

COMPARISON OF VIEWPOINTS TOWARDS FASHION AMONG UNIVERSITY STUDENTS IN DIFFERENT COUNTRIES

FARKLI ÜLKELERDEKİ ÜNİVERSİTE ÖĞRENCİLERİNİN MODAYA BAKIŞ AÇILARININ KARŞILAŞTIRILMASI

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ABSTRACT

Sampling of the research conducted in order to determine behaviors of following fashion and points of view among university students in different countries was managed by randomly selected 389 students from the cities Ankara in Turkey, Nicosia in Turkish Republic of Northern Cyprus (T.R.N.C.), Liverpool in England and the students from Turkic Republics who are currently in Ankara for their university educations.

Data used within the research was collected by the data collection device, which is composed of three parts and designed by a researcher. The data had been analyzed by using Statistics Package for Social Sciences (SPSS). The correlation between fashion descriptions and behaviors of following fashion of students and their countries, income levels, genders and education status had been evaluated by using chi square (χ^2) test and significance level of $p < 0.05$. Averages of the grades for points of view of students towards fashion are calculated and in accordance with fashion view point, hypothesis test is conducted by using gender, education, economic situation and country group variables.

According to results of the research, it is observed that the students are aware of the concept of fashion, their points of view towards fashion is "positive", the majority show behavioral pattern of "trying to follow fashion" whereas there exists a student group showing behavioral pattern of "falling behind of fashion". As classified with respect to the countries, Turkish Republic of Northern Cyprus students' points of view is found to be "quite positive" whereas the Turkish and students of Turkic Republics show "positive" and students of England show "negative" views. Behaviors of following fashion and points of view towards fashion among students are determined to have variety in accordance with level incomes of countries and families.

Key Words: Fashion, University students, Behaviors of following fashion, Points of view towards fashion.

ÖZET

Farklı kültürlerde yetişen üniversite öğrencilerinin modayı izleme davranışları ve modaya bakış açılarını belirlemek amacıyla planlanıp yürütülen araştırmanın örneklemini Türkiye’de Ankara, Kuzey Kıbrıs Türk Cumhuriyetinde (K.K.T.C.) Lefkoşa, İngiltere’de Liverpool şehirlerinde ve Türk Cumhuriyetlerinden gelerek Ankara’da üniversite öğrenimi gören üniversite öğrencileri arasında rastlanılan olarak seçilen 389 öğrenci oluşturmuştur.

Araştırmada kullanılan veriler araştırmacı tarafından geliştirilen ve üç bölümden oluşan veri toplama aracı ile toplanmıştır. Toplanan veriler Sosyal Bilimler İstatistik Paketi (SPSS) kullanılarak analiz edilmiştir. Öğrencilerin moda tanımları ve modayı izleme davranışları ile ülke, gelir düzeyi, cinsiyet ve eğitim düzeyleri arasındaki ilişki ki-kare (χ^2) testi uygulanarak $p < 0.05$ anlamlılık düzeyinde değerlendirilmiştir. Öğrencilerin moda hakkındaki görüş puanlarının ortalaması hesaplanmış, moda görüş puanına ilişkili olarak cinsiyet, eğitim, ekonomik durum ve ülke grup değişkenleri kullanılarak hipotez testi yapılmıştır.

Araştırma sonucunda, öğrencilerin moda kavramı hakkında bilgi sahibi oldukları, modaya bakış açılarının "olumlu" olduğu, çoğunluğun "modayı izlemeye çalışan" davranış biçimini göstermesine rağmen, "modanın ardından gelen" davranışı gösteren öğrencilerin varlığının önemli olduğu gözlenmiştir. Ülkelere göre ele alındığında, Kıbrıslı öğrencilerin modaya bakış açılarının "çok olumlu", Türk öğrencilerin ve Türk Cumhuriyetlerindeki öğrencilerin "olumlu", İngiltere’deki öğrencilerin ise "olumsuz" olduğu belirlenmiştir. Öğrencilerin modayı izleme davranışları ve modaya bakış açılarının ülke ve ailelerinin gelir düzeyine göre farklılık gösterdiği tespit edilmiştir.

Anahtar Kelimeler: Moda, Üniversite öğrencileri, Modayı izleme davranışları, Modaya bakış açıları.

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1. INTRODUCTION

Fashion, which covers all the social actions of an individual, is associated with clothing and adornment by many societies. Fashion theorists hold that this point of view is inefficient by emphasizing the fact that they apply fashion in a wide range of fields of group lives (science, morgue practices, Christian names, administering etc.) (1). Nevertheless, it is common knowledge that fashion has momentous impact on clothing field.

There are two different opinions concerning the origins of fashion. In the dissertation of those who accept the excavated colorful cloth findings and ornaments as evidence to the existence of fashion in ancient times, wear ability of the material by all the classes, which constitutes the most important characteristic of fashion, is somehow missing. Because in traditional communities clothing does not reflect the social characteristics of a class in which the individual takes place. According to those who believe the starting point of fashion has been the industrial revolution and the French Revolution, the taste for clothing that existed around the royal courts formerly has been effective in the society of justice and freedom, in the atmosphere of French Revolution (1789). From then on fashion has gained the meaning of modernizing of human kind and outraging the conventions but not a traditional entity imitated by the lower classes of the time (2).

According to these two different ideas, it can be easily concluded that each and every society, which assumes different lifestyles and cultural happenings from past to the present, and social classes that exhibit variations in their clothing manner, has been largely affected by fashion itself in addition to other factors. Clothing bears some differences depending on the intended use, age and social status of the individual as well as the fashion and present tastes of the time.

Fashion, the main component of which is creativity, can be identified as the phoenix that constantly emerges from its ashes, challenges the conventions of time and confines its lifetime to just one season with which it contents itself (3). The words, which are antonyms, 'in fashion' and 'out of fashion' determine the outline of the fashion by signifying either to get interested more in some changes than others or consider one shift superior to another one in a given society (4).

Sproles calls fashion a temporary episodic concept that is appreciated by consumers in a certain period of time. Fashion changes according to the theoretical products of episodes in lifetime. This change is supplemented by impending aging that is true for all fashions, new values that are on the rise, mass movement and leaders of fashion (5).

As a mere term fashion movements give rise to the power of the unconventional in terms of cultural accumulation, social identity and existent taste. Fashion that has the power to make up new standards is mostly used in order to create new identities and diversifications. It calls for continuous standardization in order for it to render itself different and attract consuming (6).

Occasionally fashion movements that are born out of coercion become popular in a short time and burn out like matchstick. The storms, however, are already on the way to give birth to more eager and sweeping fashions (7).

Clothing, which is one of the most useful indicators of a gender of individual or his social status, disclose the perception type of a culture in different eras in terms of social positioning and shows how the boundaries of social status are determined (8). In 1989, Thorstein Veblen, in 1904, Georg Simmel, set up the relation between social positioning of fashion figures and fashion itself, which is still one of the most important topics in our time. Since the end of the century, sociolo-

gists claim that fashion is a special derivative of social formation (6).

Fashion, on the one hand, is an imitation of a model already established and it is useful for satisfying diverse social adaptation requirements such as personal discrepancies, dominance, and variations. On the other hand, the variations within compares past and present and attribute it special qualifications. That the fashion always appeals to upper classes and a certain layer of a society distinguishes them from lower classes (9). Class oriented fashion made it imperative for the fashion designers to create a central fashion on which high consensus is achieved. There is a great deal of formal variations in consumer oriented fashion designs, whereas little consensus is achieved by designers on class oriented one (8).

After the shift towards consumption society the world is witnessing process in which the fashion's adopting new identities to appeal to all the classes in order to increase consumption takes place (10).

Fashion emerges parallel to technological advancements and economic conditions of a society together with the moral values, traditional practices and civilization (11). No matter how different is the understanding of color, texture, shape and patterns of communities that live in various territories, or even the ones that dwell within the same social circle, they still interact with each other in terms of aesthetics and fashion (12).

Commonness of fashion in a society is closely related to the mass culture. Increase in population, emergence of new social classes in cities, transformation of traditional practices into new rituals of city life, increase in literacy level, growing numbers female population in business, technological advancement and mass communication techniques all give impetus to the emergence of fashion. Individuals attempt to get involved to the mass immediately so they aim at buying in-

fashion materials. Particularly, it is known that there is a tendency among youths to establish new combinations peculiar to themselves. Mardin (13) interprets this as in modern times because individuals gradually feel lonelier it is easier for them to get caught with the totalitarian symbol games.

In the research carried out to determine the viewpoint of undergraduates that are brought up in different cultures on fashion and accordingly their behavior the following questions are considered the most.

- How are the identifications of fashion by students and their behaviors towards it?
- What kind of an viewpoint do they have towards fashion?
- Do the behaviors of students change according to gender, nationality, income level and literacy level?
- Do the viewpoints of students change according to gender, nationality, income level and literacy level?
- Is there any difference between the behaviors and viewpoints of the students towards fashion?

2. METHOD AND RESEARCH GROUP

Undergraduates from Turkey, Turkish Republic of Northern Cyprus, Turkic Republics and England make up the components of the research. 389 students from Ankara (Turkey), T.R.N.C. (Turkish Republic of Northern Cyprus), Liverpool (England) and foreign students from Turkic Republics that follow their education in Ankara have been chosen samples randomly. The sampling group was determined by taking into consideration Anderson's (14) "table of hypothetical sampling sizes for spaces of different sizes in social sciences". It has been signified that the students have been raised in different cultural societies. Students' distribution with respect to their gender, nationality, educational level has been shown in Table 1.2.

The data obtained in the research has been accomplished by questionnaire that is developed by the researcher himself. Similar researches and related works have been referred to during the process of the research. The first part of the data obtaining tool is constituted by questions conferring to the demographical features of the student. In the second part, their relation to their identification of fashion and keeping up with it has been questioned. Finally, in the third part four-some Likert type scale has been employed. Students have been offered some viewpoints and have been expected to answer like I certainly agree, I partially agree, I am noncommittal and I don't agree.

The data obtained has been analyzed via SPSS 13.00 (Statistical Package For Social Sciences). The relationship between the identifications of fashion by the students and their attitude toward it and nationality, income level and educational level has been evaluated on the basis of χ^2 , significance level being $p < 0,05$.

The options in Likert type scale that involve students' viewpoint towards fashion and is constituted of 9 questions have been graded as expected positive answers 3-2-1-0, expected negative questions 0-1-2-3, and answers about fashion have been determined on the level of minimum 0 and maximum 27.

Interval of confidence (between 16-17 points) were generated for views of

val of confidence was founded to be 16,93 [F=26,248 P=, 000]. The grades below the confidence interval has been grouped as students' having negative viewpoint towards fashion; in between the confidence interval as students' having positive viewpoint towards fashion; above the confidence interval as students' having highly positive viewpoint towards fashion and the results have been interpreted according to these groups. Hypothesis test has been applied through variations such as gender, nationality, education level, economic conditions with respect to the scoring on fashion.

3. FINDINGS AND INTERPRETATION

In this section takes place the statistical analysis of findings and interpretations that are related to sub topics of the research.

Clothing that are labeled as in-fashion is in the monopoly of youths (between 15 – 25 ages) celebrities, successful professionals that are engaged in the fashion world, elites of the society and the most influential groups in a given society. However, fashion means different things to different groups of people. It is mostly known fact that youths are under the influence of recently developed American sports wear and the cultural concepts that are related to rock groups. Influential females of the society are disposed to prefer partially conservative designers' products, whereas celebrities in the media are more interested in post

Table 1. Students' distribution with respect to countries

Country	Gender				Total	
	Woman		Man			
	f	%	f	%	f	%
Turkey	109	93,2	8	6,8	117	100
Turkic Republics	70	86,4	11	13,6	81	100
T.R.N.C.	39	44,8	48	55,2	87	100
England	70	67,3	34	32,7	104	100
Total	288	74,0	101	26,0	389	100

average fashion with confidence coefficient of 5% and the average of inter-

modern avant-garde products of young and audacious designers (8). For this

Table 2. Students' distribution with respect to their age and educational level

Age	Education								Total	
	High school (College)		Undergraduate		Master		Doctorate			
	f	%	f	%	f	%	f	%	f	%
17-19	2	3,0	65	97,0	0	-	0	-	67	100
20-22	13	6,5	180	89,6	7	3,5	1	,5	201	100
23-25	1	1,0	86	89,6	9	9,4	0	-	96	100
26-29	1	4,0	16	64,0	4	16,0	4	16,0	25	100
Total	17	4,4	347	89,2	20	5,1	5	1,3	389	100

Table 3. Results of chi-square test for fashion definitions among students with respect to countries

Choices	Country								General Total	
	Turkey		Turkic Republics		T.R.N.C.		England			
	f	%	f	%	f	%	f	%	f	%
Fashion means the phases of liking in Time.	71	36,4	45	23,1	60	30,8	19	9,7	195	50,1
Fashion is the most significant condition of nice clothing.	13	26,0	14	28,0	7	14,0	16	32,0	50	12,9
Fashion is restrictive in terms of clothing.	14	34,1	8	19,5	4	9,8	15	36,6	41	10,5
Fashion is a concept not necessarily to be complied with.	18	24,3	9	12,2	13	17,6	34	45,9	74	19,0
Fashion is wearing branded clothes.	0	-	5	18,5	2	7,4	20	74,1	27	6,9
I have no idea.	1	50,0	0	-	1	50,0	0	-	2	,5
Total	117	30,1	81	20,8	87	22,4	104	26,7	389	100,0

n=389

$\chi^2 = 88,427$ df=15 p= ,000

Table 4. Results of chi-square test for behaviors of following fashion among students with respect to countries

Choices	Country								General Total	
	Turkey		Turkic Republics		T.R.N.C.		England			
	f	%	f	%	f	%	f	%	f	%
Ones creating and presenting fashion	11	26,2	6	14,3	14	33,3	11	26,2	42	10,8
Ones following fashion always closely	13	21,0	27	43,5	3	4,8	19	30,6	62	15,9
One trying to follow fashion	67	36,2	35	18,9	59	31,9	24	13,0	185	47,6
Those who are behind with the fashion	26	26,0	13	13,0	11	11,0	50	50,0	100	25,7
Total	117	30,1	81	20,8	87	22,4	104	26,7	389	100

n=389

$\chi^2 = 82,060$ df= 9 p= ,000

reason it is considered that the relation and viewpoint towards fashion by students, who account for a major group in the society, will exhibit some discrepancies with respect to other groups of the society.

Results of the chi square test applied in order to identify whether there is a statistically significant difference between descriptions of fashion with respect to the countries among the students that are subject to the research are presented in Table 3.

According to Table 3, that 50,1 % of the students describe fashion as

phases of liking in time is compatible with Givry's fashion description. Givry (15) describes fashion as "that can be existent only on the time of wearing and marking on the hearth of that moment makes the transient one chase it." That 19% of the students describe fashion as a concept not necessarily to be followed, makes the question if the youth are on the pursuit of creating their own clothing style in accordance with persons, objects and events that they are under effect and appreciation of and Crane's (8) view as designers and clothing firms present a wide range of choice, consum-

ers combine the ones elected out of these and create an "appearance" in line with his identity is supported in this aspect.

In the researches of Aaç and eindir remarking that 66.8% of the students describe fashion as phases of liking in time and 21.2% describe as a concept not necessarily to be complied with is in line with the foundations of the research (16).

As fashion descriptions are taken into account, that fashion descriptions of the students from England are different from the others. As the students from

Table 5. Results of chi-square test for income levels of students' families with respect to countries

Income Levels Of The Families	Country								General Total	
	Turkey		Turkic Republics		T.R.N.C.		England			
	f	%	f	%	f	%	f	%	f	%
Minimum wage and below	18	23,7	50	65,8	2	2,6	6	7,9	76	19,5
Double of minimum wage	49	49,5	26	26,3	21	21,2	3	3,0	99	25,4
Triple of minimum wage	22	31,9	2	2,9	30	43,5	15	21,7	69	17,7
Fourfold of minimum wage	0	-	0	-	0	-	27	100,0	27	6,9
Fivefold of minimum wage	5	10,4	1	2,1	21	43,8	21	43,8	48	12,3
Sextuplet of minimum wage	23	32,9	2	2,9	13	18,6	32	45,7	70	18,0
Total	117	30,1	81	20,8	87	22,4	104	26,7	389	100,0

n=389

$\chi^2 = 282,138$ df=15 p= ,000

Table 6. Chi-Square test results for behaviors of following short period fashions among students with respect to countries

Choices	Country								General Total	
	Turkey		Turkic Republics		T.R.N.C.		England			
	f	%	f	%	f	%	f	%	f	%
I am easily adapted	6	22,2	12	44,4	4	14,8	5	18,5	27	6,9
I prefer not to be adapted.	46	48,9	13	13,8	16	17,0	19	20,2	94	24,2
If I like, that it is of short interval does not matter.	65	24,3	56	20,9	67	25,0	80	29,9	268	68,9
Total	117	30,1	81	20,8	87	22,4	104	26,7	389	100

n=389

$\chi^2 = 30,006$ df= 6 p= ,000

England describe fashion as “wearing branded clothes”, students of other countries describe fashion as “phases of liking in time” and “the most significant condition of nice clothing”. According to this result, those cultural factors, economic and psychological factors constituting the basis of social structure can shape likings and behaviors. In the results of chi-square (χ^2) test, the difference statistically observed between students' fashion descriptions with respect to Countries [$\chi^2 = 88,427$ p= ,000] was found to be significant

As Table 4 is examined, that 47.6% of the students are in the group trying to follow fashion and 15.9% in the group following fashion very closely can be interpreted as the fashion factor is a significant factor in shaping clothing preferences of the youth. That 25.7% of the students are in the group falling behind with fashion and 10.8% is in the group creating and presenting fashion support Galdwell (17) claiming “Clothes in a particular subculture are

not samples. Countless variations of individual preferences varying with respect to regions, time and individual attributes are possible. The purpose is to create a clothing style apart from clothes that are similar with each other and presentations of fashion creators or directives of fashion.” For this reason, an up-to-date issue that “affinity on reflecting own characteristics, personalized styles” is effective on some sections of the youth.

As in descriptions of fashion, students from England exhibit differences in behaviors towards following fashion, as well, and that half of the students are in the group “falling behind with fashion” is seen. The purpose of an individual brought up in western culture is both to be different from the others and to be just the same with them. This presence of the individual identifies classes of sociocultural fields that each fashion trend will be evolved (18).

Results of chi-square test show that the difference observed between behaviors of following fashion among students with respect to their countries [$\chi^2 = 82,060$ p= ,000] are found to be significant .

According to the results of other chi-square tests conducted, the difference observed between students' fashion descriptions and behaviors of following fashion [$\chi^2 = 44,243$ p= ,000] and for behaviors of following fashion and level of education [$\chi^2 = 17,387$ p= ,043] was found to be significant .

As stated by Perrot (19) taking viewpoint of “ratio of clothing expenditures to annual incomes in poor families are close to the ratio in economically better families”, in viewpoints towards fashion and especially in behaviors of following fashion, income levels of families is thought to be a significant factor. That the students are generally dependent on their families economically is known, findings related to income levels of families of the students are given in Table 5.

Table 7. Chi-Square test results for ideas of the students towards their friends following fashion closely

Choices	Country								General Total	
	Turkey		Turkic Republics		T.R.N.C.		England			
	f	%	f	%	f	%	f	%	f	%
They have leadership attributes	4	21,1	3	15,8	5	26,3	7	36,8	19	4,9
They have high economical level	68	35,4	41	21,4	44	22,9	39	20,3	192	49,4
They are undistinguished persons of the class, they need to catch attention.	20	29,0	16	23,2	13	18,8	20	29,0	69	17,7
They are quite elegant people	13	15,9	18	22,0	22	26,8	29	35,4	82	21,1
They are quite audacious people.	1	16,7	1	16,7	0	-	4	66,7	6	1,5
Their physical attributes are compatible with all sorts of changes	11	52,4	2	9,5	3	14,3	5	23,8	21	5,4
Total	117	30,1	81	20,8	87	22,4	104	26,7	389	100,0

n=389

 $\chi^2 = 26,516$ df= 15 p= ,004**Table 8.** Viewpoints of students towards fashion

Views	Choices							
	Ambivalent		Disagree		Partly Agree		Certainly Agree	
	f	%	f	%	f	%	f	%
I put some restrictions on my basic needs in order to follow fashion	69	17,7	197	50,6	94	24,2	29	7,5
Following fashion poses addiction for individuals.	86	22,1	79	20,3	128	32,9	96	24,7
The price of a fashionable cloth is not a matter for me.	49	12,6	222	57,1	88	22,6	30	7,7
I feel I am distinguished when I wear fashionable cloths.	67	17,2	120	30,8	144	37,0	58	14,9
I am more self-confident when I wear fashionable cloths.	66	17,0	152	39,1	115	29,6	55	14,1
I prefer a cloth to be fashionable when I purchase a cloths.	54	13,9	69	17,7	205	52,7	61	15,7
Following fashion means wearing branded cloths.	61	15,7	149	38,3	129	33,2	50	12,9
I purchase fashionable cloths with no hesitation.	37	9,5	265	68,1	69	17,7	18	4,6
Visual media is a significant factor for shaping of my viewpoint towards fashion.	54	13,9	37	9,5	119	30,6	179	46,0

n=389

Table 9. T Test results for average of view points of students about fashion

<i>Independent Sampling t Test Result ($H_0 : \mu_{Man} = \mu_{Woman}$)</i>						
Gender	f	Mean	Std. D.	t Value	Significance (P)	Decision
Woman	288	16,976	4,054	0,503	0,615	H_0 Acceptance
Man	101	16,782	3,029			

According to Table 5, that the families of the students are members of groups earning double of minimum wage (25,4%), triple (17.7%), fivefold (12.3%) and sextuple and above and the ratio of earning minimum wage and below (19.5%) show that the students within the context of research are members of middle class families.

As income levels of the families are listed the first order belongs to England with sextuple of minimum wage. T.R.N.C., Turkey and Turkic Republics

follow this, respectively. According to the results of chi-square tests, the difference observed between students' behaviors of following fashion and income levels of their families with respect to countries [$\chi^2 = 41,210$ p= ,000] was found to be significant.

Examining Table 6, that 68% of the students exhibit behavioral pattern of following fashion trends despite the awareness of falling out-dated in short time, supports Crane's (8) claim that "young ladies and gentlemen are more

sentient about fashion compared to middle-aged and consume clothes more actively and reflect short-interval fashions and trends more rapidly." As behaviors of following fashions changing in short intervals with respect to countries, half of students of Turkey diverge from the students of other countries by opting for "not adapting".

Results of chi-square test show that the difference observed between students' behaviors of following fashions changing in short time intervals with

Table 10. ANOVA results of averages of view points of students about fashion with respect to countries

One-Way Variance Analysis (ANOVA) Result Table ($H_0: \mu_{Turkey} = \mu_{Turkic\ Republics} = \mu_{Cyprus} = \mu_{England}$)						
Country	f	Mean	Std. D.	F Value	Significance (P)	Decision
Turkey	117	17,889	3,240	26,248	0,000	H₁ Acceptance
Turkic Republics	81	17,185	3,461			
T.R.N.C.	87	18,391	2,826			
England	104	14,413	4,200			
Total	389	16,925	3,812			

Table 11. Multiple comparisons test results for countries having different fashion view points

Multiple Comparison Table			
(I) Country	(J) Country	Average Difference (I-J)	Significance (P)
Turkey*	Turkic Republics	0,704	0,625
	T.R.N.C	-0,502	0,808
	England *	3,475	0,000
Turkic Republics *	Turkey	-0,704	0,625
	T.R.N.C	-1,206	0,086
	England *	2,772	0,000
T.R.N.C.*	Turkey	0,502	0,808
	Turkic Republics	1,206	0,086
	England *	3,977	0,000
England*	Turkey *	-3,475	0,000
	Turkic Republics *	-2,772	0,000
	T.R.N.C *	-3,977	0,000

respect to countries [$\chi^2 = 30,006$ p= ,000] is found to be significant.

In Table 7 that 49.4% of the students report that their friends following fashion closely are economically well-off, 21.1% claiming that these friends are highbrow can be interpreted as those economical factors are effective on students' behaviors in following fashion. Fashion may cause an individual to use a cloth and to purchase a cloth, to delay purchase of a cloth by thinking that fashion will change soon or to change his/her all cloths. Clothing consumption is also affected from social and economical environment that the individual and family is in (20).

As the point is considered in terms of countries, as Turkish students (52.4%) describe their friends following fashion closely as "physically capable of carrying all sorts of changes", students of England (66.7%) describe as "audacious", T.R.N.C. students (26,8%) as

"very highbrow" and students of Turkic Republics (23.2 %) as "the people necessitating to attract attention."

According to Bahadır (21) conception of fashion in three different ways is due to three concerns lying within the concept of fashion. The first one is showing oneself, the second is mimicking and the third is the concern of falling in an emotion of being different from others.

That significance of the difference statistically observed between students' fashion descriptions of the students and viewpoints towards their friends following fashion closely [$\chi^2 = 48,230$ p= ,004] was found in the results of chi-square test.

In addition to opinions, behaviors and customs constituting cultural structures of the people living in different social environments; social environment, age, gender and economical condi-

tions affect one's viewpoint towards fashion. Findings regarding viewpoints of students towards fashion are given in table 8 below.

As table 8 is analyzed; that 68.1% of the students "disagree" with the idea I purchase fashionable cloths with no hesitation and 57.1% "disagree" with the idea The price of a fashionable cloth is not a matter for me, 52.7% "partly agree" with the idea I prefer a cloth to be fashionable when I purchase a cloths can be interpreted as they do not have "quite positive" viewpoints towards fashion. Taking into consideration the ratio of those partly or certainly agreeing the idea that following fashion poses addiction for individuals (57.6%) this claim is supported further. The answers given in other choices support this interpretation. That visual media is significant for shaping students' viewpoint towards fashion is seen.

Table 12. ANOVA results for averages of fashion view points of students with respect to income levels of their families.

One-Way Variance Analysis (ANOVA) Result Table ($H_0: \mu_{Income1} = \mu_{Income2} = \mu_{Income3} = \mu_{Income4} = \mu_{Income5} = \mu_{Income6}$)						
Income Level	f	Mean	Std.D.	F Value	Significance (P)	Decision
Minimum wage and below	76	17,513	3,538	7,424	0,000	H₁ Acceptance
Double of minimum wage	99	18,152	2,967			
Triple of minimum wage	69	17,319	3,603			
Fourfold of minimum wage	27	14,519	3,725			
Fivefold of minimum wage	48	16,292	4,287			
Sextuplet of minimum wage	70	15,529	4,221			
Total	389	16,925	3,812			

Table 13. Multiple comparison results for income levels exhibiting differences with respect to fashion view point averages

Multiple Comparison Table			
(I) Income Level	(J) Income Level	Average Difference (I-J)	Significance (P)
Minimum wage and below	Double of minimum wage	-0,638	0,969
	Triple of minimum wage	0,194	1,000
	Fourfold of minimum wage *	2,995	0,011
	Fivefold of minimum wage	1,221	0,802
	Sextuplet of minimum wage	1,985	0,039
Double of minimum wage *	Minimum wage and below	0,638	0,969
	Triple of minimum wage	0,833	0,843
	Fourfold of minimum wage *	3,633	0,001
	Fivefold of minimum wage	1,860	0,121
	Sextuplet of minimum wage	2,623	0,000
Triple of minimum wage *	Minimum wage and below	-0,194	1,000
	Double of minimum wage	-0,833	0,843
	Fourfold of minimum wage *	2,800	0,025
	Fivefold of minimum wage	1,027	0,947
	Sextuplet of minimum wage	1,790	0,114
Fourfold of minimum wage *	Minimum wage and below *	-2,995	0,011
	Double of minimum wage *	-3,633	0,001
	Triple of minimum wage *	-2,800	0,025
	Fivefold of minimum wage	-1,773	0,641
	Sextuplet of minimum wage	-1,010	0,988
Fivefold of minimum wage	Minimum wage and below	-1,221	0,802
	Double of minimum wage	-1,860	0,121
	Triple of minimum wage	-1,027	0,947
	Fourfold of minimum wage	1,773	0,641
	Sextuplet of minimum wage	0,763	0,998
Sextuplet of minimum wage *	Minimum wage and below *	-1,985	0,039
	Double of minimum wage *	-2,623	0,000
	Triple of minimum wage	-1,790	0,114
	Fourfold of minimum wage	1,010	0,988
	Fivefold of minimum wage	-0,763	0,998

* The cells show the ones having significance levels at %5

Point values of the views stated in Table 8 were calculated in order to identify viewpoints of students towards fashion and hypotheses were stated to

determine whether view points are dependent on age, gender, country, income level and education and the hypotheses were tested.

Hypothesis 1. Average of viewpoints of students about fashion does not differentiate with respect to gender.

According to Table 9, as significance (P) value is (0.615) > ($\alpha = \%5$) H_0 can be accepted.

That there is no difference between view points of students about fashion with respect to gender can be interpreted as those viewpoints towards fashion do not differentiate with respect to gender.

Hypothesis 2. Viewpoints of students towards fashion differentiate with respect to the country they are brought up.

As table 10 is analyzed, since significance level (P) is (0.000) < ($\alpha = \%5$) H_1 can be accepted. Analyzing average points, that T.R.N.C. students have greatest averages is seen. Turkey, Turkic Republics and England follow her, respectively. In this case those T.R.N.C. students have "quite positive" viewpoints towards fashion, students of Turkey and Turkic Republics have "positive" viewpoints towards fashion whereas students from England have "negative" viewpoints towards fashion can be interpreted. In other words, in averages of fashion points, there are differences with respect to countries.

Multiple Comparisons Test Results are given in Table 11 in order to answer the question to what extent countries' fashion view points about fashion are different from each other.

The cells show the ones having significance levels at %5

Table 14. ANOVA results for fashion view points averages with respect to education levels of students

One-Way Variance Analysis (ANOVA) Result Table ($H_0: \mu_{\text{Education 1}} = \mu_{\text{Education 2}} = \mu_{\text{Education 3}} = \mu_{\text{Education 4}}$)						
Education Levels	f	Mean	Std. D.	F Value	Significance (P)	Decision
High school (College)	17	16,647	3,390	0,743	0,527	H₀ Acceptance
Undergraduate	347	16,879	3,879			
Master	20	17,400	3,119			
Doctorate	5	19,200	2,775			
Total	389	16,925	3,812			

Table 15. ANOVA result for view point averages about fashion with respect to behaviors of following fashion among students

One-Way Variance Analysis (ANOVA) Result Table ($H_0: \mu_{\text{Fashion 1}} = \mu_{\text{Fashion 2}} = \mu_{\text{Fashion 3}} = \mu_{\text{Fashion 4}}$)						
Choices	f	Mean	Std. D.	F Value	Significance (P)	Decision
Ones creating and presenting fashion	42	17,286	3,086	4,159	0,006	H₁ Acceptance
Ones following fashion always closely	62	15,565	4,404			
One trying to follow fashion	185	17,443	3,792			
Those who are behind with the fashion	100	16,660	3,540			
Total	389	16,925	3,812			

Table 16. Multiple comparison results for different behaviors of following fashion

Multiple Comparison Table			
(I) Approaches Towards Following Fashion	(J) Approaches Towards Following Fashion	Average Difference (I-J)	Significance (P)
Ones creating and presenting fashion	Ones following fashion always closely	1,721	0,158
	One trying to follow fashion	-0,158	0,996
	Those who are behind with the fashion	0,626	0,845
Ones following fashion always closely	Ones creating and presenting fashion	-1,721	0,158
	One trying to follow fashion *	-1,879	0,010
	Those who are behind with the fashion	-1,095	0,358
One trying to follow fashion	Ones creating and presenting fashion	0,158	0,996
	Ones following fashion always closely *	1,879	0,010
	Those who are behind with the fashion	0,783	0,423
Those who are behind with the fashion	Ones creating and presenting fashion	-0,626	0,845
	Ones following fashion always closely	1,095	0,358
	One trying to follow fashion	-0,783	0,423

* The cells show the ones having significance levels at %5.

That fashion view point averages of university students from England are different from the ones for other countries is seen in Table 11. As the lowest score for fashion view points belong to students from England, this result is expected. The changes in cloths that are generated by fashion are indicators of social and cultural changes in addition to personal preferences As fashion trends are pervaded to different groups, as young age groups sympathize with new styles; main consumption groups will continue

being divided into many lifestyles and these lifestyles will differentiate with respect to regions (8).

Hypothesis 3. Viewpoints of students towards fashion differentiate with respect to income levels of their families.

As Table 12 is analyzed, since significance level (P) is $(0.000) < (\alpha = \%5)$ H₁ can be accepted. In other words, there is a difference between viewpoints of students towards fashion with respect to income levels of their families. Those students of whom families earn have double of minimum wage

income level have “quite positive” viewpoints and those earning sextuplet, triple, fourfold and fivefold of minimum wage report “positive” viewpoints are seen. Those students of whom families earn income level of sextuplet or more of minimum wage report “negative” viewpoints towards fashion can be interpreted as income levels rise, viewpoints towards fashion deteriorate.

As this result supports Crane’s claim “in poor families, cloths represent a significant part of property holdings. Gener-

ally, sole valuable possessions of these families are their cloths" (8), this also can be interpreted as effects of class distinctions due to economic circumstances on individuals. This comment is in line with the idea of Smith about worker women claiming "laboring class women regard purchasing comparably lower quality cloths compatible with their budgets and wearing compatible with fashion as participation in social activities and a required act for shifting upwards" (22).

Results of Multiple Comparison Test are given in Table 13 in order to answer the question which income level groups are different from each other.

As Table 13 is analyzed, that students of whom families have income levels of fourfold of minimum wage differentiate from fashion view point averages of the other three groups having less amounts of income levels is seen. Same difference is seen between the averages of view points for fashion for students of whom families have sextuplet of minimum wage and those having income levels of double of minimum wage.

Hypothesis 4. Viewpoints of students towards fashion do not differentiate with respect to education levels.

As significance level (P) is $(0.527) > (\alpha = \%5)$ H_0 can be accepted. That viewpoints of students towards fashion do not differentiate can be interpreted as that there is no difference between averages of view points of students towards fashion with respect to education status.

Hypothesis 5. There is a difference between viewpoints of students towards fashion and behaviors of following fashion.

According to Table 15, as significance level (P) is $(0.006) < \text{Alfa } (\%5)$, H_1 can be accepted. As the average points are analyzed, that the students trying to follow fashion have greatest points is seen. The ones creating and presenting fashion, falling behind with fashion and following fashion always

closely follow this, respectively. That the students creative and presenting fashion and trying to follow fashion to have a "quite positive" view towards fashion is an expected result. As the students falling behind with the fashion have "positive" viewpoints whereas the students following fashion always so closely have "negative" viewpoints towards fashion show that behaviors of following fashion among students differentiate from viewpoints towards fashion. In this difference between viewpoints towards fashion of students and behaviors of following fashion, economical and sociocultural factors are thought to be effective.

Results of Multiple Comparison Test conducted in order to answer the question which behavior of following fashion is different from each other are presented in Table 16 below.

As Table 16 is analyzed, that fashion view point average of the students following fashion and fashion view point average of the students trying to follow fashion show difference is seen.

4. RESULT AND SUGGESTIONS

In this research conducted to identify points of view towards fashion and behaviors of following fashion among the students brought up in different cultures, it is observed that the students are aware of the concept of fashion, their points of view towards fashion is "positive", the majority show behavioral pattern of "trying to follow fashion" whereas there exists a student group showing behavioral pattern of "falling behind of fashion"

That descriptions of fashion, behaviors of following fashion and points of view towards fashion of the students do not differentiate with respect to age and gender whereas differentiate with respect to income level of countries and families had been identified and the results found are presented as following:

- The students in England describe fashion as "wearing branded clothes"

whereas the students of other countries describe as "phases of liking in time" and "the most significant condition of nice clothing".

- The students in England are of those "falling behind with fashion" whereas the students of other countries are of those "following fashion" and "trying to follow fashion".
- As Turkish students describe their friends who follow fashion closely as "economically quite well-off" whereas students from other countries describe as "audacious" and "the people necessitating to attract attention".
- That points of view of Turkish Republic of Northern Cyprus students towards fashion are "very positive" whereas of Turkish and students of Turkic Republics are positive" and of English students are "negative" are identified.
- That among the students, economical conditions are significant factors for points of view towards fashion and it is seen that students of whom families have average or below average income levels express "positive" points of view whereas children of well-off families express "negative" points of view towards fashion.
- That there is a difference between points of view towards fashion among the students and behaviors of following fashion, the students expressing "positive" points of view towards fashion are within the group "falling behind with fashion" whereas students expressing "negative" points of view exhibit behaviors of "following fashion closely" are observed.

In today's world where coinciding with crowds who reflect latest fashion, seeming chic without having an original style and seeming similar due to the same clothing style and hair type, using different styles that are favorable among the youth in particular generate unharmonious combinations. It can straightforwardly be claimed that university youth is in masses that wear similar clothes and facsimile figures

mimicking each other to an extent that cannot be underestimated.

Sports wear that day-night details are used together constitute the clothing style that the youth use in daily life most. The youth trying to create unpleasant and unharmonious clothing styles in order to create his/her own style should take into account that they can provide unity by some small details and touches on styles seeming to be different and the balance in unity of the clothe is the important point. The youth should consciously create their clothing styles in a fashionable manner, including complicated styles in harmony in itself, compatible with time, place, his/her life habits and in a manner that is not flamboyant or out of style.

For this reason, in order to inform the youth about wearing style and fashion, seminars and conferences expressing importance of wearing style and fashion's role on individuals' expressing their social status and characteristics, developing self-confidence and enhancing social communications should be covered within social activity programs of universities.

Results of the research are thought to be beneficial for the works of fashions centers determining fashion trends, especially the works for determination of fashion trends for youth and to make contributions in use of scientific approaches in applications of ready-wear sector.

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**EN HAKİKİ MÜRŞİT İLİMDİR,
FENDİR**

M KURUMU