

# SOCIO-CULTURAL EVALUATION OF ATTITUDE OF THE YOUTH AGAINST BRANDED CLOTHING

## GENÇLERİN MARKALI GİYSİLERE KARŞI TUTUMUNUN SOSYO-KÜLTÜREL AÇIDAN DEĞERLENDİRİLMESİ

*Assist. Prof. Dr. Fatma KOÇ*  
*Gazi University, Faculty of Vocational Education*  
*Department of Clothing Industry and Fashion Design*  
*e-mail: fturan@gazi.edu.tr*

### ABSTRACT

The research has been planned and conducted with the aim of socio-cultural evaluation of the attitude of the undergraduate and graduate students in various countries against the branded clothes and comparing the differences amongst the countries. 406 students who were selected as a result of the random sampling amongst the university students who attend universities in Ankara, coming from Ankara in Turkey, Nicosia in Turkish Republic of Northern Cyprus (T.R.N.C.), Liverpool in England and student from Turkic Republics constitute the sampling of the research. The data collected by the survey form which is developed by the researcher has been analyzed by using Social Sciences Statistics Package (SPSS).

At the end of the result, it was concluded that students who are following their educations in the countries which had been determined to have different socio-cultural values adopted the branded clothes, however, they could hardly afford to have one as the prices are high. It has also been determined that students in the western countries that manufacture and sell the brand are less fond of brands and that students define those in branded clothes as leaders, wealthy and having a good taste. In terms of attitude points against the branded clothes, no difference in terms of sex and education level has been determined, but it has been determined that there were differences in terms of country, income of the family and age groups, and these differences were evaluated.

**Key Words:** University youth, Brand, Clothes, Cultural difference, Socio-Culture.

### ÖZET

Araştırma farklı ülkelerde öğrenim gören lisans ve yüksek lisans öğrencilerinin markalı giysilere karşı tutumunun sosyo-kültürel açılarından değerlendirilmesi ve ülkeler arasındaki farklılıkların karşılaştırılması amacı ile planlanmış ve yürütülmüştür. Araştırmanın örneklemini Türkiye’de Ankara, Kıbrıs’ta Lefkoşa, İngiltere’de Liverpool şehirlerinde ve Türk Cumhuriyetlerinden gelerek Ankara’da üniversite eğitimi gören üniversite öğrencileri arasından tesadüfi örnekleme sonucunda seçilen 406 öğrenci oluşturmuştur. Araştırmacı tarafından geliştirilen anket formu ile toplanan veriler Sosyal Bilimler İstatistik Paketi (SPSS) kullanılarak analiz edilmiştir.

Araştırmanın sonucunda, farklı sosyo-kültürel değerlere sahip olduğu belirlenen ülkelerde öğrenim gören öğrencilerin markalı giysileri benimsemelerine rağmen fiyatının yüksek olmasından dolayı markalı giysi edinmekte güçlük çektikleri sonucuna varılmıştır. Markayı üreten ve satan batı ülkelerinde yaşayan öğrencilerin diğer ülkelerin öğrencilerine göre daha az marka tutkunu oldukları, öğrencilerin markalı giysiler giyen kişileri lider, ekonomik durumu iyi ve çok zevkli olarak tanımlandıkları belirlenmiştir. Markalı giysilere karşı tutum puanları açısından cinsiyet ve eğitim düzeyleri arasında fark görülmezken, ülke, aile geliri, yaş grupları arasında farklılıklar görülmüş ve değerlendirilmiştir.

**Anahtar Kelimeler:** Üniversite gençliği, Marka, Giysi, Kültürel farklılık, Sosyo-Kültür.

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### 1. INTRODUCTION

The increase in the consumption products in the twentieth century has brought the need for the companies to differentiate their products, namely, to become a brand. The brand in simplest form is a concept that provides rational and emotional satisfaction (1). Similar to humans, the brands do not

merely consist of physical elements. Brands have a spirit, an essence not seen from outside, and core, too. What makes the actual brand is its essence. It is mixture that is bought by the customer, also having a personality that gives satisfaction. An important value of brand is that it provides satisfaction (2).

Things which are selected for wearing or decided not to be worn determine one’s political stance and what is bought is merely not a cloth but the identity of the person. This identity can be related to the value of the brands that are transferred to the society by means of marketing (3). Consumers prefer to buy well-known brands in

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order not to encounter with a surprise (4). "The users may have a trusting feeling for a branded product, because it means in the mind of the consumer being a product whose quality is consistent" (5).

Consumers evaluate products and brands according to the image which those products and brands have created, and they buy that image not the product itself (6). They pay more in order to buy a particular brand. "For instance, you come across expressions such as I bought a Levis or Mavi Jeans for myself last week, not jeans.", which shows that the selection of the name of the brand is the primary important stage in activities of branding." (7). Brand, beyond the concrete meaning that the product has, is a structure that adds an abstract meaning to the product itself. In other words, while the product presents a benefit, the brands expresses abstract meanings – in addition to it– such as image, prestige, status and freedom. In fact, customers are closely interested in what values and meaning a particular product contributes to them when they buy a product (1,8)

In the literature of selection and preference of clothing, there have been many studies that deal with clothing preferences and usage as well as brand awareness (3,7,9,10,11, 12,13,14,15). As the result of the research on clothing preferences of the students who are educated in USA and Japan which was conducted in 1999 by Kavabata and Rabolt, it has been determined that the students who follow their educations in the USA have more tendency in favor of the branded and fashionable clothing than of those who go to schools in Japan (16). Another research determined that name of the brand was effective for perception of male consumers about the trousers quality (17). In the research which was conducted in 2003 by Lachance et al on the factors of

preferences of brands in terms of socialization process of the youth, the effects of family, the coeval and media were examined and those three factors were found to be quite important in selection of brands (9).

Brands of clothes are seen as one of the most important instruments for people to express themselves and to be in accordance with their social roles (18). It also is seen as a remarkably effective instrument in the socialization of youths and development of their characteristics (19).

Culture is a very comprehensive content that shows the point of view, analysis of society to a situation (20). It changes from country to country and even inside the territories of a county, the culture is divided by splitting into many different subcultures (21). As an example of cultural difference and insularity of outlook, one "brand" which is marked with belief that it carries a very positive meaning in one culture may have reversely unintended negative meaning in another culture. (22) In cultural interaction, "product positioning" is also important. Product impression that the individual perceives is affected from the culture (23). The view that products of the same culture have different meanings for different groups and masses is valid for most of the cultures that are expressions of the modern culture.

Before examining effects arising from cultural differences, it is expected that every culture has their own culture and they have their specific dynamic and there will be important differences amongst the countries (24).

**The aim of this research;** The research was planned and conducted in order to evaluate behaviors of undergraduate and graduate students on branded clothes in terms of socio-cultural values and compare the differences between counties. In order to achieve these aims four sub problems

had been determined and hypotheses developed to satisfy those problems.

The study is of significance in terms of collecting views on preferences and opinions of the young about braded cloths and being guiding for cloth producers of whom target groups are the young.

## 2. MATERIAL AND METHOD

### 2.1 Material

The research was conducted in accordance with general searching method searching whether individuals or objects have a correlation with particular attributes and in which there is no manipulation of the researcher on independent variables or factors (25). This study done on students of undergraduate and graduate levels who are thought to have different cultural values in Turkey, T.R.N.C. (Turkish Republic of Northern Cyprus), Turkish Republics (Kyrgyzstan, Uzbekistan, Azerbaijan, Tajikistan, Turkmenistan and Kazakhstan) and England 406 students who were selected as a result of the random sampling amongst the university students who attend universities in Ankara, coming from Ankara in Turkey, Nicosia in T.R.N.C., Liverpool in England and student from Turkish Republics constitute the sampling of the research. The sampling group was determined by taking into consideration Anderson's (26) table of hypothetical sampling sizes for spaces of different sizes in social sciences.

Cultural values of the students brought up in different regions in terms of cultural bases were identified as a significant factor in sampling selection and the study was established on this situation.

Country, gender, age and education attributes of the students constituting the sampling group are presented in Table 1.

**Table 1.** The Distribution of Students According Countries, Age, Gender and Education

		COUNTRIES								TOTAL	
		Turkey		Turkish Republics		T.R.N.C.		England			
		f	%	f	%	f	%	f	%	f	%
Distribution of students according countries		121	29,8	84	20,7	91	22,4	110	27,1	406	100
SEX	Female	110	37	71	23,9	42	14,1	74	24,9	297	100
	Male	11	10,1	13	11,9	49	45	36	33	109	100
EDUCATION	Undergraduate	104	30,1	67	19,4	81	23,5	93	27	345	100
	Graduate	17	27,9	17	27,9	10	16,4	17	27,9	61	100
AGE	17-19	11	15,3	22	30,6	10	13,9	29	40,3	72	100
	20-22	85	41,1	41	19,8	43	20,8	38	18,4	207	100
	23-25	22	21,6	15	14,7	33	32,4	32	31,4	102	100
	26-29	3	12	6	24	5	20	11	44	25	100

n = 406

## 2.2 Method

Data used in the research were obtained by a data collection device designed by a researcher and constituted of two parts. Similar studies and related literature were benefited in preparation of the study. First part of data collection device is constituted of two multi-choice questions about demographic attributes of the students and situations of the people using branded cloths. In the second part, views consisted of 26 options regarding use of branded cloths and attitudes towards branded cloths were presented by using likert scale type of quad grading that "I fully agree", "I partially agree", "I'm ambivalent" and "I disagree".

The data collected were analyzed by using SPSS (Statistical Package for Social Sciences). Answers given to the device consisting 26 views of students about reasons for preferring branded cloths and behaviors towards branded cloths were applied as answers representing expected positive answers from "I fully agree" to "I disagree"- "0" to "3" (11 clauses) and as answers representing expected negative views reversely from 3 to 0 (15 clauses). Point of behavior against branded cloths obtained from the measure was determined to be minimum 0 and maximum 66.

Interval of confidence (between 48- 49 points) were generated for views of average branded cloth preferences with confidence coefficient of 5% and the average of interval of confidence was founded to be 48,30. The points under the interval of confidence are grouped as the students do not have "positive views about branded cloths" and the points on the interval of confidence as the students have "positive views about branded cloths" and the points above the interval of confidence as "very positive view on branded cloths" and results were interpreted according those groups.

Questionnaire's validity and confidence analysis determined in this manner. By calculating article-total correlations of the articles in the scale in terms of branded cloth preference reasons of the students and their attitudes towards branded cloths, the correlation was analyzed. According to the result of article analysis total correlations of the articles were above .47 [ $F(84-121) = 47,206, p < 0,5$ ]. Coherence co-efficient of the scale (Cronbach Alpha) was calculated to be ,79.

Hypothesis test was made using gender, education, economic situation and country variables regarding the point of view for branded cloth preferences and attitude towards branded cloths. Corre-

lation of views of the students towards branded cloth preferences and attitude towards branded cloths and country, income level, age, education level were evaluated to be of significance of  $p < 0.05$  by applying chi-square test ( $\chi^2$ ).

## 3. FINDINGS AND INTERPRETATION

Findings and explanation accessed from statistical analysis of results related to sub problems of the study placed in this section.

**Sub-problem 1.** How was the behavior against branded clothes and using branded clothes among students?

Usage of branded cloths and behaviors on branded cloths views of students taken into context of the research and who are following educations in socio-culturally different societies were presented in Table 3.

**Table 2.** The Mean Points of View and Behavior Against Branded Clothes of Groups

	n	Mean	Std. error
Turkey	121	52,27	7,390
Turkish Republics	84	45,68	14,060
T.R.N.C.	91	54,84	6,074
England	110	40,53	9,896
Total	406	<b>48,30</b>	11,108

[ $F=47,206, P=000$ ]

**Table 3.** The Distribution of Visions Related to Behavior Against Branded Clothes and Using Branded Clothes

Options	Alternatives							
	Ambivalent		I disagree		I partially agree		I fully agree	
	f	%	f	%	f	%	f	%
I prefer branded cloths when I purchase my cloths	64	15,8	85	20,9	202	49,8	55	13,5
I purchase branded cloths without inspection	36	8,9	276	<b>68</b>	73	18	21	5,2
Branded cloths are expansive	39	9,6	31	7,6	169	41,6	167	<b>41,1</b>
Companies which produce branded cloths are respectful for customers rights	119	29,3	63	15,5	134	33,0	90	22,2
The life of branded cloths are longer then other	73	18,0	65	16,0	141	34,7	127	<b>31,3</b>
I feel more confident when I wear branded cloths	66	16,3	168	41,4	116	28,6	56	13,8
I believe that when branded cloths, my cloths are distinguished	62	15,3	120	29,6	151	<b>37,2</b>	73	18,0
The price of branded cloths is important for me	48	11,8	232	57,1	89	21,9	37	9,1
Branded cloths cause addiction for consumers	94	23,2	84	20,7	135	33,3	93	22,9
Wearing branded cloths mean following fashion	63	15,5	156	38,4	135	33,3	52	12,8
Brand is enough for me to favor a cloth	52	12,8	276	68,0	55	13,5	23	5,7
Wearing branded cloths means creating an image	66	16,3	199	49,0	88	21,7	53	13,1
Wearing branded cloths of popular persons make me happy	63	15,5	237	58,4	65	16,0	41	10,1
I prefer particular brands because I think that I have found my fashion	90	22,2	122	30,0	117	28,8	77	19,0
Well-known being of a brand is important for me	74	18,2	164	40,4	114	28,1	54	13,3
Social class which use the brand is important for me	46	11,3	256	63,1	70	17,2	34	8,4
I can make restrictions to basic needs to purchase branded cloths	69	17,0	203	50,0	97	23,9	37	9,1
I prefer to purchase branded cloths cheaper at end of season	75	18,5	54	13,3	158	38,9	119	29,3
I always prefer the same brand	70	17,2	213	<b>52,5</b>	92	22,7	31	7,6
I may wear different brands	81	20,0	162	39,9	111	27,3	52	12,8
Brand label's location in apparent places is important	56	13,8	217	<b>53,4</b>	91	22,4	42	10,3
Brand phenomena, price, quality, firmness, properties of model and easy to get must be fulfilled	71	17,5	39	9,6	99	24,4	197	<b>48,5</b>
Advertorials are effective on my brand preferences	58	14,3	50	12,3	121	29,8	177	<b>43,6</b>
Product which has a good marketing and advertisement has a high chance to be a brand	75	18,5	32	7,9	132	32,5	167	<b>41,1</b>
I believe that companies which produce branded cloths have or may have international connections	92	22,7	31	7,6	129	31,8	154	37,9
The image of a country is increased the number of companies which produce branded cloths	114	28,1	52	12,8	134	33,0	106	26,1

n=406

According to Table 3, that 49.8% of the students selected "I partially agree"; 13.5% "I fully agree" for the article "I prefer branded cloths when I purchase my cloths" found. 68% "I disagree" "I buy branded clothes without inspection" opposite to that; % 48.5 said "I fully agree" to "Brand phenomena, price, quality, firmness, properties of model and easy to get must be fulfilled". Students claim were support and overlap Chaudhuri and Holbrook regarding brand "Trust claim of customer depend on some functions fulfilled by brand" (27). % 31.3 of students said "I fully agree", % 34.7 of students said "I partially agree" to "life of branded clothes is longer then others" and they highlight there must be another thing then quality to choice branded clothes.

Distribution of answers of the questions asked in order to determine what the students following educations in counties of different cultural values care while purchasing cloths was presented in Table 4.

According to Table 4, students agree with the idea that cloth should be branded and its fabric should be of high-quality on the percentage of 20.7% and 18.2% report that their cloths should be last fashion.

If the table is evaluated concerning the different countries, in England, 44.8% of students look for suitable prices, % 35.7 of student look for brands whereas among Turkish students; 50.9% showed tendency for suitability to body; in T.R.N.C. (Turkish Republic of Northern Cyprus) 33.3% of students valued quality of fabrics and sewing, among Turkish Republics' students 26.2% valued brands and quality sewing. After analyzing the regional differences between buying behaviors, obvious sub cultural effects will apparently be seen (28).

**Table 4.** The Distribution of Behavior of Buying Clothes of Students

Options	Countries								Total	
	Turkey		Turkish Republics		T.R.N.C.		England.		f	%
	f	%	f	%	f	%	f	%		
Clothes must be last fashion	12	16,2	20	27	21	28,4	21	28,4	74	<b>18,2</b>
Clothes must be brand	23	27,4	22	26,2	9	10,7	30	<b>35,7</b>	84	<b>20,7</b>
Fabric of clothes must be quality	24	28,6	20	23,8	28	33,3	12	14,3	84	<b>20,7</b>
Sewing of clothes must be quality	10	23,8	11	26,2	14	33,3	7	16,7	42	10,3
Price of clothes must be suitable	24	35,8	8	11,9	5	7,5	30	<b>44,8</b>	67	16,5
Clothes must be suitable and beseem	28	<b>50,9</b>	3	5,5	14	25,5	10	12,8	55	13,5
Total	121	29,8	84	20,7	91	22,4	110	27,1	406	100

n=406

 $\chi^2 = 65,037$  df = 15 p = , 000**Table 5.** Visions of Students Related to the People Using Branded Cloths

Options	Countries								TOTAL	
	Turkey		Turkish Republics		T.R.N.C.		England.		f	%
	S	%	S	%	S	%	S	%		
They are leader-like	2	7,4	4	14,8	3	11,1	18	<b>66,7</b>	27	6,7
Have high economical level	74	37,6	42	21,3	53	26,9	28	14,2	197	<b>48,5</b>
Who in need to catch attention	36	32,1	21	18,8	19	17	36	32,1	112	27,6
They are very elegant	9	12,9	17	24,3	16	22,9	28	40	70	17,2
Total	121	29,8	84	20,7	91	22,4	110	27,1	406	100

n=406

 $\chi^2 = 54,432$  df = 9 p = , 000

According to the results of chi-square test conducted in order to identify if there is a statistically significant correlation between the students' behaviors of obtaining cloths and the countries the difference was found to be of significance of [ $\chi^2 = 65,037$  df=15 p= ,000 ].

**Sub-problem 2.** Do definitions of the students of different societal cultures for people using branded cloths show difference with respect to countries?

Findings relating how the students within the context of the research define people using branded cloths are presented in Table 5.

According to Table 5, that 48.5% of students define people using branded cloths with having a high economical level. That the correlation between the clause "branded cloths are expansive" asked to the students and definitions of people using branded cloths is of significance of [ $\chi^2 = 20,786$  p=, 014]

according to results of the chi-square test strengthen this situation. 27.6% of the students define people using brand cloths as "people who are in need to catch attention". The significant correlation between "brand label location in apparent places is important" and the definitions of people using branded cloths was found to be [ $\chi^2 = 18,642$  p=, 028].

Regarding the case with respect to countries, 40% of the students in England are on opinion the people using branded cloths users are elegant. By heading the view of Cateora that "*cultural factors restrict and shape perception sorts of various concepts*" (29), that models designed are appreciated more in accordance with the cultures of the countries creating and presenting fashion and brand; however, as a result of globalization that is not in line with tastes of people purchasing and using the brand, the youth prefer these cloths in order not to differentiate from

their coevals can be interpreted. As at a respectively low percentage 6.7% of general total of the students chose that branded cloths users are "they are leader-like", inspecting the case in accordance with the countries aspect, that 66.7% of the students in England report them as "they are leader type" strengthens the importance of cultural differences.

According to the results of chi-square ( $\chi^2$ ) test conducted in order to identify whether there is a statistically significant correlation between students' definitions of people using branded cloths and the countries, the difference of students' definitions of people was seen of significance of [ $\chi^2 = 54,432$  df =9 p= ,000].

**Hypothesis 1.** There is a difference of the average points of the students' using branded cloths and attitudes towards branded cloths and the definitions of the people using branded cloths.

**Table 6.** ANOVA Results with Points Average of Students' Using Branded Cloths and Attitudes Towards Branded Cloths and The Definitions of the People Using Branded Cloths

<b>Result Table ff Single Sided Variance Analysis (ANOVA)(<math>H_0 = \mu_{Brand1} = \mu_{Brand2} = \mu_{Brand3} = \mu_{Brand4}</math>)</b>						
Defined as persons using brands	Number of observation	Mean	Std. Error	F value	Significance (P)	Decision
They are leader-like	27	42,19	1,958	9,108	,000	H1 accepted
Have high economical level	197	50,61	,697			
Who in need to catch attention	112	48,21	1,096			
They are very elegant	70	44,30	1,465			
<b>Total</b>	<b>406</b>	<b>48,30</b>	<b>,551</b>			

According to Table 6; as significance (P) value (.000) <  $\alpha$  (% 5) H1 can be accepted.

**Table 7.** Results of Multiple Comparison Tests for Definitions of Using Branded Cloths

<b>Multiple Comparison Table</b>			
Definition of people using brand (I)	Definition of people using brand (J)	Average Difference (I-J)	Significance (P)
They are leader-like *	High Economical level *	-8,424*	,002
	Catch attention	-6,029	,059
	Elegant	-2,115	,949
Have high economical level *	Leader-like*	8,424*	,002
	Catch attention	2,395	,340
	Elegant*	6,309*	,001
Who in need to catch attention	Leader type	6,029	,059
	High Economical level	-2,395	,340
	Elegant	3,914	,188
They are very elegant *	Leader-like	2,115	,949
	Good Economical level*	-6,309*	,001
	Catch attention	-3,914	,188

\*Cells show significant changes with level of 5%

**Table 8.** ANOVA Results of Mean Points of Using Branded Clothes and Attitudes Towards Branded Clothes with Respect to Countries.

<b>Single Sided Variance Analysis (ANOVA) Result Table (<math>H_0 : \mu_{Turkey} = \mu_{Turk.Rep.} = \mu_{Cyprus} = \mu_{England}</math>)</b>						
	Number of observation	Mean	Std. Error	F value	Significance (P)	Decision
Turkey	121	52,27	7,390	47,206	0,000	H1 accepted
Turkish Republics	84	45,68	14,060			
T.R.N.C.	91	54,84	6,074			
England	110	40,53	9,896			
<b>Total</b>	<b>406</b>	<b>48,30</b>	<b>11,108</b>			

According to Table 8', Significance (P) value as being (0.000) <  $\alpha$  (%5), H<sub>1</sub> can be accepted.

It show that there is significant difference between students' definitions for people using branded cloths and using branded cloths and attitudes towards branded cloths. [F (27-197) =9, 108, p<0, 5]. In other words, when the students are asked to define branded cloths users; this significantly changes in line with their interests in brands and sensitivities for branded products.

Results of the multiple comparison test conducted in order to identify definitions of the people using which cloths are different are presented in Table 7.

According to Table 7; when the students are asked to define people using branded cloths briefly, the people using branded cloths are defined as people leader-like in the society, having high economic level and very elegant.

**Sub-Problem 3.** Is there significant correlation between approaches, views and attitudes of the students of different cultures towards branded cloths?

**Hypothesis 2.** Students' usage of branded cloths and attitudes towards branded cloths differ with respect to countries.

It shows that there is a significant difference in between the students'

**Table 9.** The Results of The Multiple Tests of The Countries Having a Difference in The Average Points of Usage and The Attitude for The Branded Clothes

<i>Multiple Comparison Table</i>			
(I) Country	(J) Country	Average difference (I-J)	Significance (P)
Turkey*	Turkish Republics*	6,594(*)	,001
	T.R.N.C.*	-2,562(*)	,036
	England*	11,745(*)	,000
Turkish Republics*	Turkey*	-6,594(*)	,001
	T.R.N.C.*	-9,157(*)	,000
	England*	5,151(*)	,029
T.R.N.C.*	Turkey*	2,562(*)	,036
	Turkish Republics*	9,157(*)	,000
	England*	14,308(*)	,000
England*	Turkey*	-11,745(*)	,000
	Turkish Republics*	-5,151(*)	,029
	T.R.N.C.*	-14,308(*)	,000

\*The cells are showing the ones having significant difference of the %5 level.

**Table 10.** T test results for the usage of branded clothes according to gender and having the average of the opinion points on the attitudes for branded clothes

<i>Independent Sample t Test Result Table (<math>H_0 : \mu_{Male} = \mu_{Female}</math>)</i>						
Sex	Number of observation	Mean	Std. Error	F value	Significance (P)	Decision
Female	297	48,40	11,348	,290	,772	H0 kabul
Male	109	48,04	10,474			

According to Table 7, as significance (P) value is (.772) > ( $\alpha = \%5$ ),  $H_0$  can be accepted.

**Table 11.** T- test Results of the Attitude Point Averages of the Students For the Use of and Attitude towards the Branded Clothes by Their Educational Status

<i>Independent Sample t Test Result Table (<math>H_0 : \mu_{undergraduate} = \mu_{Graduate}</math>)</i>						
	Number of observation	Mean	Std. Error	F value	Significance (P)	Decision
Under-graduate	345	48,55	10,746	1,080	,281	H0 kabul
Graduate	61	46,89	12,981			

According to Table 11,  $H_0$  can be accepted because the significance level (P) (.281) > ( $\alpha = \%5$ ).

country and usage of branded clothes and attitude for branded clothes. [F(84-121)=47,206,p<0,5]. In other words, students' attitude and delicacy makes a significant change in accordance with the cultural values of their own countries for branded clothes.

The other countries adopt the European fashion, becoming modern in time and also presenting a dynamic frame, and the brands having progress along with it and forming both by protecting their own cultural identity and

being in the influence of Europe in the henceforth development of fashion and brand (30). Because it is hard to adopt a culture that does not belong to the society, it is the truth that the acceptance of the products being produced by different western countries having different sub-cultures by the other countries is hard or can be a partial acceptance.

The applied multiple comparison test's result to answer the question of which countries' students' attitude points'

average is different from each other for usage of branded clothes and attitude towards them is given on Table 9.

According to Table 9; it is determined that all the countries are having positive or negative differences in terms of usage of branded clothes and attitude towards the branded clothes. This condition overlaps the opinion by the result of the research done by Kavabata and Rabolt in 1999 of which determines that the students' tendency for branded and in fashion clothes studying in USA is higher than the students' tendency studying in Japan (16). In addition, by getting the result of all countries having different interaction between each other, it can be concluded that the culture factor is an important element on selection of cloths and brand.

**Sub- Problem 4.** Do states of branded cloth usage of students show differences with respect to gender, income level, education status and age?

**Hypothesis 3.** The usage of branded clothes by students and average of attitude points towards the branded clothes does not show a difference according to gender.

It shows that the difference in use of branded clothes and attitude towards branded cloths of the students with respect to their genders. [t (297-109) =, 290, p>0,5]. In other words, the habits of the students to use the branded products or their attitudes against the branded products do not change by their gender.

The gender is a significant factor on both purchasing behavior and preferring the product and brands. Some products are unique to women while the other ones are unique to men. and one group product can be preferred by both genders. There is not a gender differentiation for the most of these types of products and brands (which are named as Unisex) (31). This type of clothes which are named as Unisex leads to disappearance of sexual dif-

**Table 12.** Income Levels of Students' Families

Family Income Level	Countries								Total	
	Turkey		Turkish Re-publics		T.R.N.C.		England.			
	f	%	f	%	f	%	f	%	f	%
Minimum Wage and Below	19	24,1	52	65,8	2	2,5	6	7,6	79	19,5
Two times of minimum wage	51	49	27	26	23	22,1	3	2,9	104	25,6
Three times of minimum wage	23	31,9	2	2,8	30	41,7	17	72	72	17,7
Four times of minimum wage	-	-	-	-	-	-	29	100	29	7,1
Five times of minimum wage	5	10,2	1	2	21	42,9	22	44,9	49	12,1
Six and more times of minimum wage	23	31,5	2	2,7	15	20,5	33	45,2	73	18
Total	121	29,8	84	20,7	91	27,1	110	27,1	406	100

n=406

$\chi^2 = 291,839$  df =15 p= ,000

**Table 13.** ANOVA Results of the Attitude Point Averages of the Students For the Use of and Attitude towards the Branded Clothes by Their Families' Income Levels

<b>Single-Sided Variance Analysis (ANOVA) Result Table</b> ( $H_0 = \mu_{income1} = \mu_{income2} = \mu_{income3} = \mu_{income4} = \mu_{income5} = \mu_{income6}$ )						
	Number of observation	Mean	Std. Error	F value	Significance (P)	Decision
Minimum Wage and Below	79	48,66	11,777	7,420	0,000	<b>H1 accepted</b>
Two times of minimum wage	104	51,09	11,223			
Three times of minimum wage	72	50,88	9,176			
Four times of minimum wage	29	39,66	9,990			
Five times of minimum wage	49	48,00	9,885			
Six and more times of minimum wage	73	45,04	10,852			
<b>Total</b>	406	48,30	11,108			

According to Table 13,  $H_1$  can be accepted as the significance level (P) (0.000) <  $\alpha$  (%5).

ferentiation and appreciation and this result is similar with the results of the research.

**Hypothesis 4.** The averages of attitude points of students regarding use of and attitude towards the branded clothes do not differentiate by their educational status.

It shows that the educational status does not have a significant effect on use of branded clothes and attitude towards the branded clothes by the students [t (345-61) =1,080p>0,5]. In other words, the habits of the students to use the branded products or their attitudes towards the branded products do not change by their educational status.

Findings related to income levels of families of the students taken into

context of the research are presented in Table 12.

According to Table 12; (25,6%) of the students' families earn two times of minimum wage, (17,7%) earn three times, (12,1%) earn five times, ( 18%) earn six and more times, and (19,5%) earn equal or lower of the minimum wage. This shows that the students in scope of the research are belong to the middle class by the income level. The x-square test results show that the effect of the income level on the use of and attitude towards the branded clothes is significantly important [ $\chi^2 = 291,839$  p=, 000].

**Hypothesis 5.** The use of and attitude towards the branded clothes significantly differ by the income level of the families of the students.

There is a significant difference between the average points for the use of and attitude towards the branded clothes of students from the families with different income levels [F(29-104)=7,420,p<0,5]. In other words, as the income level of students' families their use of and attitude towards branded clothes significantly differentiates.

This situation can be interpreted that the sensitivity of students for the branded clothes increases in parallel with the income level but from a point of income level, this sensitivity is replaced by the satisfaction and begins to weaken.

To answer the question "which income level is different" the results of Multiple Comparison Test are presented in Table 14

**Table 14.** The Results of Multiple Comparison Test By the Income Levels of the Families

<b>Multiple Comparison Table</b>			
<b>(I) Income Level</b>	<b>(J) Income Level</b>	<b>Average Difference (I-J)</b>	<b>Significance (P)</b>
Minimum Wage and Below*	Two times of minimum wage	-2,428	,804
	Three times of minimum wage	-2,217	,899
	Four times of minimum wage*	9,003(*)	,011
	Five times of minimum wage	,658	1,000
	Six and more times of minimum wage	3,617	,502
Two times of minimum wage*	Minimum Wage and Below	2,428	,804
	Three times of minimum wage	,212	1,000
	Four times of minimum wage*	11,431(*)	,000
	Five times of minimum wage	3,087	,734
	Six and more times of minimum wage*	6,045(*)	,019
Three times of minimum wage*	Minimum Wage and Below	2,217	,899
	Two times of minimum wage	-,212	1,000
	Four times of minimum wage*	11,220(*)	,000
	Five times of minimum wage	2,875	,834
	Six and more times of minimum wage	5,834	,058
Four times of minimum wage*	Minimum Wage and Below*	-9,003(*)	,011
	Two times of minimum wage*	-11,431(*)	,000
	Three times of minimum wage*	-11,220(*)	,000
	Five times of minimum wage	-8,345	,052
	Six and more times of minimum wage	-5,386	,386
Five times of minimum wage	Minimum Wage and Below	-,658	1,000
	Two times of minimum wage	-3,087	,734
	Three times of minimum wage	-2,875	,834
	Four times of minimum wage	8,345	,052
	Six and more times of minimum wage	2,959	,814
Six and more times of minimum wage*	Minimum Wage and Below*	-3,617	,502
	Two times of minimum wage*	-6,045(*)	,019
	Three times of minimum wage	-5,834	,058
	Four times of minimum wage	5,386	,386
	Five times of minimum wage	-2,959	,814

\*The cells show the ones with significant difference at the significance level of 5%

**Table 15.** ANOVA Results of the Attitude Point Averages of the Students for Use of and Attitude towards Branded Clothes by Their Age Groups

<b>Single Sided Variance Analysis (ANOVA) Result Table</b>						
<b>( <math>H_0 = \mu_{age1} = \mu_{age2} = \mu_{age3} = \mu_{age4}</math> )</b>						
<b>Age</b>	<b>Number of observation</b>	<b>Mean</b>	<b>Std. Error</b>	<b>F value</b>	<b>Significance (P)</b>	<b>Decision</b>
17-19	72	45,31	11,511	3,786	0,011	<b>H1 accepted</b>
20-22	207	48,97	10,843			
23-25	102	49,97	9,412			
26-29	25	44,56	15,848			
Total	406	48,30	11,108			

According to Table 8', Significance (P) value as being (0.000) <  $\alpha$  (%5), H<sub>1</sub> can be accepted.

According to Table 14; it is seen that the average points for the use of and attitude towards the branded clothes of the students from the families with the income levels of four times of minimum wage are different from the ones of those from the families with the income level under minimum wage or with six, three, and two times of minimum wage; and similarly, the average points of the students from the families with the income level of six or more times of minimum wage are different from the ones with the income level under minimum wage or of two times of minimum wage.

**Hypothesis 6.** The average points of the students for the use of or attitudes towards the branded clothes differentiate by the age groups.

It is seen that there is a significant difference in between the students' ages and usage of branded clothes and attitude for branded clothes. [ $F(25-207)=3,786$   $p<0,5$ ]. When the average points are examined according to the age groups; it is observed that the students between the 20-22 and 23-25 age groups have "very positive" view about acquiring branded clothes attitudes and of the students between the 17-19 and 26-29 age groups have "negative" view about acquiring branded clothes attitudes. This supports the description of Cateora that the young of a country always make a different consuming culture from their old people and different age groups have different desires and needs, as well as different pleasures (29).

For answering the question of which age groups are different from one another, the Results of Multiple Comparison Test are presented in Table 16.

According to Table 16, it can be seen that the attitude points of the young for using the branded clothes and attitude towards branded clothes are different in 17-19 age groups from in the 23-25 age groups. As the intervals of age groups expand, the attitudes of people towards branded clothes differ. The submitted product or brand must serve to general opinions age groups (32).

**Table 16.** The Results of the Multiple Comparison Test According to Age Groups

Multiple Comparison Table			
(I) Age Level	(J) Age Level	Average Difference (I-J)	Significance (P)
17-19	20-22	-3,665	,113
	23-25	-4,665(*)	,031
	26-29	,746	1,000
20-22	17-19	3,665	,113
	23-25	-1,000	,956
	26-29	4,411	,711
23-25	17-19	4,665(*)	,031
	20-22	1,000	,956
	26-29	5,411	,512
26-29	17-19	-,746	1,000
	20-22	-4,411	,711
	23-25	-5,411	,512

The cells are showing the ones having significant difference of the %5 level.

The brand means a social status record for young, and as getting older this situation, vary and the purpose of preferring brand changes.

#### 4. CONCLUSION

In this study which brings up that where can reach the attitudes of university students who have dissimilarities in terms of being far away, social, identification and cultural usage of branded clothes and towards branded clothes, and the findings were planned for answering to this question and the results have been submitted below.

1. The students prefer buying the branded ones while purchasing clothes but consider that the branded clothes are not always of good quality and they buy their cloths examining them carefully. In addition, they find the branded clothes expensive and prefer the season-end discounts.
2. They defended that using branded clothes does not mean following the fashion, and the students group that represents western countries as created and presented the fashion instead of branded clothes the price of the cloth should be suitable. Generally evaluating, while choosing the clothes the Branded clothes and quality of sewing loom large.
3. It was determined that the Western countries that create and present the fashion and the brand in accor-

dance with their culture, embraces those models that are developed by themselves, but it does not suit the pleasure of those cultures who buy and use this brand, and as a result of the globalization the young prefer these for not being different from their fellows. This is an important result of the research.

4. It overlaps the studies carried out in advance that the ones using the brand are generally dominant leaders in the society, very elegant and in a good position economically.
5. Taking the point in terms of culture, it was concluded that the countries affect each other positively or negatively and in terms of cultural values they differ from each other.
6. As it is very difficult to accept a culture that does not belong to the related one, the products that are developed by western countries whose cultural infrastructure are different or it can be accepted partially. These results take places among the important results of the study.
7. It was gained that there is a difference between of whose income is more than one or double minimum wage and of four or six fold. To this situation, as increasing the incomes of the families the sensitivity is also increasing, but after having reached a certain income level it is satisfied with the branded clothes and by los-

ing its importance of the brand becomes ordinary. As the income increases the brand is bought but it loses its importance.

8. As brand means a social status for the young, getting older this situation varies and the purpose of preferring brand changes differentiate. Comparing the young to adults, explanations such as the young have more changes in their preferences, but the adults exhibit attitudes that are more loyal are in line with the results of the research.

Each society or culture has cultural dynamics original to itself and for this reason, that there may be significant differences between countries is irrevocable. It is possible to see symbols of the same brands in everywhere around the world. These brands have opened many branches all around the world. According to them, globalization is a process making all value judgments and all instruments used in daily life from head to foot wear the uniform of monotony.

The results of the research conducted, having known how brand habit/passion, which has been transformed to be "the disease of the age" among the youth within the process of globalization, is conceived in different cultures will make significant scientific benefits and contributions in the studies the sector conducts for future, especially about how they will approach to the globally branded products, and in the works of development of the process of becoming a brand.

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