence (Behavioral)	2.3**	.68**	.33**
Parental Influence (Situational)	1.9*	.84*	.22*
<i>Indirect Paths Through</i>			
Ethnic Identity			.33
Parental Influence (Behavioral)			.14
Parental Influence (Situational)			.07

Note: \*  $p \leq .05$  and \*\*  $p \leq .01$

Figure 8

Path Analysis Model of Level of Generation and Indian Apparel Consumption behavior:

Standardized Coefficients of Direct and Indirect Paths (N=92)



Note: \*  $p \leq 0.1$ , \*\*  $p \leq .05$  and \*\*\*  $p \leq .01$

## Summary

The purpose of the present study was to investigate the influence of level of generation, ethnic identity, and parental influence on Indian apparel consumption behavior. The total sample for the present study consisted of 92 female participants: 40 first generation and 52 second generation Indian Americans. Data collection was conducted during the festive occasions of India, during the months of October, November, and December. Data were collected through self administered questionnaires. A total of 92 questionnaires were completed by the respondents. Seven-point Likert type scales with end-points very strongly agree to very strongly disagree were used to measure the Indian apparel consumption behavior and parental influence on Indian apparel consumption behavior. Subjects were asked to fill out the questionnaire and return it to the researcher.

The results of the statistical analyses revealed that the Hypotheses 1 and 2 were supported. The results indicated that first generation Indian and second generation Indian American females were significantly different in terms of several aspects of Indian apparel consumption behavior. The results of the means from the descriptive statistics indicated that first generation was different from the second generation in terms of wearing Indian apparel with design features and color traditional to Indian culture. First generation is influenced by parents' decisions, such as going shopping with mothers, and liking mothers' choice of clothing.

Among the items testing Indian apparel consumption, *t*-tests indicated significant differences between first and second generation Indian Americans in their Indian apparel

consumption behavior. The items were: ever purchased Indian apparel, last time worn, mothers choice of clothing, and shopping with mother.

Findings suggest that the level of generations differ in terms of Indian apparel consumption because this relationship is mediated/influenced by the social/cultural factors such as ethnic identity and parental influence. Ethnic identification is reflected in the practicing of culture or customs. Findings suggest that the first generation Indian respondents were found to practice Indian culture through celebrating Indian holidays, speaking ethnic language fluently, and wearing Indian apparel more often than second generation Indian Americans. The mediating relationship between level of generation and Indian apparel consumption appears to be more influenced by ethnic identity than by parental influence. First generation respondents identified themselves as more “Indian” than did second generation respondents. Thus it is concluded that the more a person identifies with her Indian culture the more likely she is to wear the ethnic apparel.

Parental influence was also a significant mediator between level of generation and Indian apparel consumption. Xu. et. al (2004) mentioned that parents mould children’s behavior. These findings support the idea that Indian apparel consumption behavior is influenced by parents.

## **CHAPTER V**

### **DISCUSSION AND CONCLUSIONS**

The purpose of the present study was to examine the influence of level of generation (first generation Indians and second generation Indian Americans) on Indian apparel consumption behavior. In this chapter, the results are interpreted and conclusions are discussed. The theoretical and applied contribution and implications of the study to the consumer market are reported. Also, the limitations of the study and recommendations for the future are stated in the concluding section of this chapter.

#### **Interpretation of Results**

##### ***The Tests of Hypotheses***

This study investigated the influence of level of generation on Indian apparel consumption behavior. First generation Indian and second generation Indian American females were compared on the grounds of their place of birth, ethnic identity, and parental influence for Indian apparel consumption behavior. The first hypothesis investigated differences between level of generations (Indians and second generation Indian Americans) on Indian apparel consumption. The findings indicated that there were significant differences between consumers born in India and second generation Indian Americans who were born in U.S in terms of some aspects of Indian apparel consumption. First generation purchase Indian apparel and wear it often on cultural functions. As hypothesized, Indian consumers in this study scored higher on consuming



Indian apparel than the second generation Indian American consumers in the this study.

The *t*-test analysis showed that first generation respondents were influenced more by their parents as they liked mothers' choice of clothing, and like going shopping with their mothers, more than did second generation respondents. The role of parental influence on Indian apparel consumption is further confirmed in the path analysis results.

The second hypothesis examined the possible mediation effect of social factors: ethnic identity, and parental influence (behavioral and situational) on Indian apparel consumption behavior. The mediating variables significantly affected the relationship (indirect) between the level of generation and Indian apparel consumption behavior (See Figure 8). The most significant association (direct and indirect) resulted between level of generation and Indian apparel consumption indirectly through ethnic identity, and parental influence (behavioral and situational). The result of the path analysis indicated that parental influence (behavioral) had a stronger relationship between level of generation and Indian apparel consumption as compared to parental influence (situational), which was significant but not strong. This applied for both the direct and indirect relationship of these variables with level of generation and Indian apparel consumption behavior. However, there was no significant finding of a direct association between level of generation and Indian apparel consumption behavior.

These results clearly indicate that the differences in Indian apparel consumption of first and second generation respondents was due to the ethnic identification of the respondents and their parental influence. This suggests that, cultural and social factors have important influence on the consumption behavior of first and second generation Indian Americans. In addition, the results regarding the association between ethnic

identity and parental influence (behavioral) showed significant relationship ( $\beta=0.38$ ,  $p<.01$ ). “Asian Indian young adults, who perceived that their parents emphasize their original culture, demonstrated a stronger sense of ethnic identity” (Xu, et al, 2004, p.106).

### **Conclusions and Implications**

According to the models of consumer behavior (Howard & Sheth, 1969; Engel, Kollat, & Miniard, 1990; Mc Neal 1973; Peter & Olson, 1993; Solomon, 2002), in the consumer decision making process the buyer’s social environment provides a significant influence regarding a purchase decision. Environmental influences include: culture (Howard & Sheth model, 1969; McNeal model , 1973; EKB model, 1990; Peter and Olson’s model, 1993; and section V in Solomon’s wheel of consumer behavior); parental influence (family as a medium of flow of influence in social environment to individual consumer in Peter and Olson’s model, 1993; the EKB model, 1990; and section III in Solomon’s wheel of consumer behavior) and ethnic identity (consumer and subcultures, section IV of Solomon’s wheel of consumer behavior). These are the factors that lead to the decision making (clothing consumption: buying/wearing) of the consumer. The model of Indian apparel consumption behavior for the present study was adapted from the models of consumer behavior from the last five decades. This model (See Figure 1) served as a conceptual framework of the study to investigate the relationship between level of generation and Indian apparel consumption behavior.

Based on the results of the present study, level of generation (Indian and second generation Indians) affected some aspects of the Indian apparel consumption behavior.

Particularly those aspects related to mother's role in shopping and decision making. The findings suggest that national origin is an environmental factor that influences consumer behavior.

According to Solomon (2002), consumers function as part of a larger social structure which includes social class, ethnic groups, and age group. Results suggest that consumers who were born in India showed more attachment to the ethnic groups than those who were born in United States (second generation Indian Americans). Ethnic identification and ethnic apparel consumption were found to be related (Kim & Arthur, 2003), thus first generation Indians in this study were more likely to consume Indian apparel than second generation Indian Americans.

This results of the analysis indicated that first generation who are brought into Indian culture have Indian culture predominance whereas second generation born and brought in U.S. are influenced more (but not entirely) by the American culture. The reason can be American Individualism vs. Indian communitarianism; the independent culture of U.S. as compared to the community culture of India. Although the second generation's Indian parents create Indian culture in the United States for them, many of whom (second generation) have never lived in India, the children's American friends and culture can have predominant effect on the second generation. In many respects they may want to conform to both the cultures i.e., host culture (American) and national culture (Indian).

The conclusion would be that the first generation Indian Americans are aware of Indian culture thus the first-generation Indian Americans being away from their country attempts to preserve their cultural and religious heritage and expect to live according to

Indian cultural values by buying and wearing Indian apparel often. The more the consumer identifies themselves as Indian ethnically and are influenced by the parents; the more likely they are to consume Indian apparel. These findings indicated that Indian's are more likely to wear Indian apparel than the second generation Indian Americans.

### ***Implications***

The theoretical framework of the study was the proposed consumer behavior model (Figure 1) which was adapted from the consumer behavior models from last five decades (Howard & Sheth, 1969; Mc Neal's 1973, EKB, 1990; Peter & Olson, 1993; Solomon, 2002). The model was used to examine the relationship between level of generation (first and second generation Indian American females) and their Indian apparel consumption behavior. The results of the study provide researchers and marketers a greater understanding of first and second generation Indian American consumers' in the U.S. and their Indian apparel consumption behavior.

***Theoretical Implications.*** The present study is consistent with the theory of consumer behavior. The study suggests that social and cultural factors influences Indian apparel consumption behavior of the two levels of generation of Indian immigrants in the U.S. The present study supports the consumer behavior theory/models. The consumer behavior theory depicts the influence of environmental factors on consumer decision making process. The present study manifests and confirms the influence of social/cultural factors in influencing Indian apparel consumption behavior. As the study investigated the levels of generation of the Indian immigrants in the U.S., the study will also serve as

foundation research basis for further studying of cross-cultural consumer behavior of first and second generation of Indian Americans in U.S in terms of their ethnic apparel consumption.

***Applied Implications.*** Cultural characteristics are used by international marketers and retailers for market segmentation in order to manufacture, advertise, and sell the products to different market segments. From the marketing point of view, the differences in the level of generation of Indians can be of benefit for international marketers while planning and implementing their marketing plans within or across the country. Marketers can not only attract ethnic consumers but also sell the products with ethnic design features. They can also cater the second generation Indian Americans by developing products with fusion of Indian and American culture. The findings may be beneficial to Indian apparel marketers in the U.S. This study will help marketers to understand the growing ethnic group in United States and their second generation. In summary, this study supports theoretically the consumer behavior models and at the same time this study will help researchers to focus on levels of generation and ethnic apparel consumption behavior.

### **Limitations**

This study has limitations related to the participants' regional characteristics, and results. Only first and second generation Indian female respondents were selected through convenience sampling techniques, so the results cannot be generalized to other female Indians nor to Indian male consumers. The participants were mainly from the Oregon

state and not much Indian apparel market is present in Oregon area so results related to buying Indian apparel may be affected. Thus the results may not be generalizable to the broader Indian consumer groups.

The results of this study can only be generalized to the sample selected for the present study and Indian apparel consumption behavior. The sample of the study, the students selected from Oregon State University and other community participants in Corvallis, Oregon cannot represent all the Indians and second generation Indian Americans in United States. Also as culture of India varies by regions so personal differences may apply thus the results are limited to the sample selected for the present study.

### **Recommendations for the Future Research**

For the future research, the proposed model (Figure 1) could be expanded to include factors that relate to the buying behavior which can be used to measure Indian apparel consumption behavior. Apparel buying questions can be added to gather more detailed consumption behavior of ethnic consumers.

India is a country where people of different states have their own different ethnic culture. They have their own ethnic apparel, accessories, colors, and festive occasions. Thus, individual differences may apply. For future research sample can be from different states or different regions of India, such as from north, south, west, and east India. This would expand the generalizability of the research in terms of Indian apparel consumption behavior state-wise. This would also increase the validity and generalizability of the research.

Multi-method approaches to data collection could also be used. Research methods that result in qualitative data are suggested to increase the validity of the data collected. For example, interviews could be conducted with the respondents to get more detailed information about the participants in terms of Indian apparel consumption and observation techniques can also be employed to get more in depth cultural and ethnic insight about the respondents.

## BIBLIOGRAPHY

- American Marketing Association, Dictionary of Marketing Terms. *Consumer behavior*. Retrieved July 03, 2007 from <http://www.marketingpower.com/mg-dictionary-view738.php>
- Bartels, R. (1982). National culture- business relations: United States and Japan contrast. *Management International Review*, 22(2), 4-12.
- Bearden, W. O., & Etzel, M. J. (1982). Reference group influence on product and brand purchase decisions. *Journal of Consumer Research*, 9(2), 183-194.
- Bilkey, W. J., & Nes, E. (1982). Country-of-origin effects on product evaluation. *Journal of International Business Studies*, 13(1), 89-99.
- Blackwell, R. D., Miniard. P. W., & Engel, J. F. (2005). *Consumer Behavior* (10<sup>th</sup> ed.). Chicago, IL: Dryden press.
- Borgatta, E.F., & Borgatta, M. L. (Eds.). (1992). *Encyclopedia of sociology*, New York: Macmillan; Toronto: Collier Macmillan Canada; New York: Maxwell Macmillan International.
- Briley, D., & Aakar, J. (2001). When does culture matter? The transitory nature of cultural differences in judgments and choices. *Advances in Consumer Research*, 28, 151- 152.
- Burnkrant, R. E., & Cousineau, A. (1975). Informational and normative social influence in buyer behavior. *Journal of Consumer Research*, 2, 206-215.
- Burton, D. (2000). Ethnicity, identity and marketing: A critical review. *Journal of Marketing Management*, 16 (8), 853-877.



- Childer, T. L., & Rao, A.R. (1992). The influence of familial and peer-based reference groups on consumer decision. *Journal of Consumer Research*, 19, 198-211.
- Costa, J., & Bamossy, G. (1995). *Marketing in a multicultural world: ethnicity, nationalism And cultural identity*, Thousand Oaks, CA:. Sage Publications.
- Donthu, N., & Cherian. J. (1994). Impact of strength of ethnic identification on Hispanic shopping behavior. *Journal of Retailing*, 70(4), 383-393.
- Dyer, B., Burnsed, K. A., & Dyer, C. L, (2006). Ethnicity and household expenditures: furnishing, fashion, and flux? *Family and Consumer Sciences Research Journal*, 35(2), 131-159.
- Engel, J. F., Kollat, & Blackwell, R. D. (1968). *Consumer behavior*. New York: Holt, Rinehart, and Winston marketing series.
- Engel, J. F., Blackwell, R. D. & Kollat. (1978). *Consumer behavior* (3rd ed.). Chicago, IL: Dryden Press.
- Engel, J. F. & Blackwell, R. D. (1982). *Consumer behavior* (4th ed.). Chicago, IL: Dryden Press.
- Engel, J. F., Blackwell, R. D., & Miniard, P. W. (1990). *Consumer Behavior* (6<sup>th</sup> ed.). Chicago, IL: Dryden press.
- Ellis, S., McCullough, J., Wallendorf, M., & Tan, C. T. (1985). Cultural values and behavior: Chineseness within geographic boundaries. *Advances in Consumer Research*, 12 (1), 126-128.

- Friend, L. A., & Thompson, S. M. (2003). Identity, ethnicity and gender: Using narratives to understand their meaning in retail shopping encounters. *Consumption, Market, and Culture*, 6(1), 23-141.
- Ger, G., & Ostergaard, P. (1998). Constructing immigrant identities in consumption: appearance among the Turko-Dane. *Advances in Consumer Research*, 25(1), 48-52.
- Gove, P. B. & Webster, M. (Eds.). (1966). *Webster's third new international dictionary of English language unabridged*, U.S.A: G. & C. Merriam Company.
- Grande, I. (2005). Dimensions in scales for measuring exploratory tendencies and stimulation levels in consumers: A cross-cultural comparison of the USA and Spain. *Journal of Consumer Behavior*, 4(5), 363-373.
- Gudykunst, W. B. (2001). *Asian American ethnicity and communication*, Thousand Oaks, CA: Sage Publications.
- Henry, W. A. (1976). Cultural values do correlate with consumer behavior. *Journal of Marketing Research*, 13, 121-127.
- Howard, J. A., & Sheth, J. N. (1969). *The theory of buyer behavior*. New York: John Wiley & Sons.
- Howard, J. A., & Sheth, J. N. (1970). The theory of buyer behavior. *British Journal of Marketing*, 4 (2), p106.
- Jamal, A., & Chapman, M. (2000). Acculturation and inter-ethnic consumer perceptions: Can you feel what we feel? *Journal of Marketing Management*, 16 (4), 365- 391.

- Joy, A., & Dholakia, R. R. (1991). Remembrances of things past: The meaning of home and possessions of Indian professionals in Canada. *Journal of Social behavior and Personality*, 6, 385-402.
- Kang, J., & Kim Y.K, (1998). Ethnicity and acculturation: influences on Asian Americans consumer purchase decision making for social clothes. *Family and Consumer Science Research Journal*, 27(1), 91-117.
- Kawabata, H., & Rabolt, N. J. (1999). Comparison of clothing purchase behavior between US and Japanese female university students. *Journal of Consumer Studies and Home Economics*, 23(4), 213-223.
- Khandelwal, M. S. (2002). *Becoming American, being Indian: An immigrant community in New York City*. Cornell University Press.
- Laroche, M., Kim, K. C & Clarke, M. (1997). The effects of ethnicity factors on consumer deal interests: an empirical study of French-and English- Canadians. *Journal of Marketing: Theory and Practice*, 100-111.
- Laroche, M., Papadopoulos, N., Heslop, L., & Bergeron, J. (2002). Effects of subcultural differences on country and product evaluation. *Journal of Consumer Behavior*, 2(3), 232- 247.
- Lerman, D., & Maxwell, S. (2006). Joining a consumer society: Russian immigrants versus American materialism. *Journal of Consumer Behavior*, 5(6), 479-490.
- Leung, K. (1989). Cross-cultural differences: individual-level VS. cultural-level analysis. *International Journal of Psychology*, 24, 703-719.
- Luna, D., & Gupta, S. F. (2001). An integrative framework for cross-cultural consumer behavior, *International Marketing Review*, 18(1), 45-69.

- McNeal, J. U. (1973). *An introduction to consumer behavior*. New York: John Wiley & Sons.
- Mehta, R., & Belk, R. W. (1991). Artifacts, identity, and transition: favorite possessions of Indians and Indian immigrants to the United States. *Journal of Consumer Research*, 17(4), p398.
- Mogelonsky, M. (1995). Asian-Indian Americans. *American Demographics*, 17(8), 32
- Mooij, M. D. (2004). Consumer behavior and culture: book review. *Journal of Consumer Behavior*, 4(3), 215-216.
- Pellemans, P. A. (1971). The consumer decision-making process. *European Journal of Marketing*, 5(2), 8.
- Peter, J. P., & Olson, J. C. (1993). *Consumer behavior and marketing strategy*. Homewood, IL: Irwin
- Pong, S., Hao, L., & Gardner, E. (2005). The Roles of Parenting Styles and Social Capital in the School Performance of Immigrant Asian and Hispanic Adolescents. *Social Science Quarterly* (Blackwell Publishing Limited), 86(4), 928-950
- Rajagopalan, R., & Heitmeyer, J. (2005). Ethnicity and consumer choice: A study of consumer levels of involvement in Indian ethnic apparel and contemporary American clothing. *Journal of Fashion Marketing and Management*, 9(1), 83-105.
- Rossiter, J. R., & Chan, A. M. (1998). Ethnicity in business and consumer behavior. *Journal of Business Research*, 42(2), 127-134.

- Salciuviene, L., Auruskeviciene, V., & Lydeka, Z. (2005). An assessment of various approaches for cross-cultural consumer research, *Problems and Perspectives in Management*, 3, 147-159.
- Sekhon, Y. K (2007). 'From Saris to Sarongs' ethnicity and intergenerational influences on consumption among Asian Indians in the UK. *International Journal of Consumer Studies*, 31(2), 160-167.
- Shaffer, Terry R. & O'Hara, Bradley S. (1995). The effects of country of origin on trust and ethical perceptions of legal services. *The Service Industry Journal*, 5(2), 162-185.
- Shaw, D. S., & Clarke, I. (1998). Culture, consumption and choice: towards a conceptual relationship. *Journal of Consumer Studies and Home Economics*, 22(3), 163-168.
- Sheth, M. (1995). Asian Indian Americans. In P. G. Min (Ed.), *Asian Americans: contemporary Trends and Issues*. Thousand Oaks, CA.: Sage Publications.
- Shen, D., Dickson, M. A., Lennon, S., Montalto, C., & Zhang, L. (2003). Cultural influences on Chinese consumers' intentions to purchase apparel: Test and extension of the Fishbein behavioral intentional model. *Clothing and Textiles Research Journal*, 21(2), 89-99.
- Singh, S. (2005). Cultural differences in, and influences on, consumers' propensity to adopt innovations. *International Marketing Review*, 23 (2), 173-191.
- Solomon, M. R. (2002). *Consumer behavior : Buying, having, and being*. Upper Saddle River, N.J : Prentice Hall
- Solomon, M. R., & Rabolt, N. J. (2004). *Consumer behavior: In fashion*. Upper Saddle River, NJ : Prentice Hall

- Tse, D. K., Belk, R. W., & Zhou, N. (1989). Becoming a consumer society: A longitudinal and cross-cultural content analysis of print ads from Hong Kong, the people's republic of China, and Taiwan. *Journal of Consumer Research*, 15(4), 457- 472.
- Vaneverdingen, Y. M., & Waarts, E. (2003). The effect of national culture on the adoption of innovations. *Marketing Letters*, 14 (3), 217-232.
- Wallendorf, M., & Arnould, E. J. (1988). My favorite things: A cross-cultural inquiry into object attachment, possessiveness, and social linkage. *Journal of Consumer Research*, 4(4), 531-547.
- Xu, J., Shim, S., Lotz, S., & Almeida, D. (2004). Ethnic identity, socialization factors and culture specific consumer behavior. *Psychology & Marketing*, 21(2), 93-112.
- Zmud, J. (1992). The ethnicity and consumption relationship. *Advances in Consumer Research*, 19, 443-449.

## **Appendix A- Questionnaire in English**

Level of generation

1. Where were you born?

---

2. Where do your parents live?

---

3. Where was your mother born?

---

4. Where was your father born?

---

5. How long have you lived in the United States?

\_\_\_\_\_ Months

\_\_\_\_\_ Years

6. What is your age? \_\_\_\_\_ Years



Ethnic Identity

Please tick mark (✓) that most closely represents to what extent you agree with each statement

7. I am able to speak ethnic languages (Hindi, Punjabi, Marathi, Gujarati, etc)

(Select only one)

- ☐ Very Fluently
- ☐ Fluently
- ☐ Somewhat Fluently
- ☐ Not Fluently

8. Which ethnic group you closely relate to?

- ☐ Indian
- ☐ American
- ☐ Both
- ☐ Neither

9. I celebrate Indian holidays (Diwali, Janamashtmi, dandiya, Id, etc.)

- ☐ Always
- ☐ Frequently
- ☐ Sometimes
- ☐ Never

Consumption behavior for Indian apparel

10. Have you purchased ethnic apparel (punjabi suit, saree, lehnga choli)?

( ) Yes

( ) No

11. How often do wear Indian apparel?

( ) Very often

( ) Often

( ) Not very often

( ) Seldom

( ) Never

12. When was the last time you wore Indian apparel?

( ) Last week

( ) Last Month

( ) Last Year

( ) Other \_\_\_\_\_ (please mention when)

13. For each of the following questions, please *tick* mark (✓) what corresponds with your choice of agreement.

Does not apply - 8

Agree Very Strongly – 7

Agree Strongly - 6

Agree - 5

Neutral - 4

Disagree - 3

Disagree Strongly- 2

Disagree Very Strongly - 1

(A) <u>Consumption behavior for Indian apparel</u>	1 Very Strongly Disagree	2 Strongly Disagree	3 Disagree	4 Neutral	5 Agree	6 Strongly Agree	7 Very Strongly Agree	8 Does not Apply
I wear Indian clothing as a sign of pride in my ethnic heritage								
I wear ethnic apparel (punjabi suit, saree, lehnga choli) to attend cultural functions								
I choose to wear Indian clothing with design features like traditional prints, embroidery etc., and handloom woven Indian textiles								
I choose to wear colors that are traditional to Indian culture (bright red, purple, bright green, turquoise)								
I like wearing ethnic jewelry and accessories (bindi, bangles, anklets, etc.) with Indian clothes								

### Parental Influence

<u>(B) Behavioral</u>	1 Very Strongly Disagree	2 Strongly Disagree	3 Disagree	4 Neutral	5 Agree	6 Strongly Agree	7 Very Strongly Agree	8 Does not Apply
My parents influence decisions that I make								
I like my mother's choice of clothing								
I like to celebrate major holidays with my parents								
I like going shopping with my mother								
<u>(C) Situational</u>								
My parents like when I attend cultural functions								
My family like when I buy Indian apparel								

**THANK YOU VERY MUCH!!!**

Please return this questionnaire to the person handing them out.

## **Appendix B- IRB Approval**



Institutional Review Board • Office of Sponsored Programs and Research Compliance  
Oregon State University, 312 Kerr Administration Building, Corvallis, Oregon 97331-2140  
Tel 541-737-4933 | Fax 541-737-3093 | <http://oregonstate.edu/research/osprc/rc/humansubjects.htm>  
[IRB@oregonstate.edu](mailto:IRB@oregonstate.edu)

TO: Leslie Burns  
Design & Human Environment

IRB #: 3743 – Indian Culture and Clothing Selection (Student Researcher: Jatinder Kaur)7

Level of Review: Exempt

Expiration Date: 11-12-08

Approved Number of Participants: 300

The referenced project was reviewed under the guidelines of Oregon State University's Institutional Review Board (IRB). The IRB has **approved** the:

☒ (X) Initial Application                      ☐ ( ) Continuing Review                      ☐ ( ) Project Revision  
with a (if applicable):    ☐ ( ) Waiver of documentation of Informed Consent                      ☐ ( ) Waiver of Consent

A copy of this information will be provided to the full IRB committee.

- **CONSENT FORM:** All participants must receive the IRB-stamped informed consent document. If the consent is in a format that could not have stamp placement (i.e. web site language, email language, etc), then the language must be **exactly** as the IRB approved it.
- **PROJECT REVISION REQUEST:** Any changes to the approved protocol (e.g. protocol, informed consent form(s), testing instrument(s), research staff, recruitment material, or increase in the number of participants) must be submitted for approval before implementation.
- **ADVERSE EVENTS:** Must be reported within three days of occurrence. This includes any outcome that is not expected, routine and that result in bodily injury and/or psychological, emotional, or physical harm or stress.
- **CONTINUING REVIEW:** A courtesy notice will be sent to remind researchers to complete the continuing review form to renew this project, however – it is the researcher's responsibility to ensure that continuing review occurs prior to the expiration date. Material must be submitted with adequate time for the office to process paperwork. If there is a lapse in approval, suspension of all activity including data analysis, will occur.
- **DEVIATION/EXCEPTIONS:** Any departure from the approved protocol must be reported within 10 business days of occurrence or when discovered.

Forms are available at: <http://oregonstate.edu/research/osprc/rc/humansubjects.htm>.

If you have any questions, please contact the IRB Human Protections Administrator at [IRB@oregonstate.edu](mailto:IRB@oregonstate.edu) or by phone at (541) 737-8008.

*Elisa Espinoza Fallows*

Elisa Espinoza Fallows  
IRB Human Protections Administrator

Date: 11-13-07

**Appendix C- Informed Consent**



Design and Human Environment  
Oregon State University, 224 Milan Hall  
Corvallis, Oregon 97331-5101  
Tel 541-737-3796 | Fax 541-737-0993 | dheoffice@oregonstate.edu

## INFORMED CONSENT DOCUMENT

**Project Title:** LEVEL OF GENERATION AND INDIAN APPAREL CONSUMPTION: A CROSS-CULTURAL COMPARISON OF INDIAN APPAREL CONSUMPTION BEHAVIOR OF INDIANS AND THE SECOND-GENERATION INDIAN-AMERICANS IN UNITED STATES OF AMERICA

**Principal Investigator:** Leslie Davis Burns, Department chair and professor, Department of Design & Human Environment

**Co-Investigator(s):** Jatinder Kaur, Department of Design & Human Environment

### **WHAT IS THE PURPOSE OF THIS STUDY?**

You are being invited to take part in a research study designed to investigate the Indian apparel consumption behavior of Indians and second generation Indians; 2) hypothesis are: H1: There will be significant differences between level of generations (Indians and second generation Indian-Americans) on Indian apparel consumption (buying). H2: The relationship between level of generation and Indian apparel consumption will be mediated by ethnic identity and parental influence (situational and behavioral); 3) the research question is how do level of generation, ethnic identity and family influence the Indian apparel consumption decisions of Indians and the second generation Indian-Americans? ; and 4) the results/outcomes are intended to be used in student thesis, publication, and presentation. We are studying this because there is a need of complete understanding of Indian apparel consumption decisions influenced by complexities of level of generation, ethnic identity and familial expectations. Therefore, the present study will examine the influence of ethnic identity and family culture on consumers of two different country origins (India and the United States) in Indian apparel consumption decisions.

### **WHAT IS THE PURPOSE OF THIS FORM?**

This consent form gives you the information you will need to help you decide whether to be in the study or not. Please read the form carefully. You may ask any questions about the research, the possible risks and benefits, your rights as a volunteer, and anything else that is not clear. When all of your questions have been answered, you can decide if you want to be in this study or not.

### **WHY AM I BEING INVITED TO TAKE PART IN THIS STUDY?**

You are being invited to take part in this study because we need participants of Indian ethnic background, and you are a possible participant for the project.

### **WHAT WILL HAPPEN DURING THIS STUDY AND HOW LONG WILL IT TAKE?**

You will be provided with a questionnaire and you can fill it up. You can fill it up in presence of the person distributing the survey and you can choose to sit wherever you want to (e.g., home, classroom building on campus, your office, etc.) and hand in back to us. If you agree to take part in this study, your involvement will last for no more than 30 minutes.

Oregon State University • IRB Study #:3743 Approval Date: 11/13/07 Expiration Date: 11/12/08
--



### **WHAT ARE THE RISKS OF THIS STUDY?**

There are no foreseeable risks to participants.

### **WHAT ARE THE BENEFITS OF THIS STUDY?**

You will not benefit from being in this study. However, we hope that, in the future, other people might benefit from this study. Globalization of markets and growing international competition now requires firms to operate in multicultural environment and this study will help in understanding the behavior of immigrant consumers which is important to understand the global consumption patterns and dynamics.

### **WILL I BE PAID FOR PARTICIPATING?**

You will not be paid for being in this research study

### **WHO WILL SEE THE INFORMATION I GIVE?**

The information you provide during this research study will be kept confidential to the extent permitted by law. To help protect your confidentiality, you don't have to fill out your name and personal information in the questionnaire. If the results of this project are published your identity will not be made public.

### **DO I HAVE A CHOICE TO BE IN THE STUDY?**

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering. You will not be treated differently if you decide to stop taking part in the study. You are free to skip any question in the questionnaire that you would prefer not to answer. If you choose to withdraw from this project before it ends, the researchers may keep information collected about you and this information may be included in study reports.

### **WHAT IF I HAVE QUESTIONS?**

If you have any questions about this research project, please contact: Leslie Davis Burns, 541-737-0983, [Leslie.Burns@oregonstate.edu](mailto:Leslie.Burns@oregonstate.edu).

If you have questions about your rights as a participant, please contact the Oregon State University Institutional Review Board (IRB) Human Protections Administrator, at (541) 737-4933 or by email at [IRB@oregonstate.edu](mailto:IRB@oregonstate.edu).

---

Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree to take part in this study. You will receive a copy of this form.

Participant's Name (printed): \_\_\_\_\_

\_\_\_\_\_  
(Signature of Participant)

\_\_\_\_\_  
(Date)