EMOTIONS AND OTHER RELATED ISSUES AFFECTING PURCHASE

Thesis submitted for the degree of Doctor of Philosophy (in Marketing) at the University of Leicester

by

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ABSTRACT

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By
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The purpose of this research was to assess the effects of Emotion and related issues: Cognition and the Subjective Norm on Purchase, and whether the Degree of Chineseness affects Emotion, Cognition and the Subjective Norm. An attempt was made to test a proposed model incorporating the above concepts.

The methodology employed was through person-to-person interviews via public intercepts at the exits of Giordano and Bossini to people who were eighteen and above and had just visited one to these casual wear chain stores. Causal wear was just an "object" chosen as the item selected for "purchase" had to fulfill the criteria that both samples (Hong Kong and the China coastal city of Guangzhou) were familiar about and had an identical meaning. The systematic sampling technique was employed. The overall usable sample size was 563 (280 from Hong Kong and 283 from Guangzhou).

On findings of the relationships between the dependent variable purchase and the independent ones of emotion, cognition, the subjective norm and the degree of Chineseness, hypotheses testing were performed by Regression analysis with t test significant at $\alpha \leq 0.05$. On emotion, it was found that good mood significantly affected purchase in a positive way whereas bad mood resulted in the negative direction for both samples, with greater variations for Guangzhou. On cognition, there appeared to be no correlation with purchase. On the subjective norm, the variation very significantly accounted for the variation of purchase, especially so for Guangzhou people. These findings were consistent with the findings on the aspects of Chineseness relating to the influences of significant others. On the degree of Chineseness (DFC), as the author wanted to obtain a preliminary understanding of the interrelationships between the DFC and emotion, cognition and the subjective norm, the Pearson’s Correlation Coefficient Matrix was performed. The results revealed that DFC was positively correlated with cognition, the subjective norm, but not with emotion (both good and bad moods).

Lastly, to evaluate the overall performance of the proposed model, linear structural equation modeling provided by EQS was performed. The results confirmed that the model held true for the relationships between DFC and the subjective norm but not for emotion and cognition. With regards to purchase, bad mood held true negatively and good mood positively with purchase. Cognition had no significance while subjective norm was found to be very significantly linked with purchase as revealed by the corresponding path coefficients. Recommendations were made and implications for future research discussed.
I never dreamt that one day I would be striving for a doctoral degree in Marketing or any other disciplines. In the early part of my career, a bachelor degree was sufficient to discharge my commercial duties, and very successfully, as a Group Product Manager for several multinational companies. The transition to a lecturing post in my mid life more than a decade ago posed several problems for me, particularly in the area of research and scholarly activities. As the basic criteria for academics to remain in post in recent times have been elevated to include excellent teaching, refereed journal publications and the most basic of all, holder of a relevant PhD degree, I had to endeavour to strive for the required academic qualifications for survival, albeit very laboriously, first for an MPhil. that was completed in 1993 and then a PhD. that hopefully will be conferred upon me in 1998 when I will be almost half a century old.

The choice of an area to research in was a difficult one, as my interest lies very much in the social/psychological arena. The research scope is one in which I knew I must be very interested in, for to embrace one otherwise for several years would be most unwitting. I had the good fortune of discussing very divergent areas with my colleagues. It took almost a year before I finally decide on the research topic with the help of my dear friends.

My heart-felt acknowledgements go to so many people who have helped me with this formal piece of research.

First and foremost, to my supervisor, Professor P. M. Jackson of the University of Leicester. His untiring guidance, enlightening comments at each phase of my work, enduring patience in helping to rectify problems and errors, great and small in my work had given me the confidence to strive on. He gave me generous time both at my summer visits to the University of Leicester and in his numerous visits to Hong Kong, always reserving a day or two for reviewing my work amidst his crowded agenda, had helped in supporting me, morally and academically, in producing this piece of research. As we Chinese say: “Being my teacher for a day culminates to being a father to me for a thousand days.”. To me, this is for as long as I shall live, for he was also my supervisor for my MPhil. degree many years ago. If not for his enthusiasm, guidance and patience, I would have broken down many times during uncertainties and frustrations over my progress during the last 7 years with the two post graduate degrees. I will never know how to thank him enough.

Secondly, to my great colleague, Dr. Ricky Y.K. Chan. I have never come across such a selfless young academic who would assist me and others, void of any personal gain in helping us out, and it was almost very often in my case, to doubly ensure again and again that what I was doing was in line with what my supervisor had told me to. Whenever I
needed assurances and advice when I got stuck in the grinding statistical works, he was
glad to give me a helping hand at all times that enabled me to learn a great deal from him.
To this dear friend and colleague, I am most admiring and grateful.

Thirdly, to my employer, the Hong Kong Polytechnic University. It is not to an
institution that my appreciation lies. It is to the people behind who gave me the
opportunity to achieve what I thought I was not able to achieve because of the my
relatively limited time due to my family status. My thanks goes to the former head of my
department, Professor Howard Davies, and the present incumbent, Professor Peter
Walters, who both provided me the chance and resources to develop, plus the
encouragement and concern that I proceeded well and at a reasonably acceptable pace,
that I am most appreciative, I have been treated fairly and supportively by my superiors. I
am most thankful to them.

Then, to my most beloved, my little daughter, Serena, who had to endure a great deal of
aloneness in the numerous nights and weekends that she had to spend alone. Her
understanding and love in not blaming me for neglecting her most of the time had spurred
me on to accomplish as much as I could. Even though at times I was very much tempted
to go on a vacation or simply stop awhile, doing nothing more than to watch her grow,
her willingness to bear with me motivated me to work as hard as I could. Many times, my
heart had cried aloud for her to grow up a bit more slowly, so that I could still enjoy her
remaining childhood before she goes on to the usual unruly and independent teenage
years. Now that she is soon growing into her young teens, I am happy that I will have
more time to share with her. Thank you, Serena, for your support and motivation.

Last, but not the least of all, to my Lord, for granting me good health and all that were
necessary to perform this piece of research, especially in my most difficult periods.
During the times of trial and sufferings, when I saw only one set of footprints on the
sands of time, it was He who was carrying me along¹. Thank you, my Lord.

¹Author unknown. FOOTPRINTS.
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CHAPTER 1

INTRODUCTION

1. INTRODUCTION

The tentacles of “Emotion” reaches across numerous research disciplines. Emotion is a contemporary area for psychopathologists, social psychologists and recently researches of consumer behaviour. In the psychological arena, it has been addressed very recently by cognitive psychologists and delineates an extensive research attempt in the behavior of animals, neurology, cognitive studies, and the field of neurosciences (Lang, 1994)\(^1\).

1.1. EMOTION ------------

STUDIES OF EMOTION IN RELATION TO MARKETING AND CONSUMER BEHAVIOR

Unlike in the areas of psychology, medicine and sociology, relatively fewer studies on emotion are found with relevance to behavior that are of value to the marketer. The areas pertaining to business interest are:
1— Positive emotions on decision making, risk taking, evaluations, and judgments of cues (Isen and Patrick, 1983; Isen et al, 1978; Isen and Shalker, 1982; Isen and Geva, 1987).*

2— Influence of emotion on helping behavior (Isen and Simmonds, 1978; Cialdini et al, 1973; Moore and Isen, 1990).*

3— Feeling states as retrieval cues whereby past evaluation of a stimulus are primed when similar stimulus, such as a familiar or preferred brand name, is confronted again (Levanthal, 1980; Zajonc et al. 1982; Fiske and Pavelchak, 1986; Holfman, 1986; Wilson et al, 1989).*

4— Influence of emotion on interpersonal attraction that states people in a good mood interacts more amicably to others and vise versa (Gouaux, 1971 and others).*

5— Influence of emotion on categorization. This view is consistent with the above discussions on cognitive processes of risk taking, helping propensity, priming of memory information and interpersonal appraisals. Emotion has also shown to assess relevant data as a collective whole which is termed “categorization”. In Isen’s (1984, 1987)* contextualist view, in that interpretation of stimuli depends invariably by the meaning of the context in that particular situation or circumstance. Positive emotions elicit more favorable memories and negative emotion sometimes produce conflicting tendencies, such as engaging in altruistic activities when in a bad mood as a means to mitigate the negative mood state (Moore and Isen, 1990).*

6— Influence of emotion on advertising. Comparison of effectiveness of comparative versus noncomparative advertising for goods involving multiple levels of emotion and cognition (Putrevu and Lord, 1994)^2.

Apart from the above studies, there appears a number of researches on post consumption emotion.
The "noncognitive" aspects affecting consumer behavior refer to the **emotional states** a consumer is engaged at the time of decision making or consumption, (e.g. joy, frustration, pride, anger) experienced at different stages of the decision making process or the purchasing act.

Besides prepurchase factors, postpurchase activities also involves both evaluative (**COGNITIVE**) and emotive factors dealing with customer satisfaction. Oliver (1980)\(^3\) states that prepurchase expectation is compared to product experience to determine the satisfaction level. In the evaluation, loyalty will come to moderate the effect (LaBarbera and Mazursky, 1983)\(^4\).

In fact, the product consumption experiences also involve different emotional responses such as joy, excitement, pride, anger, sadness and guilt (Holbrook and Hirschman, 1982\(^5\); Holbrook et al. 1984\(^6\); Havlena and Holbrook 1986\(^7\)) which are motivators that exert great influence on memory and thought processes (Kuhl 1986\(^8\)).

Wilson et al. (1989)* presented a model proposing that emotions are created in an "expectation-driven" mode. This implies that preferences are "theory-driven" judgments, determined as much by people's emotive expectations as by information about the stimulus itself. Adopting emotion as a "theory-driven" process has important implications for marketers, particularly in the field of changing taste, attitudes and preferences. All the above researches are discussed in Chapter 3 under Section D and in the Concluding Chapter.

*---------all references are found at the end of Chapter 3 and under Bibliography.
1.2. ATTITUDE------------------------------------------

ONE OF THE PREDICTORS OF CONSUMER BEHAVIOR

To better understand the predictors of consumer behavior, some of the attempts are to comprehend the evaluative processes by means of motivational research (Packard 1957\(^9\); Dichter 1960\(^{10}\), 1964\(^{11}\); Bartos, 1977\(^{12}\)) and segmentation research by homogeneous clusters of personality, socioeconomic variables and so forth. (Smith 1956\(^{13}\); Frank et al. 1972\(^{14}\); Wilkie and Cohen 1977\(^{15}\); Kahle 1986\(^{16}\)).

An important predictor of consumer behavior is **ATTITUDE** which is closely related to emotion. As well, attitude comes into effect as an evaluative scale to sum up the overall influences to consumer behavior. The learning process like classical and instrumental conditioning come into effect when understanding consumer decision making and consumer responses to marketing tactics (e.g. coupons, price promotions, advertising) (Nord and Peter, 1980\(^{17}\); McSweeney and Bierley, 1984\(^{18}\)). Nevertheless, it has been argued that consumer behavior is largely based on habit while consumer learning is a low-involvement process (e.g. Krugman, 1965\(^{19}\); Ray, 1982\(^{20}\); Greenwald and Leavitt 1984\(^{21}\); Kassarjian 1978\(^{22}\)).

The multi-attribute model reveals that customers first come to like, prefer, intend to buy and finally purchase the product. The more positive the customer’s attitude is towards the outcome, the more they value the products, and the more the propensity to purchase or consume the product.

Researches on consumer behavior comprises the evaluative judgments (**attitude**, preference, choice) and the nature and structure of product based cognitions and on response-predisposing states (motivation to purchase, positive feelings instilled by an advertisement, feelings of satisfaction after a purchase).
1.2.1. ATTITUDE AND EMOTION

Attitude is usually treated as an evaluation attribute while emotion is linked to the arousal state which is a trace of emotional response in the psychological context (Bower, 1981\textsuperscript{23}). The recollection of remembrances can elicit a similar feeling/emotion with situational cues. The positive emotions instilled either through store atmosphere, and in the absence of a greater amount of thought (COGNITION). This emotion can be retrieved through time by situational cues (similar to those surrounding the behavior in the first place). This aspect is fully discussed in the Literature Review section under Chapter 3.

1.2.2. ATTITUDE AND CONSUMER SATISFACTION

As proposed by Oliver (1980\textsuperscript{24}), satisfaction mediates the revision of attitudes and behavior. It is because prepurchase expectation of consumers can be compared with product experience to come to the conclusion of satisfaction/dissatisfaction level. Therefore the field of consumer research has put the emphasis on satisfaction as the core of postpurchase activities which can be used to explain key postpurchase behavior like complaints, word of mouth, product usage etc. (Bettman 1979\textsuperscript{25}; Howard 1989\textsuperscript{26}).

Satisfaction is an evaluative judgment in the course of post-purchase activities. In this regard, pre-purchase expectation is compared during the product experience to mediate the revision of attitude and behavior (Oliver, 1980\textsuperscript{27}) which represents a more generalized evaluation of a class of purchase objects compared with attitude toward the product/brand (Oliver 1981\textsuperscript{28}).
Satisfaction is believed to be unidimensional as it ranges from unfavorable (dissatisfied to favorable (satisfied) judgment. It arises from the comparison of the level of product/service performance, quality or other outcomes perceived by the consumer with an evaluative standard i.e. the prepurchase expectation set (including the **SUBJECTIVE NORM** or the **influence of significant others**). It will then be compared to the level of perceived product performance which yields disconfirmation beliefs. In turn, it will produce satisfaction judgment (Bearden and Teel 1983\(^2^9\), Oliver 1980\(^3^0\), Westbrook 1980\(^3^1\)).

1.3. **CONSUMER SATISFACTION (CS)**

**IMPORTANCE IN UNDERSTANDING CONSUMER PURCHASE BEHAVIOR AND ACHIEVING CONSUMER SATISFACTION**

Customer satisfaction (CS) is considered to be an important research area as it can greatly affect the repeat purchase behavior. In understanding how the consumer behaves, the marketer can strive for excellence in service and product variety, attract new and keep existing customers. Also, it is of vital importance to understand the decision making process of different purchase stages and the moderators that can affect the purchase decision and one of these moderators is **emotion**.

The concept of CS stresses on imparting satisfaction to customers in the pursuit of profits. As such, CS is central in enhancing the quality of life and meeting the values of customers, businesses and society that has led to a proliferation of research on this concept in the last couple of decades (Yi, 1990\(^3^2\)). For the marketer, CS is the instigator between short term success and long term growth and profits. It is a strategic tool that brings in higher market share and greater profits (Anton, 1995\(^3^3\)).
With consumerism becoming an active force and intense efforts expended by government toward greater consumer protection and satisfaction, it is therefore important to ascertain the variables that influence CS (Miller, 1990)\(^34\). Emotion being an important variable in this context.

### 1.3.1. Definitions of Customer Satisfaction (CS)

Rust and Oliver (1994)\(^35\) noted the word “satisfaction” is derived from the Latin \textit{satis} (enough) and \textit{facere} (to do or make), which means “enough” or “enough to excess”.

CS can be defined as an outcome or as a process. The former includes the buyer’s \textbf{cognitive state} of being adequately or inadequately rewarded for the sacrifices he has undergone (Howard and Sheth, 1969)\(^36\). Westbrook and Reilly (1982)\(^37\) postulated that it is an \textbf{emotional response} to the encounters resulting in the purchase and consumption of particular products or services, shopping outlets, and the overall market situation, the emotional response including the important aspects of significant others or the \textbf{subjective norm}. It is a summary psychological state that happens when the emotion elicited by “disconfirmed expectations” is consistent with the customer’s prior emotions relating to the consumption experience (Oliver, 1981)\(^38\).

On the other hand, CS is also defined as an \textbf{evaluation} administered that the consumption experience is at minimum as one would have expected (Hunt, 1977)\(^39\). Engel and Blackwell (1982)\(^40\) purported CS as an “evaluation” that the chosen alternative is cognizant with past beliefs of that alternative. Tse and Wilton (1988)\(^41\) said that the CS is the customer’s reaction to the evaluation of the perceived difference between past expectations or other standards of performance comparison and the actual efficacy of the good or service as experienced post consumption. These
definitions suggest that an evaluative process is an important element underlying the concept of CS.

Bitner and Hubbert (1994) suggested that CS has two different conceptualizations: "Encounter Satisfaction" and "Overall Satisfaction". The former is involved with the consumer's satisfaction or dissatisfaction concerning a discrete service experience. The latter is concerned with the whole organization based on the aggregate encounters experienced with that particular organization. As such, it is a form of global evaluation.

1.3.2. THE VALUE OF CS

Timm (1992) said that cost of creating new customers is five times the cost of retaining existing ones. Satisfied consumers will purchase the good or service again and repetition of the repurchase act leads to brand loyalty. Anton (1995) classified customers into three segments; Dissatisfied, satisfied and delighted. The likelihood of "delighted" customers to make positive recommendations to others and thereby generating word-of-mouth advertising is high. As well, Reichheld and Sasser (1990) proposed that the propensity for enhanced loyalty of satisfied customers and reponses intent is not a linear relationship and loyalty is greatly increased for satisfied customers.

Consumption Emotion is the set of emotional responses generated during the product usage/consumption experiences by means of emotional experience and expression (e.g. joy, anger and fear) or by the structural dimensions underlying emotional categories (pleasantness/unpleasantness, relaxation/action, or calmness/excitement) (Russell 1979; Havlena & Holbrook 1986). It is said to be different from mood in
the sense that it involves greater psychological urgency, motivation potency, and situational specificity (Gardner 1985).
1.4 AFFECT VERSUS EMOTION VERSUS MOOD--the terminology

In this section, the author examines the delineation amongst the constructs of affect, emotion and mood.

Examination of the literature on emotion reveals that the terms of affect, mood and emotion are often used interchangeably (Plutchik, 1994)49. "A review by Watson and Tellegen (1985) of studies of self-rated mood includes frequent interchange of terms. For example, they write, “We began by noting that mood assessment and mood research should reflect the structure of emotional experience. Now that we have demonstrated that a highly replicable structure exists, what implications can we draw to guide future affect research?”. Emotions are often described as transient feeling states that manifest themselves in bodily changes related to action or anticipated action. Moods are usually defined as states of mind predisposing to action; or sometimes as a prevailing attitude. Moods are often said to be emotions that last longer than expected, perhaps even weeks or months, although no one has provided definitive guidelines on what is an expected duration of any particular emotion. The term affect stems largely from the psychoanalytic tradition, and clinicians often use it to describe the so called hedonic tone of and emotional state; that is, whether it has a positive (pleasurable) or negative (unpleasurable) quality. However, it must be emphasized that there are no fixed, universally accepted definitions for these terms, so that, in practice, most psychologists will go on using them interchangeably.” (Plutchik, 1994. pg. 72)50.

For this thesis, the author chooses to use the term “emotion” for consistent terminology.
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1.5 EMOTION, COGNITION AND SATISFACTION

The following model modified from Oliver (1993) shows the connection amongst the variables: Emotion, cognition and consumer satisfaction.

FIGURE 1

COMBINED COGNITIVE AND EMOTION-AUGMENTED CONSUMER SATISFACTION/DIS SATISFACTION MODEL

Source: Oliver, Richard L. (1993), pg. 419
The above model shows that "the cognitive antecedents include expectations, performance, disconfirmation, attribution, and equity/inequity. Further, the model shows emotion as augmenting these variables in the prediction of satisfaction and, in addition, shows emotion as mediating an indirect attribution influence in accordance with Oliver (1989)" (Oliver, 1993).

Mano and Oliver (1993) confirmed that product satisfaction is intrinsically linked to cognitive judgment and to emotive reactions generated from consumption. Mano and Oliver added that recent researchers have focused on two primary measures of product relevance which they called "instrumental/utilitarian" and "hedonic/aesthetic" performances. These two dimensions are typically referred to one of "thinking" and "feeling" (LeClaire, 1992).

Murray and Dacin (1996) advocated that cultivating deeper insights into the relationships between emotion, cognition and preference yields productive implications for advertising media buying. They examined how emotions elicited by television programs interact with cognition to affect program preference. Their theory is based on the premise that feelings provide information for consumers to make judgment about the surrounding events. In essence, they "believed consumers' cognition about an emotion-eliciting event influences their response to the emotion."

That cognition elicits different kinds of emotion have been demonstrated by a number of researchers (Murray and Dacin, 1996; Roseman et al., 1990; Parkinson and Manstead, 1992; Schachter, 1964; Schachter and Singer, 1962). Schwarz (1990) postulated that cognition and emotion is "bi-directional" in that cognition in relation to environmental stimuli activates emotions which, in turn, yields information about the events of the environment. For example, people feeling negative emotions tend to be more careful in their analyses of environmental stimuli to search for
attributions for negative state. Murray and Dacin (1996) stated that the experience of positive emotion tells the person that his particular situation at that time yields happy outcomes and poses no threats. They added that “while much research examines the role of cognition in the onset of emotions, much less is known about how cognition influences one’s responses to that emotion (Lazarus and Smith 1988; Smith and Pope 1992). For example, two people may equally fear flying in airplanes. The first flies despite the fear because s/he believes that flying will enhance her or his professional and social interests. The second person does not fly because s/he believes these same consequences are less for her or his well-being. In this example, the level of fear associated with flying does not predict flying behavior. By extension, two people may experience similar level of fear while watching a frightening television drama, yet their liking for the drama may vary depending on their cognition regarding the program’s consequences for themselves and others. There are two specific types of cognition that we expect to moderate the relationship between program-elicited negative emotions and program liking.”(pg441).

The theories on cognition and emotion suggest that emotion are conferred qualitative messages through the cognition or thinking the person has on the elicited arousal due to an event or circumstance. On levels of involvement, Maheswaran and Meyer-Levy (1990) concluded that people in a high involvement state are vulnerable to and are persuaded by negative information whereas those in a low involvement state are receptive to positive information.
1.6 THE PSYCHOLOGY OF THE CHINESE PEOPLE

1.6.1 THE EMOTION FACTOR

Fung (1966)\(^6^4\), in her book entitled "A Short History of Chinese Philosophy" that depicted a systematic account of Chinese thought from its beginning to the middle of the twentieth century. It could be noted that Chinese emotion, from the origin of Chinese history to the above period that the Chinese people had little or no emotions (pg.237). Even if they possessed emotions, they refrain from displaying them. In the Neo-Confucian school of thought, the important thing is the "disconnecting of the emotions from the self" (pg287). It was believed that a wise person follows the nature and rhythm of things, but he is devoid of any emotion. The nature of things is very much in the mind, according to Chuang-tzu (c. 369-c,286), one of the greatest of the early Taoists. With regards to emotion and reason (cognition), it was believed that happiness is relative because of the obstructions reasoned as "death", "diseases" and "old age". Lastly, of life itself which with its limitations and with relative little locus of control can attain only little and relative happiness. However, fear of death and anxiety connected with it accounted for the main miseries of man. Yet they could be mitigated by a "proper understanding of the nature of things". The Taoists emphasized that in understanding the proper nature of things, a person should have no emotion. This line of thought is echoed by Chan (1973)\(^6^5\) in his publication "A Source Book In Chinese Philosophy". In depicting the way of Chuang Tzu, "The mind of the perfect man is like a mirror. It does not lean forward or backward in its response to things. It responds to things but conceals nothing of its own. Therefore, it is able to deal with things without injury to [its reality]"(pg 207). The central role in almost any approach to Chinese behavior is founded in the philosophy of Confucius. In the teachings of Confucianism, they encourage restraint over a person's desires and
emotions and the Chinese are rooted in the Confucian tradition (Bond and Hwang, 1986).

1.6.2 The Factor Of The Mind
Apart from Confucius, Mencius, Lao Tzu, and Chuang Tzu. Chu Hsi (Chu Yuan-hui, 1130-1200) had the greatest impact on Chinese thought and cognition. He provided new interpretations and insights into Confucianism not only for the Chinese, but the Koreans and Japanese as well (Chan, 1973). He expoused the nature of the mind in his following answers to questions posed:

Q: “Mind as an entity embraces all principles. The good that emanates of course proceeds from the mind. But the evil that emanates is all due to selfish material desires endowed by material force. Does it also proceed from the mind?”
A: “It is certainly not the original substance of the mind, but it also emanates from the mind.” And by the mind, Chu Hui refers to the human mind that include both good and bad thoughts that results in possible actions or behavior. (pp. 628-629). By the mind, he refers to simply consciousness, or thinking that we call cognition.

1.6.3 Of Chinese Emotions And Cognition
In “THE COMPLETE WORKS OF LU HSING -SHAN” (1139-1193) which is a historical document consisting of his short letters, essays, proses and recorded conversations that also covered the cited paragraphs covered, the topics of emotion and cognition were discussed upon. In Lu’s (1169) “First Letter to the Gentlemen of Hunan on Equilibrium and Harmony, the following was written “Concerning the meaning in [Mencius’s] the Doctrine of the Mean that equilibrium (chung, centrality, the Mean) is the state before the feelings of pleasure, anger, sorrow, and joy are aroused and that harmony is that state after they are aroused, because formerly I realized the substance of the operation of the mind, and, furthermore, because Master
Cheng I had said that “when ever we talk about the mind, we refer to the state after
the feelings are aroused, and upon nature as the state before the feelings are aroused.
However, I have observed that there are many incorrect points in Master Ch’eng’s
works. I have therefore thought the matter over, and consequently realized that in my
previous theory not only are the [contrasting] terms “mind “ and “nature” improper
but the efforts in my daily task also completely lack a great foundation. Therefore the
loss has not been confined to the meaning of words”.

The various theories in Master Ch’eng’s Wen-chi (Collection of Literary Works) and
I-shu (Surviving Works) seem to hold that before there is any sign of thought of
deliberation and prior to the arrival of [stimulus] of external things, there is the state
before the feelings of pleasure, anger, sorrow, and joy are aroused, At this time, the
state is identical with the substance of the mind, which is absolutely quiet and
inactive, and the nature endowed by Heaven should be completely embodied in it.
Because it is neither excessive nor insufficient, and is neither unbalanced nor one­
sided, it is called equilibrium, when it is acted upon and immediately penetrates all
things, the feeling are then aroused, In this state the functioning of the mind can be
seen, Because it never fails to attain the proper measure and degree and has nowhere
deviated from the right, it is called harmony, This is true because of the correctness of
the human mind and the moral character of the feelings and nature.” (pp.600-601). He
then elaborated and corrected himself by saying that the labour of daily efforts or
daily “self-cultivation” acts as a stimulus to the mind that it results in lack of quality
of serenity and depth. It is said that “display rules”, that are norms such as
expectations or the consensus of important others (the subjective norm) in attitude
governing the manifestation of emotions, result in a the huge difference in the
expressions of emotions across cultures (Bond and Hwang, 1986).68
With respect to cognition, nature and feelings of the Chinese, it is said that “nature is the state before activity begins, the feelings are the state when activity has started, and the mind includes both of these states. For nature is the mind before it is aroused, as is expressed in [Chang Tsai’s] saying, “The mind commands man’s nature and feelings.” Desire emanates from feelings, the mind is comparable to water, nature is comparable to the flow of water, and desire is comparable to its waves. Just as there are good and bad news, as there are good desires, such as when “I want humanity,” and bad desires which rush out like wild and violent waves. When bad desires are substantial, they will destroy the Principle of Heaven, as water bursts a dam and damages everything. When Mensius said that “feelings enable people to do good,” he meant that the correct feelings flowing from our nature are originally all good. (45:4a) (pg. 631).

In terms of cognitive styles, Adherence to authoritarianism, parental wishes and societal norms would be indicative of the Chinese whose cognitive style is termed as social orientation. The Americans cognitive style is labeled as social orientation (Hoosain, 1986). On the whole, there is a certain difference in cognitive styles between Americans and Chinese (Douglas and Wong, 1977).

1.7 IMPLICATIONS, OBJECTIVES AND LIMITATIONS OF THIS STUDY

1.7.1. IMPLICATIONS

Incorporating cognition into emotion study can enhance the studying the purchase of products in the sense that as there is no clear-cut way to distinguish between the two constructs. On one hand, consumers try to maximize their utility (satisfaction). On the
other hand, they will act according to their personal or subjective criteria. Thus, they may sometimes purchase the products which elicit negative emotion rather than positive emotion. To further explain this phenomenon, the factor of personal relevance and perceived reality has to be taken into account. In this study, patterns (combinations) of consumption emotion is considered to get a full picture on overall emotional experience and complex affective experiences as different emotion experience can coexist. Further more, attitude as discussed previously, plays an important role in behavior. The attitudinal constructs involve cognition, emotion or conation and the subjective norm of which the latter has been demonstrated to play great importance in the influence of behavior.

1.7.2. KEY OBJECTIVES OF THIS STUDY

In this research, seven key objectives are pursued:

1. To identify what emotional dimensions correspond to the act of purchase.

2. To ascertain the role of cognition that plays in influencing purchase.

3. To assess the role of the subjective norm in affecting purchase.

4. Particular to the Chinese culture or Chineseness, how Chineseness mediate the aforementioned interrelationship.

5. To compare the dimensions of emotion, cognition and subjective norm on purchase between Hong Kong Chinese and their counterparts in the greater China coastal city of Guangzhou.
6. Through research results, to attempt to build a model that may link purchase with emotion, cognition, the subjective norm and Chineseness for further research pursuits.

7. To enable marketers to understand emotion, cognition and the subjective norm pertaining to Chinese purchase decision and therefore to build more effective marketing programs.

1.7.3. __ LIMITATIONS OF THIS STUDY

An attempt to implement a study embodying various facets of emotions, cognitions, and attitudinal aspects has the following limitations:

1. There have not been any attempt before in marketing research to incorporate the above dimensions. As such, this research is best an exploratory one and prone to errors that may not be foreseeable.

2. Hong Kong has just been returned to China four months before primary research is to be undertaken after more than one and a half century’s British rule. Although the handover had been completed months ago, it may still exert some influence in the state of psychological emotions of the Hong Kong Chinese.

3. Due to the unforeseen Asian currency turmoil that is coming to a head, the particular economic situation may have exerted some impact on the aspects under study.

4. Owing to the limited resources of the researcher, the sampling method used is not random and the field work done in Guangzhou principally can only rely on the ethical
standards of the field workers, as the researcher is unable to ensure that all the interviews have been done correctly albeit a clear briefing to ensure proper field interviews to be implemented.
1.8 STRUCTURE OF THE ENSUING CHAPTERS

In the second chapter, a critical review of the literature relating to the dimensions of emotions and emotion is provided. Firstly, the definitions and nature of emotions are studied in detail. This is followed by a review of the historical perspective of emotion. In the ensuing section, the relationship between cognition and emotion is explored, the definitions of cognitions and the processes provided and the influence of emotional state on cognitive processes examined. The various attitudinal models are explained. In the concluding section of the second chapter, a synthesis of cognitive theories is presented and the influences on behavior discussed.

The third chapter explores the broad conceptual framework that embodies all the literature issues discussed in the previous chapter. A proposed model on purchase behavior is then presented.

The fourth chapter deals with the research method of data collection, instrumentation, the sampling method and sampling size decisions. Hypotheses are also stated in this chapter.

The fifth chapter consists of the research findings and addresses the objectives laid out in the first one. Data gathered as they relate to each of the objectives are examined and interpreted. Finally, the hypotheses are tested.

The last chapter represents the summary of this research and the conclusions and recommendations drawn from the findings. The conclusions verify the premises upon which the investigation is conducted. Recommendations deemed appropriate actions
for the marketer are set out. Finally, follow up studies and suggestions for further investigations are made in this concluding chapter.

**1.9 SUMMARY OF THE INTRODUCTORY CHAPTER---CHAPTER 1**

In the first chapter, the researcher started out by stating that very few studies on emotion in relation to marketing and consumer had been implemented. The general areas pertaining to business interests that were researched upon were described.

Attitudes as one of the predictors of consumer behavior was discussed. Attitude in relation to emotion and consumer satisfaction were also briefly analyzed. The concept of Consumer Satisfaction / Dissatisfaction (CS/D) was introduced in the context of understanding consumer purchase behavior. One of the important moderators affecting the purchase decision was said to be emotion that lay as the focus of this study.

The delineation amongst the constructs of emotion, emotion and mood were examined and the author opted to use emotion as the terminology through out the thesis.

Cognition was examined in relation to emotion and customer satisfaction. The relationship between cognition and emotion on purchase was named as the central theme of this study.

Chinese emotions and Chineseness were then examined with the purpose to explore the similarities/differences between the Chinese and their Western counterparts. Literature search revealed that in conclusion, emotion amongst the races arose from
similar antecedent events, were intervened by similar attributional and judgment processes, and were divulged in similar physiological and behavioral events. It was believed that Chinese emotions in both current and traditional terms, resembles its Western counterparts. Yet those seeking differences also turn to the Chinese for studies. The more detail explored revealed more subtle differences amongst different ethnic groups.

The objectives and limitations of the research were stated, followed by a presentation of the topics of the ensuing chapters. Finally, a summary of this introductory chapter was provided.
END NOTES---CHAPTER 1


CHAPTER 2

LITERATURE REVIEW

SECTION A
DEFINITIONS AND THE NATURE OF EMOTIONS

1. DEFINITIONS AND NATURE OF EMOTIONS

There exists no consensus on the definition of emotion (Fridja, 1988). The more prominent ones cited below is an attempt to represent a cross section of what the nature of emotions composes.

"My theory... is that the bodily changes follow directly the perception of the exciting fact, and that our feeling of the same changes as they occur is the emotion." (James, 1884).

"Emotions are a fusion of highly developed forms of cognitive appraisal with action impulse and bodily changes. It is only a matter of convenience of analysis that we separate cognitive, emotional, and motivational processes, and we think it unwise to be seduced into thinking of them as independent processes when each affects the other in a complex fashion (Lazarus et al.).

Emotional experiences are produced when the thalmic processes are aroused (Cannon, 1929). "Emotions are complex, organized states (analogous to, not the same as, syndromes [see Lazarus et al., 1970] consisting of cognitive appraisals, action impulses, and patterned somatic reactions." (Lazarus et al., 1980, pg.198). Emotions is an event
is felt by the person due to the activation of the autonomic nervous system and by the arousal being reported with an emotive label (Berscheid, 1982).  

Emotion can be divided into two broad categories: Theories that depict emotion as the end result of non-emotional processes, a symbiotic notion of emotions as a fusion of cognitive and autonomic reactions. This is the cognitive approach. The other is the "realist" approach that view emotion as innate biological mechanisms that facilitates survival. This is the biological-evolutionary and neurophysiological approach (Leventhal, 1982).

Emotion can be regarded as tendencies to create, maintain or destroy a relationship with the environment. It is action readiness change in reactions to threat or interruptions (Frijda, 1986). Also, emotion is biological (body and the brain). Human emotions are human phenomena (related to values and norms). Coping is an aspect of emotion (inhibition and control) which Fridja labeled as "regulation". Emotions are cognitive and changes in readiness. "The most general statements regarding emotions therefore are: Emotions are the manifestations of the individual's concern satisfaction system; and: Emotions express the individual's concerns and the satisfaction state of these concerns." (Fridja, 1986. pg. 478).

An emotion is defined as a structured psychological reaction of either "destruction, reproduction, incorporation, orientation, protection, deprivation, rejection, or exploration," or some form of coalition of these, that is triggered by a stimulus (Plutchik, 1991, pg. 151).

Emotions are referred to as "states of the "central" or "conceptual" nervous system (CNS), that is, simultaneously psychological and neural states, elicited by stimuli or events that have the capacity to serve as reinforcers for instrumental behavior". In other words, a stimulus must exist as a "reinforcer" to elicit a response or a behavior (Gray, 1994, pg31).
Emotions' fundamental network is neural. Emotion networks consist of direct linkage to the brain's primary motivational system (Lang, 1994).  

Emotion is defined as "a sequence of interrelated synchronized changes in the states of all organismic subsystems (information processing, support, execution, action, monitoring) in response to the evaluation of an external or internal stimulus event as relevant to central concerns of the organism (see Scherer, 1993)." Emotional bursts will produce changes which serve to accommodate information processing needs as well as behavioral adjustment in particular respect to action tendencies [that of Frijda's] (Scherer, 1993, 1994).  

Plutchik (1991) gave thirty one definitions of emotion from the period 1884 to 1990. There are hundreds more as indicated by the author's review of research articles in relation to this phenomenon, many of which are mentioned in the next section.  

1.1 A SUMMARY WORD ON THE DEFINITIONS OF EMOTION  

A cursory review of the above definitions cited provides a wide description of emotion as responses of a physical nature [body and brain] (James, Cannon, Berscheid); as a biological-evolutionary or neurophyiological orientation (Leventhal, Gray); as cognitive appraisals and action tendencies (Lazarus, Frijda); as a psychological phenomenon (Plutchik) and a combination of some of these elements (Scherer).  

1.2 The Approach Structured For This Chapter  

The approach taken for this chapter is a macro study of the historical perspective of emotion in the first place, followed by a micro study of the cognitive approaches which
are central to the objectives of this research, before arriving at a synthesis of emotion and cognition theories. This is followed by a review of theories such as the “Comparator” construct in relation to attitude studies in which the subjective norm will be incorporated for discussion. Chapter two forms the fundamental basis for a conceptual model that is to be presented in Chapter 3.
SECTION B
THE HISTORICAL PERSPECTIVE OF EMOTION

2. THE HISTORICAL PERSPECTIVE OF EMOTION

As discussed above, the definitions and nature of emotions are diverse and numerous as the theories interpreting the construct. There is also no agreement to what the phenomena contains (Frijda, 1986).15 This chapter attempts to provide a framework as to what emotions are in the broad historical perspective. Plutchik and Kellerman (1980)16 ordered the discussion of emotions in the Evolutionary-biological context, the Psychoanalytic context and the Psychophysiological context. The author adds on the more contemporary approaches of Activation, Motivation and Cognition. The following is a full discussion along these lines.

2.1 THE EVOLUTIONARY-BIOLOGICAL CONTEXT

2.1.1.--- Darwin's Biological-Adaptation Theory
Charles Darwin's work on the association of biological and behavioral expressions of animals began a synthesis of ideas about the nature of emotion. His observations led him to believe that different emotions provides different functions to increase the chances of survival, and to adapt to the harsh environmental requirements in the evolution of animals and primitive human creatures. He focused his studies primarily on gestures, postures and facial expressive behavior rather then on the subject's subjective feelings (Plutchik, 1994),17 the former being regarded as the consequences of emotions felt. His great work on the expression of emotions in man and animals (Darwin, 1872)18 can be said to have begun an era of study of emotions in the evolutionary-biological tradition.
Researches who may be identified within the Evolutionary-Biological context are Plutchik, Scott, Eibl-Eibesfelt, Chance, Weinrich and Buck whose works are now discussed in chronological order.

2.1.2. ROBERT PLUTCHIK

Plutchik (1962) initially defined emotion as a paradigm of bodily reactions of either devastation, reproduction, assimilation, adjustment, exploration etc., or a coalition of these states, initiated by a stimulus. It is clear from this interpretation that he regards emotions as limited to reactive physical functions being signaled by different cues.

He later commented that this earlier definition is limited in scope as it has not taken into account the "multiple languages" such as cognition and neural arousal that form emotions that he has since found to be complex in nature. He subsequently modified the definition of emotion as "an inferred complex sequence of reactions to a stimulus, and includes cognitive evaluations, subjective changes, atomic and neural arousal, impulses to action, and behavior designed to have an effect upon the stimulus that initiated the complex sequence. These complex reaction sequences may suffer various vicissitudes, which affect the probability of appearance of each link in the chain. These complex reactions are adaptive in the struggle in which all organisms engage for survival. At the higher phylogenetic levels, the patterns of expression associated with each chain of emotional reactions serve to signal motivation or intent from one member of a social group to another" (Plutchik 1980).

It is noticeable that the so called reactions include evaluative judgments or cognition and the construct of motivation which have become the forefront in the study of emotion in the latter part of this century, a detailed study of which will be presented in a later section.
Plutchik postulated 8 basic emotions that are orderly patterned and related and serve as the forerunner of all mixed emotions and their derivatives states. These emotions that act as the principal adaptive mechanisms for survival is shown in Table 2.1.

**TABLE 2.1**

**EMOTIONS AND THEIR DERIVATIVES**

<table>
<thead>
<tr>
<th>Subjective Language</th>
<th>Behavioral Language</th>
<th>Functional Language</th>
<th>Trait Language</th>
<th>Diagnostic Language</th>
<th>Ego Defense Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear</td>
<td>Escape</td>
<td>Protection</td>
<td>Timid</td>
<td>Passive type</td>
<td>Repression</td>
</tr>
<tr>
<td>Anger</td>
<td>Attack</td>
<td>Destruction</td>
<td>Aggressive</td>
<td>Aggressive type</td>
<td>Displacement</td>
</tr>
<tr>
<td>Joy</td>
<td>Mate</td>
<td>Reproduction</td>
<td>Sociable</td>
<td>Manic state</td>
<td>Reaction</td>
</tr>
<tr>
<td>Sadness</td>
<td>Cry</td>
<td>Reintegration</td>
<td>Gloomy</td>
<td>Depression</td>
<td>Formation</td>
</tr>
<tr>
<td>Acceptance</td>
<td>Groom</td>
<td>Incorporation</td>
<td>Agreeable</td>
<td>Hysteric</td>
<td>Compensation</td>
</tr>
<tr>
<td>Disgust</td>
<td>Vomit</td>
<td>Rejection</td>
<td>Contemptuous</td>
<td>Paranoid</td>
<td>Denial</td>
</tr>
<tr>
<td>Expectation</td>
<td>Map</td>
<td>Exploration</td>
<td>Curious</td>
<td>Obsessive-compulsive</td>
<td>Projection</td>
</tr>
<tr>
<td>Surprise</td>
<td>Stop</td>
<td>Orientation</td>
<td>Impulsive</td>
<td>Psychopathic</td>
<td>Intellectualization</td>
</tr>
</tbody>
</table>


The above table shows that Plutchik’s 8 emotions can be grouped in various ways that display the different derivative states. These include actual physical behaviors and facial expressions that can be observed, the functions of which are for survival and adaptation. Others are the derived personality traits, coping styles as well as psychological diagnosis of human personality disorders and associated defense systems. These derivatives are seen by Plutchik to be all comprehensive and are fully discussed in his many publications (Plutchik, 1962, 1970, 1979, 1980 and 1994. Plutchik et al. 1979).
Note that the construct of cognition has been recognized by Plutchik even in his earlier studies. Nevertheless, he considered cognition as an evolution in the development of the brain and that cognition can be either conscious or unconscious instruments to service emotions (Plutchik, 1977) that classifies his theory in the Evolutionary context. Plutchik (1980) developed a multidimensional model of the emotions which is shown below:

**FIGURE 2**

**THE THREE DIMENSIONAL MODEL OF THE EMOTIONS**

Source: Plutchik, Robert (1980), The Psychology and Biology of Emotion, pg 102, Figure 4.3
The cone-shaped model represents Plutchik’s postulate that the emotions are interrelated. The vertical dimension shows the extent of the intensity, the circle delineates the magnitude of the similarity, and the polarity is shown by the opposites emotions depicted in the circle. A number of other researchers (not related to the evolutionary tradition also represent the constructs of emotions by means of a circle (Russell, 1980, Fisher et al., 1985 and Wiggins & Broughton, 1985).23

2.1.3. J. P. SCOTT

Scott (1980)24 defines emotions as “aspects of complex, interaction systems of the organism”. He studied emotions within the conceptual framework of organismic and social systems on three levels: subjective feelings which he also termed as emotion, expressions of emotions traced back to Darwin’s evolution theory and physiological changes that happen in tandem with the emotions.

Scott (1958)25 noted that in comparing the activities of very different species, limited behavioral patterns repeatedly occur again and again and these can be categorized into a limited number of adaptive modes that are observable in animals. Similar to Plutchik, Scott also suggested that there are very few emotions and these are adopted into 9 classes of adaptive behavioral systems. They are presented in the following table:
<table>
<thead>
<tr>
<th>Behavioral Systems</th>
<th>Associated Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingestive</td>
<td>Hunger, thirst, breathlessness</td>
</tr>
<tr>
<td>Shelter-seeking</td>
<td>Discomfort (extremes of temperature etc)</td>
</tr>
<tr>
<td>Investigate</td>
<td>Curiosity</td>
</tr>
<tr>
<td>Sexual</td>
<td>Unease, love, pleasure</td>
</tr>
<tr>
<td>Epimeletic (caretaking)</td>
<td>Love, anxiety</td>
</tr>
<tr>
<td>Et-epimeletic (care-receiving)</td>
<td>(any of the other emotions)</td>
</tr>
<tr>
<td>Agonistic (struggle)</td>
<td>Pain, Fear, Anger</td>
</tr>
<tr>
<td>Allelomimetic (imitative collective behavior)</td>
<td>Loneliness, pleasure</td>
</tr>
<tr>
<td>Eliminative</td>
<td>Discomfort (internal)</td>
</tr>
</tbody>
</table>


Generalizations of the behavior similar to those shown in the above table had also been depicted by earlier researchers (Murray, 1954 and Turner, 1957). Briefly, the Ingestive behavior system includes the intake of food, water and oxygen necessary for the maintenance of life and to relief the uncomfortable states of hunger, thirst and breathlessness. The Shelter-seeking system stems from the hazards of the environment that includes cold and heat, unpleasant sensual stimulation such as odors and the like that lead to distress. The Sexual behavior system applies to species from the lowest of animals to humans in that sexual activities are performed in one way or another, from attraction by the opposite sex to courtship and coition. The Epimeletic behavior system
stems from the effects of certain female hormones. The associated subjective emotions are gentleness and love that cause concern and anxiety in humans (Scott, 1980). The Et-Epimeletic behavioral system is interpreted by Plutchik (1991) as care-soliciting behavior of the young in order to solicit care and concern of the adult. The Agonistic behavioral system is translated as sensations of fear, pain and anger. Scott (1958) reported how anger is manifested by a rat that bites at any object that injures it and will assault another strange rat at one month old. Scott and Fredericsson (1951) believed that fear and hostile behavior toward strangers of the same species is innate and adaptive in confrontational situations. The Allelomimetic behavior system can be illustrated by the collective behavior of species displaying the same activities. Some activities cited by are the migration of birds and fishes in aggregates. It also applies to all imitative behavior. Lastly, the Eliminative behavioral system refers to the need to the emptying of the bladder and bowel to release the pressure of pain. For many animals, it is also a communicative function to let others of the same species know that they were there.

Scott refers to the behavioral expressions as "systems", He purported the segment of behavior expressed has many sub-segments organized around it and that the totality can be called a behavior pattern. A glance at the above reveals very few emotions (love, pleasure, fear, anger and loneliness). Scott relegated others to sensations rather than emotions. In other words, the categories of recognizable emotions are limited to about a dozen (Scott, 1967, 1969), suggesting the evolution of emotions necessary for adaptation has been an economical one.
2.1.4. IRENAUS EIBL-EIBESFELDT

Eibl-Eibesfelt (1980) exemplified that the application of ethological methods and concepts to the study of social interaction strategies on a cross-cultural basis is of particular relevance. The variations of cultural expressions of emotions can be understood by cultural patterns, the underlying functional equivalents are the non-verbal and verbal expressive patterns found in studies of children and adults of different cultures. They are based on the same inborn characteristics such as the innate motor systems. An example he cited was the raised eyebrows as a universal expression of readiness for contact and the smiling expression as a readiness for friendly non-agonistic contact (Eibl-Eibesfelt, 1975). His theory is based on the premise that expressive behavior of different cultures reveals phylogenetic adaptations that enable social interactions to take place in various kinds of ways.

2.1.5. M. R. A. CHANCE

Chance (1980) provided a detailed ethological assessment of emotion. He believed that ethology provides the correct way to interpret what behavior is before it is examined in its derivative contents since ethology is based on observation and description of the actual behavior without the interference of experimentation. The merits of the methodology by observation in the absence of controlled experiments was stressed by McKintosh et.al., (1977).

Chance concurred with Plutchik that classes of emotions as discussed earlier in this chapter originate from functional classes. He added that he saw the distinctions more from the view of structures rather than classes or categories. These structures of emotions are what he termed as the “agonic” and the “hedonic” modes of social adaptation. These two structures are shown in the following table:
TABLE 2.3
CHARACTERISTICS OF THE TWO SOCIAL MODES

<table>
<thead>
<tr>
<th>Feature</th>
<th>Agonic</th>
<th>Hedonic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social cohesion and attention</td>
<td>Continuous</td>
<td>Periodic</td>
</tr>
<tr>
<td>2. Attention to a central figure (centric attention)</td>
<td>To modulate threat and avoid being aggressed</td>
<td>In response to display</td>
</tr>
<tr>
<td>3. Continuous attention</td>
<td>Confined within the society</td>
<td>Capable of being directed at (non-social) environment</td>
</tr>
<tr>
<td>4. Arrangement of individuals</td>
<td>Spatially separated</td>
<td>Close contact</td>
</tr>
<tr>
<td>5. Social relations</td>
<td>Balanced; successful</td>
<td>Rewarded</td>
</tr>
<tr>
<td></td>
<td>avoidance of punishment</td>
<td></td>
</tr>
<tr>
<td>6. Arousal</td>
<td>Continuous (medium to high)</td>
<td>Fluctuating (low to medium)</td>
</tr>
</tbody>
</table>


Chance explained that the social behavior (in response to danger or attack) of higher primates is agonic in nature in that the group is cohesive, continuous and centric towards the dominant male. The agonic mode is deployed by the societies of baboons and macaques in continuous alertness to danger. The hedonic mode of social cohesion is attained by display (Chance, 1975, 1976). The society of chimpanzees was cited by Chance to display this mode of social behavior. Each remains in close contact with each other but is ready to make individual attack toward the predator. The behavior is rewarded in social relations and arousal is fluctuating and low. Bernstein (1971) said that this form of arousal is governed by facial movements and voice tones. Where as in humans, linguistic codes governs arousal.
2.1.6 James D. Weinrich

Weinrich (1980) said that the origin of sociobiology stems from classical ethology. He listed the similarities between the two approaches as both emphasize the study of behavior in its natural surroundings and both postulate that all behavior originate from a genetic basis. He believes that each emotion has an evolutionary history and both positive and negative emotions exist. The former he cited as aggression and the latter as altruism and love. He defined emotion in the sociological context as “the result of a conscious or unconscious decision-making process; it results from an external event changing what is adaptive for the individual feeling the emotion to do. It is the internal motivator that creates a readiness to change behavior to increase adaptation. An emotion can be discharged by an act that would (if successful) bring the external world more into line with what would be adaptive for the individual having the emotion. Or it can be dissipated by a further change in the environment, or in internal cognition, that reduces the value of adaptive action”.

His definition is interesting in that it contains the phenomena of motivation and cognition which will be fully discussed later in the chapter. But the central theme revolves around adaptation to external stimuli in the environment that make his viewpoints fall into the category of the evolutionary-biological context.

2.1.7 Ross Buck

Plutchik (1994) has classified Buck’s theory under the Evolutionary approach. His reason for doing so is that the Ross considered the subjective experience is founded on a “readout” of neurochemical exertion in some particular parts of the brain. This is consistent with the evolutionary argument which Plutchik (1994) cited as follows: This idea (readout) is derived from the evolutionary argument “that it is useful for a creature with significant cognitive capacities to have direct knowledge of the state of certain of its own neurochemical systems associated with motivational/emotional states, just as it is useful for a social animal to have knowledge of certain of the motivational/emotional states of its fellows.”
Communication of emotional states, as stated by Buck, are needed for the actualization of goals or objectives. Buck, amongst many others, were interested in the study of facial feedback as a form of communication (Buck, 1974, 1980). In essence, Buck analyzed the essence of emotions from a communication standpoint. The communication model can be interpreted by the following diagram.

**DIAGRAM 2.1**
THE COMMUNICATION MODEL OF EMOTION

```
External Stimuli

Motivational/Functional System

Relevant Others (Subjective norm)
Experience

Subject's Experience
Tendencies and Experience

Cognitive Appraisal

Emotional State Labeled

Subject's Homeostatic

Display Rules

Self Reports, Goal-Oriented
Behavior and Bodily Experience

Source: adapted from the text of Robert Plutchik (1994). The Psychology and Biology of Emotion. pg. 96
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Briefly, the model shows that interactions of environmental stimuli with the motivation/emotion system and past experiences enables the brain to evaluate the situation in order to label the emotion and examines it. The cognitive process is affected by the subject's homeostatic states and his subjective feelings and expressive tendencies. Rules of displays as appropriate to one's culture then how the motivational/emotional state is expressed in behavior (Plutchik, 1994). Note that relevant others or what is known as the subjective norm impacts on cognitive appraisal and the resultant emotion state.

A SUMMARY WORD ON THE EVOLUTIONARY-BIOLOGICAL APPROACH

Darwin's classical works on evolutionary theory had great impact on the disciplines of biology, physical and social sciences. Basically, he viewed emotions as evolving from the motivation for better chance of survival and with different functions to adapt to different environmental demands. Emotions are signals of communication for adaptive and survival goals. The Evolutionary concept has gained the attention of researchers in the study of emotions. In this context, the works of Plutchik, Scott, Eibl-Eiberfeldt, Chance, Weinrich and Buck are discussed.

A BRIEF CRITICAL ANALYSIS OF THE EVOLUTIONARY-BIOLOGICAL APPROACH

Apparently, the aforesaid approach appears to be much too simple and centers on the adaptive and survival perspectives of human beings that are more complex to be just struggling on the two bottom rungs of "Maslow's Hierarchy of Needs". However, if
one enquires deeper into the various theories postulated under this approach, it is noticeable that the so called basic "reactions" can be interpreted as evaluative appraisals or simply cognition. Much more, Plutchik’s different derivative states displayed by his eight basic emotions show many aspects that are motivational in nature than are simple functions for survival and adaptation. For example, many of the coping styles grouped under his “Ego Defensive Language" and the various patterns of expressions served to signal motivations to defend oneself or a motivational intent from one member to another in a social context. The cone-shaped or the three dimensional model of Plutchik’s has already displayed the inter-relatedness of emotions and their positive and negative aspects that are later depicted under the other historical approaches of emotions.

Notice also that Plutchik’s primary emotions are very similar to Scott’s “associated emotions at different behavioral systems levels. The former deals primarily with the psychological aspects while the latter focuses on a more physiological perspective. As discussed before, Scott’s Et-Epimeletic and Epimeletic behavioral systems in Table 2.2 are interpreted by Plutchik as care-taking and care-soliciting behavior of the young which the author comments echoes Plutchik’s own “Protection” state under his “Functional Language” emotion derivative in Table 2.1. As well, Eibl-Eibesfelt, Chance and Weinrich all have in common the centrality in ethology that deals with the scientific study of animal behavior in natural surroundings.

2.2 THE PSYCHOANALYTIC CONTEXT

Psychoanalytic theory originally stems from Sigmund Freud’s postulation on unresolved childhood conflicts pertaining primarily to the instinct of sexuality. This give rise to mental disorder or what psychoanalysts termed “neurosis”. In the treatment
of such an illness, the patient's life events, emotions (conscious or unconscious) are examined. Particularly, the latter is explored and interpreted.

2.2.1. Sigmund Freud

The clinical work of Freud (1856-1939) in Vienna brought forth the brilliant creation of psychoanalysis (Strachery and Richards). By treating neurotic patients, the investigations quickly built into knowledge the workings of the mind in both mentally ill and healthy human beings. Largely by the interpretation of dreams, Freud was able to investigate into the unconscious forces in our minds that shape our behavior and actions. He developed his theory on the sexual instinct, the course of events and development in childhood influences our personality and basic emotions. His ideas not only formed the theoretical structure of psychoanalytic therapy such as Yung (1966) and Rogers (1961) but also shaped many specialist disciplines.

The concept of emotion, in Freud's terms, is that "affects and emotions correspond with process of discharge, the final expression of which is perceived as feeling. In the present state of our knowledge of affects and emotions, we cannot express this difference more clearly" (Rapaport, 1950). Freud viewed emotion as a manifestation of motor discharge that gives rise to the altered internal state of the subject's physical body. In psychoanalysis which amounts to studies of case histories, there are numerous connotations to emotions which analysts treat as synonymous. Yet there do not exist a psychoanalytic theory of emotions or attempts made to develop one (Zangwill 1948, Ostow 1959, and Plutchik 1994). In this context, the psychoanalytic theory pertaining to emotions is limited in scope and the author now turns to the study of emotions in the Psychophysiological context after the brief summary and critical analysis that follow:
A SUMMARY WORD ON THE PSYCHOANALYTIC APPROACH

It is clear from the above that the psychoanalytic approach deals with complex inner states that manifest themselves in behavior with or without conscious awareness. As Skinner (1954) puts it, the realm of unconsciousness cannot solve the notion of emotions from a scientific viewpoint, but rather creates a whole new unknown sphere to be unraveled.

A BRIEF CRITICAL ANALYSIS OF THE PSYCHOANALYTIC APPROACH

Freud is hailed as the father of psychology. From the above discussion on the review of literature, it is apparent that his theory stems from the notions of sex and experiences of early childhood (the latter identical to other theories that dealt with "schematic references, classification, assimilation, categorization" and so forth). While the author agrees that adult personality is much shaped by childhood experiences, too much focus seems to stem from the sexual instinct that limits the contribution of Freud on the concept of emotion. His friend and student Carl Yung particularly casted doubts on the effects of the sexual instinct on acts or behavior. Nevertheless, the author considers the psychoanalytic approach a very cognitive oriented one. This is so because the treatment of "neurosis" depends on dealing with the mind of the patients. Cognitive therapists probes into the unconscious mind of their clients to elicit their own interpretations and thereby understandings of their own feelings and behavior.
2.3 THE PSYCHOPHYSIOLOGICAL CONTEXT

The major concern with this approach is with “arousal” and “feedback” of the three systems: The autonomic nervous system, the facial muscular system and the brain center system. Subjective reports on feelings of emotion are the major foci of study. The forerunner of this approach was William James. His work “The Physical Basis of Emotion”\(^5\) dealt with conscious human experience of emotion. His view is that feelings are the passive perceiver of physiological change and he showed how certain coarser emotions are evoked in the human mind. \(^53\) In his classical work,\(^54\) he stated that feelings of bodily changes as they occur are the emotion. Lange(1885-1922) was closely associated with James position although with some differences, so that the famous James-Lange theory had influenced emotion research for almost a century. Whereas James centralized his postulates on responses of the somatic (body) and visceral nature (sympathetic) that create emotions. Lange theory focuses on the “emotional reaction of the vasomotor system (of the cardiovascular blood vessels) to various influences”.\(^55\) The consensus of both is that emotion is aspects of the physiological and behavioral responses themselves and the emotive experience is not important and ignored. The centrality of the James-Lange theory is that emotions are the results of behavior and not the causes. For example, the feeling of anger is the result of having struck out at someone or that one is afraid because one trembles and so on.\(^56\) Their views have been prescribed as self-perception theory in relation to emotion in that emotions are the causes of behavior as the individual perceives the reasons for acting out in that particular way. Although the James-Lange theory remains untested and has been under severe criticism and rejection, it nonetheless impacted on emotion theory on a major scale. Over the ensuing century, various theorists related to the Psychophysiological tradition of feedback and arousal (the concepts will be discussed in a later section) were Walter Cannon, Silvan S. Tompkins, Carroll E. Izard, and John Lacey.
TABLE 3.1
POSITIVE AND NEGATIVE EMOTIONS AND RESPONSES

<table>
<thead>
<tr>
<th>POSITIVE EMOTIONS</th>
<th>CORRESPONDING FACIAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest or excitement</td>
<td>Eyebrows down and stare fixed or tracking the object</td>
</tr>
<tr>
<td>Enjoyment or joy</td>
<td>the smiling response</td>
</tr>
<tr>
<td>Surprise or startled</td>
<td>eyebrows raised and eyes blinking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE EMOTIONS</th>
<th>CORRESPONDING FACIAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distress or anguish</td>
<td>the crying response</td>
</tr>
<tr>
<td>Fear or terror</td>
<td>Eyes frozen or fixed or moving away from object to the side, with pale skin, cold, sweating, trembling and hair erect</td>
</tr>
<tr>
<td>Shame or humiliation</td>
<td>eyes and head lowered</td>
</tr>
<tr>
<td>Contempt</td>
<td>upper lip raised in a sneer</td>
</tr>
<tr>
<td>Disgust</td>
<td>lower lip lowered and protruded</td>
</tr>
<tr>
<td>Anger or rage</td>
<td>Frown, clenched jaw and red face</td>
</tr>
</tbody>
</table>

Adapted from Silvan S. Tompkins. Affect Theory (1982)

Tomkins (1982)\(^6\) postulates emotion "as the primary innate biological motivating mechanism, more urgent than drive deprivation and pleasure, and more urgent even than physical pain." He used the words "analogic amplification" to stress on the urgency and generality of the emotion system. Pain is cited as an example of an analog of injury in that the biological receptors amplify the need to attend to the injury with immediacy. He also believes the facial skin and voice, and not the musculature, as the primary loci of analogic amplification, or simply, critical organs on feedback and...
communication of emotion. A major amount of self-perception theories to emotion focuses on facial expressions. In such research, subjects are induced to adopt facial expressions of emotion and followed by questions on how they feel or what emotions are enlisted.

2.3.3. Carroll E. Izard

Izard is best known for his avocation of the “differential emotions theory”. In her work, “Human emotions” (1979), differential emotions theory is a “complex process with neurophysiological, neuromuscular, and phenomenological aspects”. The former includes basically facial activities and bodily postures. The feedback of these responses via the neuromuscular activity is changed into conscious form, the consequence results in a discrete fundamental emotion that becomes a motivating experience. The phenomenological aspects pertain to the positive or negative emotions elicited. Differential emotion theory stresses on discrete emotions as experiential and motivational processes. There are ten basic emotions postulated by this theory. Each has different motivational and phenomenological aspects. Each one such as joy or sorrow produces discrete inner experience and discrete outward behavior. All the emotions interact with each other and affective processes interact and impact on the homeostatic (endocrine and cardiovascular), drive, emotion, perceptual, thinking and motor systems. These six systems constitute the six personality subsystems that result in four kinds of motivations. Namely, drives, emotions, emotion and emotion cognition interactions and affective cognitive structures and orientations (Izard, 1980). The ten primary emotions is shown in the table below:
TABLE 3.2
THE TEN FUNDAMENTAL EMOTIONS OF THE DIFFERENTIAL EMOTIONS THEORY

<table>
<thead>
<tr>
<th></th>
<th>Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interest-excitement</td>
</tr>
<tr>
<td>2</td>
<td>Enjoyment-joy</td>
</tr>
<tr>
<td>3</td>
<td>Surprise-startle</td>
</tr>
<tr>
<td>4</td>
<td>Distress-anguish</td>
</tr>
<tr>
<td>5</td>
<td>anger-rage</td>
</tr>
<tr>
<td>6</td>
<td>Disgust-revulsion</td>
</tr>
<tr>
<td>7</td>
<td>Contempt-scorn</td>
</tr>
<tr>
<td>8</td>
<td>Fear-terror</td>
</tr>
<tr>
<td>9</td>
<td>Shame/shyness-humiliation</td>
</tr>
<tr>
<td>10</td>
<td>Guilt-remorse</td>
</tr>
</tbody>
</table>

Source: Carroll E. Izard. Human emotions.

Differential emotions theory views the emotive constituents of personality as a system. This is because emotions are interrelated in a dynamic as well as a stable manner. They are at times bipolar in nature, the polarity of their nature, such as anger and fear, contributes to their organization as a system. Other factors, such as all the ten basic emotions share some characteristics in common and they are noncyclical in nature. Unlike the digestive or the metabolic states, emotions have no rhythm that repeat themselves several times a day. All these lend to the support that emotions is a discrete system of its own (Izard, 1979). More will be said about this approach in later chapters.

Plutchik (1994) has also labeled both Sylvan Tomkins and Carroll Izard just illustrated above as Motivation psychologists. The former believes that hunger and thirst, for example, are stronger than drives. They are motives that drive people to action. Izard
justified that emotions, besides having a neural basis, compose also of a Motivating property that caters to adaptive behavior (Izard, 1991). More on the Motivational theory will be discussed shortly.

2.3.4 John I. Lacey

Up to the middle 50's, emotion reactions had been studied almost exclusively by physiological reactions. This one sidedness has been noticed and received the attention from a host of other psychophysiological oriented theorists such as Lacey (1967) who recognized that physiological reactions are also indicators of other psychological processes besides emotive states. The emphasis is on the “transactional nature of physiological responses. That is, physiological changes cannot be assumed to reflect some psychological state like emotionality or arousal, but must be interpreted in terms of the transactions of the individual with his environment” (Averill, 1996). Lang (1994) summarized very well that Lacey’s position on emotion in that psychological responses differ in context to situations encountered, in contrast to the general hypothesis of situation stereotypy - a consistent pattern of reactions of subjects to a specific set of situation stimuli. Lacey and more recent others (Lang, Bradley, & Cuthbert, 1990; Vrana & Lang, 1990) tested and concluded that subjects do not manifest the same pattern of reactions to repeated stimuli. Rather, they respond with a same general pattern to a variety of stress situations. As well, the intensity of stimulation and tension surrounding the background situation impact on the visceral patterns of change. for example, heart rates tend to decrease when subjects are attentively visually or listening to upsetting materials, whereas heart rates increase when they are later asked to recall the same specific distressing materials. Lacey summarized it in this way; “there is much evidence that (a) somatoviseral events reflect stimulus differentiation, (b) there are multiple patterns of arousal, and (c) the psychophysiology of these “environmental transactions” (to use Lacey’s term) can be meaningfully interpreted. There is also every reason to doubt, however, that these data can be consistently organized around the same list of specific emotions.”
A SUMMARY WORD ON THE PSYCHOPHYSIOLOGICAL APPROACH

The central features of the Psychophysiological approach centers on the arousal and feedback from the three physiological processes of the autonomic nervous system, the facial muscular system and the brain as the primary determinants of emotion. As can be readily seen from the above presentation, theorists to this approach differ on some fine points such as the origins of feelings from which of these centers; Such as Cannon’s conception of the thalamus as the organ of arousal that produces the ensuing sensations.

A BRIEF CRITICAL ANALYSIS OF THE PSYCHOPHYSIOLOGICAL APPROACH

The basic concerns on “arousal” and “feedback” systems are by no means unique to the psychophysiological approach. Mandler (1975) as an advocator of the Cognitive approach also proposed the concept of automatic arousal (ANS) as a cue to the mind for appropriate behavior in response to an event. Mandler’s “ANS” acts on the visceral (sympathetic) receptors, which is no different from the autonomic nervous system proposed under the Psychophysiological approach. The difference is that the latter includes another two systems classified as the facial muscular and the brain systems that act on behavior. The conceptual difference of “arousal” between Mandler’s (cognitive) and the James-Lange’s (psychophysiological) theories is that Mandler has integrated the experience of autonomic events with the cognitive appraisals of the mind that continuously analyses the meanings in conjunction with associated values connected to the situation at hand. Ortony et al. (1988) and other cognitive theorists as well postulated that “arousal” is also a central theme in the Cognitive approach. Emotion intensity is almost equivalent as the arousal arising from the event. In other words, the cognitive evaluation processes elicited can be said to be more or less the same thing as
the physiological arousal experienced. It is the deeper meaning Ortony et al. assigned to
the concept of arousal, the level of which is dependent on the subjective importance one
assigns to an emotion that distinguishes the two different approaches. As can be readily
observable from Ortony et al.'s “Global Structure of Local Intensity Variables” in
Diagram 3.1 and the analysis that followed, emotion intensity is equivalent to the
arousal of the event. Whereas cognitive evaluation processes can be said to be more or
less the same thing as the physiological arousal. In other word, the psychophysiological
approach can be said as a forerunner of the cognitive approach with significant
similarities discussed above.

It is also of interest that the different theorists classified under the psychophysiological
context differ only on the finer points on the origins of emotions from the different
biological centers. Otherwise, there is a great deal of consensus to the components of
positive and negative emotions (see Tompkins in Table 3.1 and Izard’s in Table 3.2).
One interesting issue that the author wishes to add before proceeding to the Activation
approach is that the element of “Surprise or Startled” is termed as a positive emotion by
Tompkins (Table 3.1) without appropriate analysis. It seems more appropriate to be
classified in the negative emotion category simply by the facial expression that evolves
and the emotions that follow. This is indeed revealed by factor analysis conducted by
the author on the similar list of Izard’s emotions in which it proves to be so in the
Findings section under Chapter 5.

2.4. THE ACTIVATION CONTEXT

The Activation concept originates from studies focusing on muscle tension (Duffy,
1962) and EEG arousal (Lindsley, 1951). The construct activation refers to the
subject’s state of readiness for action. Frijda (1986) defines activation “as readiness for
action, or intentional readiness. Emotion, in turn, may be defined as changes in
activation in this wide sense of the concept. The change may be in intensity, both up and down, and in quality. Change in quality is identical to elicitation of action tendency, just as relational null states imply decrease in quantity, activation, of course, is activation of something: of the behavior systems or plans involved in action tendency. For example, the words “I feel tired, or I feel sympathy for the poor child” elicits action tendencies or activated states of sluggishness and inactivity, or compassion for the unfortunate. As Scheler (1923) describes love as “tendency towards being increased in a value”. The key figures depicted in this context are Schosberg and Fridja.

2.4.1. H. SCHELER

The activation theory is mainly developed by Schosberg (1954). “Instead of treating emotion as a special state, differing qualitatively from other states, the theory locates emotional behavior on a continuum that includes all behavior. This continuum, general level of activation, has its low end in sleep, its middle ranges in alert attention, and its high end in the strong emotions.” In essence, there are three dimensions to this approach: Intensity, Pleasantness-unpleasantness and attention-rejection. A cone-shaped model depicts the latter two dimensions by a circular horizontal cross section indicating the two axes, and the intensity dimension is represented by the vertical dimension.

2.4.2. N. FRIJDA

Frijda (1986) defined emotions in the psychological context as “changes in readiness for action as such (we called the changes activation), or changes in cognitive readiness (they have come under investigation as attentional arousal), or changes in readiness for modifying or establishing relationships with the environment (we called these action tendencies), or changes in readiness for specific concern-satisfying activities (we called these desires and enjoyments). In the information-processing and the functionalist perspective, Frijda stated that “Emotion is seen as the output of a provision, a system,
for ensuring concern satisfaction and for monitoring ongoing events for that purpose. He categorize emotions as "the manifestations of the individual's concern satisfaction system; and ... Emotions express the individual's concerns and the satisfaction state of these concerns." Frijda is hailed as a great contributor to the study of cognition in relation to emotion. More will be elaborated in a later section on the notion of activation and cognition as the studies pertaining to these concepts are important and numerous.

A SUMMARY WORD ON THE ACTIVATION CONTEXT

Plutchik (1991) summarized the activation theory by saying that it was a major breakthrough over the previous ones as it tried to synthesize into a simple model the various known dimensions of emotion. It also encompassed both negative and positive emotion dimensions that become a subject of importance on its own. The latter point will be fully discussed later and will be incorporated into the model to be postulated.

A BRIEF CRITICAL ANALYSIS OF THE ACTIVATION APPROACH

Of particular interest in this theory is the approach that depicts emotions on a continuum. Opposite emotions are of significance, especially those of positive and negative ones. The cone-shaped model of Schosberg's (1954) is similar to that of Plutchik's (1980) diamond shaped "Three dimensional Model of Emotion" shown in Figure 2 earlier in this chapter under the Evolutionary-Biological approach. Plutchik’s model depicted the vertical dimension as the extent of the intensity, the circle delineates the magnitude of the similarity and the polarity is shown by the opposites of emotions.
in the circle. Notice the Activation theory also postulates that there are three dimensions to its approach: Namely, intensity, pleasantness-unpleasantness and attention-rejection, not unlike that of Plutchik’s Evolutionary-Biological approach. Other researchers not belonging to these two schools of thoughts have also represented the constructs of emotion by means of a circle (Russell, 1980, Fisher et al.1985 and Wiggins & Broughton, 1985). More on the critical analysis of the “Activation” concept will be covered under the analysis of the “Motivational” and “Cognitive” approaches that are discussed below in this section.

2.5. THE MOTIVATIONAL CONTEXT

Motivational theorists believe that emotions are motivational processes that arouse, sustain and guide behavior. Plutchik (1991) states that emotion, as motivation is consistent with the “fight or flight” theory, in that the activation for the energetic behavior is conceptualized from a physiological viewpoint. The physiological response help the organism prepare for what is necessary at the moment as perceived to achieve an end goal.

The key figures associated with the motivational approach are Leeper and Skinner, in addition to Tomkins and Izard the author mentioned under the psychophyiological approach.

2.5.1. R. W. Leeper

Leeper was very much against the popular definition of Young (1943) that depicted emotion as disorganized and disturbing as a whole in the organism’s psychological, behavioral and conscious and visceral functionings. He postulated that emotions in general are organized in nature. Emotions such as joy, happiness and love cannot be
thought of as disintegrative yet are important dimensions of emotion. He therefore broadened the category of emotion to embrace all psychological processes that function to arouse and sustain behavior with the motive to deal with the specific action that is called upon at the time.

2.5.2. B. F. SKINNER

Similar to Silvan Tompkins as described earlier under the section on Psychophysiological approach, Skinner (1953) shared the belief that emotions are much more than drives. The distinction between drive and emotion rests on the intensity and that “any extreme deprivation acts as an emotional operation.” In other words, a heightened drive such as extreme hunger will direct the individual to emotional state that targets to satisfy the hunger pain.

A SUMMARY WORD ON THE MOTIVATIONAL CONTEXT

The concept of motivation is a disposition to recognize a concern that prompt the individual to act in search of satisfaction of a desire or for the avoidance of unpleasant stimulus. “Motivation, to a large extent, can be considered the elicitation of behavior systems by appropriate external stimuli” (Frijda, 1986). Fridja also supports the notion that motivation is similar to drives in some ways in relation to emotion.
Notice the motivational theorists believe that the process of emotion starts with arousal is no different from all other theorists discussed before that embrace this concept. The Motivational context also is consistent with the Cannon’s “fight or flight” theory under that Psychophysiological approach. The concept of “fight or flight” signifies mobilization, or a tendency to act, or what is meant by Fridja’s “action tendencies” in the Cognitive context. From a basic viewpoint, the Motivational approach can be seen as an elaboration of the Biological-Evolutionary approach on a higher level that includes plans originating from cognition of a mental mechanism aside from pure instinctual responses to ensure survival.

Different from the basic biological approach is the much broadened category of emotion to include all psychological processes that function to sustain and motivate behaviour particular to the specific situation on hand. As well, motivations are much more than drives. The author agrees with Skinner(1953) that they are more “heightened” and intense in nature to confront more complex events that arise.

2.6 THE COGNITIVE CONTEXT

The cognitive approach has gained tremendous interest and investigation in recent years. In the contemporary view, the brain stores and process information, not unlike the operations of a computer (Lang, 1994). Emotion has been viewed by many psychologists as information processing (Newell and Simon, 1963, Bower, 1981, Lang, 1979, Mandler, 1984). There are a number of cognitive theorists with similar as well as distinctive views on the interface between cognition and emotion. One of the
most prominent contributor to the cognitive approach is Fritz Heider who believes in altering one’s beliefs changes one’s emotions. The concept of causal attribution, which receives a great deal of attention today, is attributable to Heider’s great work on his study on cognition in relation to emotion.

2.6.1. F. Heider
Fritz Heider (1958) believed in commonsense psychology in the study of interpersonal relations. In his work “The Psychology of Interpersonal Relations”, he analyze the common language human use to ascertain their motivations, beliefs and emotions. His work greatly influence the research of contemporary social psychologists.

2.6.2. OTHERS

Other theorists involved in the cognitive context are many. The more contemporary ones include George Mandler, Howard Leventhal, Michael Scheier, Charles Carver, Bernard Weiner, R. B. Zajonc and Nico Frijda, just to name a few. As this thesis concerns how cognition in relation to emotion impacts on consumer behavior, a separate section devoted to cognition and emotion is warranted. Before the author embark on this subject in detail, the following is a summary word on the major historical traditions on the concept of emotion that have been discussed so far.

A BRIEF CRITICAL ANALYSIS OF THE COGNITIVE APPROACH

Essentially, the author sees the Cognitive approach as embodying all essential elements of the different historical approaches discussed so far. The interpretive process involves taking reference to the event by the person encountered. This thinking process is clearly motivational (the motivational concept) in nature and the brain center system (the
psychophysiological concept) is activated. It also requires "meaning analysis" (Mandler's cognitive concept, 1975) and "cognitive appraisal" (Buck's evolutionary-biological concept, 1974, 1980). Schematic assimilation and categorization are essential theories of the cognitive school of thought that echo the Psychoanalytical approach of Freud's who viewed childhood experiences as impacting on the personality. The elaborate thinking process brings about action plans or readiness for action (Fridja's Activation concept, 1986).

Although the different approaches possess distinct ideas on the phenomenon of emotion, there is a blurring of boundaries among all fields and as Plutchik and Kellerman (1980) states: "Recent theoretical contributions to the study of emotion may be characterized by an increasing tendency to blur distinctions among categories and to use ideas that overlap, not only within a given field, but also among such distinct disciplines as biochemistry, neurophysiology, behavioral medicine, psychopharmacology, psychosomatics, and sociobiology." Plutchik (1994) in recent years comments that time has seen the increasing overlapping of the different schools of thoughts on emotion. Practitioners freely borrow from one approach to another. Any adequate synthesis of emotion should reflect the adaptive function, the unconscious role, the autonomic and brain centers pertaining to emotional states, the significance of arousal and action readiness, the motivational factor and the importance of cognition.

2.7 A SUMMARY WORD ON THE HISTORICAL DEVELOPMENT ON THE STUDY OF EMOTION

The above section has describe the historical traditions in relation to the study of emotion. The Evolutionary-Biological context concerns on the adaptive significance of
emotion in the pursuit of better changes of survival. The Psychoanalytic tradition examines emotion from a therapeutic stance. The therapist investigates the unconscious forces in the patient's mind that shapes behavior and actions. The major concern of the Psychophysiological approach centers on the aspects of arousal and feedback from the autonomic nervous system, the facial muscular system and the brain and relies on subject feedback in the study of emotion. The Activation tradition centers on arousal and action readiness in anticipation for approach or defense. The fight-flight theory is associated with this approach. The Motivational approach views emotion as a process principally serving to obtain an end goal. Lastly, the Cognitive approach sees emotion as an elaborate thinking and informational processing task. The emotional process is seen to compose of the aspects of cognition, assessments, appraisals and interpretations.
3.1. COGNITION AND EMOTIONS—An Introduction

The relationship between cognition and emotions has been considered by psychologists for a long time. The central unresolved issue has been whether the two constructs are related or independent of each other. Cognitive psychologist Donald Norman (1980) questioned the role of emotion in cognition, stating that as mental practitioners, they are more ignorant than artist, musicians, poets or playwrights in the interpretation of the ‘why’ and ‘how’ cognition are linked to emotions. The study of the emotion and cognition interface represents a difficult and challenging task for any discipline wanting to understand the interaction. (Clark and Fiske, 1982; Reisenzein and Schonpflug, 1992, Van Goozen et al., 1994; Lang, 1994). Zajonc and Markus commented that in contemporary psychology, cognition and emotion operate within separate and discrete conceptual frameworks. Notwithstanding that researches in both domains constantly interact with each other.

Reisenzein and Schonpflug, (1992) said that the interrelationship between the two fields has been heatedly debated in recent years by the two principal opposing divisions; The “cognitive-oriented” emotion theorists and the noncognitive or “independent system” theorists. The former school of thought holds that cognitive processes or appraisals are integrate elements of emotion (e.g. Lazarus et al., 1970; Lazarus 1982, 1984; Izard, 1984) where as the opposition argues that cognitive appraisals and emotion are independent in nature (e.g. Zajonc, 1980, 1984; Zajonc e al., 1989).
Clark and Fiske (1982) commented that social psychologists were particularly concerned that the study of cognition had ignored the dimension of emotion altogether. The symposium was organized to provide researchers for discussion and mutual inspiration over the concern that the interface of emotion and cognition remained unclear.

Van Goozen et al. (1994) said that one of the liveliest debates in the domain of emotion is the relation between cognition and emotion. Some view that emotion determines cognition while others thought the contrary is true.

Lang (1994) cited the still unresolved question of many theorists whether cognition precede or follow emotional experience. He hoped that the new informational processing models would bring the solution before the century ended.

Before the origins of the cognition theory are discussed, it is necessary to review some of the definitions of cognition in relation to emotion and the cognitive processes.

3.2. DEFINITIONS OF COGNITION AND THE COGNITIVE PROCESSES

The influence of emotional state on cognitive processes has gained acute attention with a mounting body of studies in this field. Researchers attempts to specify how emotion affects cognition (Isen and Shalker, 1982).

The cognitive component can be said to be a sociocultural phenomena that represents learning, experience and memory (Izard, 1884).
Anything that is represented in the mind is cognition. The concept and its processes often refer to conscious thinking processes. They are invoked whenever information is processed and knowledge retrieved. The knowledge concerns preferences, likings and dislikings, or values of the individual (Mandler, 1982).\footnote{111}

The cognitive process is a fusion of emotions, motivations and thinking processes. They are not discrete and independent processes as each interacts on one another in a complex fashion (Lazarus, 1980).\footnote{112}

It is difficult to isolate emotive and cognitive processes. The psychological process involved contains both elements. On the one hand, there is the interpretive process involved that takes reference to the situation or event by the person encountered. This interpretive process requires the processing of knowledge, although clearly cognitive in nature, is not cold or unemotional. On the other, hot consideration of the implications of the event is itself emotive in nature, depending on the level of arousal of the individual self-concept (Norem and Cantor, 1990).\footnote{113}

Levental (1982)\footnote{114} purported that cognitive processes are essentially “abstract reasoning” and “perception”. If one assume that cognition is “meaning”, then emotion is itself a type of cognition.

An emotive-cognitive orientation of emotion is a bond or fusion of one of the emotions, or a pattern of them, with “images, word, thoughts, or ideas(Izard, 1991\footnote{115} pg. 65).
The theory of cognition owes much to Gestalt psychology. Gestalt psychologists view James’s autonomic and visceral perspectives of emotion as too constrictive a definition of emotion (Kofka, 1935). Bodily and behavioural responses in responses cannot be just prior events. Gestalt theory holds emotion as encompassing the whole phenomenal field, the physiological modifications being just a partial component (Lang, 1994).

The gestalt movement had tremendous influence on social psychology which consider emotion their mission for study. As mentioned under section 2.6, Fritz Heider is the mentor of cognitive social psychology. He found that one can control his feelings by changing his thoughts. He demonstrated the connection between emotions and cognition and developed a highly influential theory of causal attribution (to be discussed in a later section) in relation to emotion; The “oughts” and “ought nots” in our minds that cause us to experience a certain emotive state (1944). In this connection, specific emotions arise out of cognitive factors. Festinger (1954) stated that a state of arousal creates the need for evaluation, the attempt by one to search for reasons for the activation. Cognitive psychologists believe that there is more to emotion than autonomic arousal although such an element may be present.

Another argument on the historical basis of cognitive theory pertains to Reisenzein and Schonpflug (1992) who believed Carl Stumpf (1899, 1907) was the foremost contributor to the cognitive theory of emotion. In their article “Stumpf’s Cognitive-Evaluative Theory of Emotion”, they presented Stumpf’s theory against the major noncognitive theories of the time, namely, William James (1894) and W. Wundt 1896. (Discussed in section 2.3 under the psychophysiological approach). These noncognitive theories are referred to as “sensualistic” and “mentalistic” feeling theories (or somatic as a whole), in that the former (of James’s tradition) is principally concerned with sensations or feelings generated from peripheral bodily occurrences, and the latter focuses the bodily event to originate from the thalamus (Reisenzein and Schonpflug, 1992) and related regions (also see Canon discussed in section 2.3.1). According to Stumpf (1899), an emotion is “a passive affective state which is
directed at a judged state of affairs”. Judgments, evaluations or beliefs are regarded not just as causations of emotion but that they, the cognition, are the essential elements of the definition emotion itself (Stumpf, 1899).\textsuperscript{128}

Regardless of the historical origins of the cognitive-emotive theory itself, the concept of cognition in relation to the study of emotion requires considerable elaboration before the author goes on to extrapolate the context and contents behind the cognitive-emotive theory itself and the impact it has on consumer behavior that is central to this thesis.

3.4. COGNITION PERTAINING TO EMOTION THEORY

Irrespective of whether the cognitive element is subservient or irrelevant as to the somatic emotional theories (James’s and Wundt’s), or that it is the integral part of emotion as to the cognitive-affective theory, the cognitive element and process relating to emotion theory have been described and defined by both domains. The author now attempts to structure the discussion of cognition along the two domains by reviewing the major research studies on emotion from both fields.

3.4.1.—George Mandler: Emotion, Arousal and Evaluative Actions

Mandler (1975)\textsuperscript{129} proposed a psychological concept of Arousal as a basic component of emotion. His theory is that autonomic arousal (ANS) is a cue to the mind for the organization of attention, vigilance and observation of the environment. Arousal is activated either by the stimulation of the automatic release of the ANS or by appraisal or evaluation of the surrounding situation which he termed as “meaning analysis”. Arousal are the activities of the ANS, especially of the sympathetic sector. ANS acts on visceral receptors, the resulting reaction is the occurrence of autonomic activity of different intensity. Mandler(1984)\textsuperscript{130} stated that arousal is one of the two primary systems associated with affective behavior. The other is meaning analysis. Meaning analysis is two folded; One deals with the external environment and the person’s own behaviors. Some of these behaviors stems from the organism’s innate mechanism, many
involving some cognitive evaluation, but more frequently from value judgments. The summation of arousal and meaning analysis instigates consciousness and determines behavior. Arousal constructs the intensity of the emotion and cognition determines its valence (quality). In essence, "the constructive nature of consciousness permits an understanding of the process whereby arousal and cognition are combined to produce a phenomenally unified experience of emotion." (pg. 129). In addition, values play a vital role in the construction of conscious emotion. Evaluative cognition embody positive and negative values and a host of other appraisals such as sexual interest, self enhancement amongst man others. Emotion states are formed from these evaluations and ANS arousal to create a unique discrete emotional experience of love, joy, fear, happiness and so on.

Mandler (1980) explained his conceptual difference of Arousal from William James and the behaviorists. James is said to advocate ANS as emotion itself and the behaviorists is said to view the visceral occurrences as the expression of the emotions. Mandler's differing viewpoint is that while "I have retained the experience of autonomic events as a central argument, but have integrated it with the cognitive evaluative functions of the mind, the continuous and automatic meaning analysis performed by the mental apparatus. The impetus for this integration came from the work of Stanley Schachter and his collaborators [Schachter, 1971; Schachter & Singer, 1962]."
Schachter and Singer (1962) suggested that affective states are dependent on a physiological arousal and a cognition befitting to this particular state of arousal. Three propositions are involved in their summary of an experiment which is to be described shortly. The propositions are:

1. When a person is physiologically aroused without a precise reason known to him, he will label the emotive state in terms of the cognition accessible to him at that instance pertaining to the environment. As such, the same arousal can be labeled joy or anger or other emotive experiences as a function of the cognitive elements under the situation.

This postulation is derived from an experiment that involved college students as subjects. Under the guise of having received an injection of an innovative vitamin to assess its effects on vision (the injection was in fact adrenaline to activate the heart rate and palpitation), the subjects were then divided into two groups. One was put under a euphoric condition and the other was exposed to an anger situation. Self reports on emotion ratings revealed that the subjects reported to be more happy than angry in the anger situation. Analysis revealed that this could be attributed to the fact that the subjects had feared that the extra two points bonus awarded for participation might be lost if they had reported themselves to be angry. The findings purported that cognition elicited by the situation at hand did not truly reflect the emotional state activated as expected. That is, anger as induced by the experiment.

2. When the individual possesses a concrete reason for a physiological arousal, he is unlikely to label his feelings with alternate cognition available, and no evaluative need for the arousal is required. This is demonstrated by the fact that when the group was told what they had received was an injection of adrenaline, they readily accepted
that the euphoric experience was taken as it should be, they were then relatively immune to the deception of manipulated cognition.

Lastly, under constant cognitive circumstance, the person will label his feelings evoked to the extent that he has been subjected to a state of physiological arousal. The findings of the experiment supported this proposition when the so called “self-informed” subjects and “self-arousing” subjects (those who suspected the true objective and those who reported feeling of anger when what they actually received was a placebo) were dropped from the study.

In other words, Schachter and Singer postulated that the labeling of an emotive feeling is a function of the interpretation a person makes of the environment he is experiencing, and that feeling states can be altered by cognition that precedes them.

3.4.3.—ANDREW ORTONY, GERALD L. CLORE AND ALLAN COLLINS: THE COGNITIVE STRUCTURE OF EMOTIONS

According to Ortony et al. (1988), the level of arousal is dependent on the subjective importance one assigns to the emotional situation. Arousal is said to be approximately proportional to the following “intensity” variables: Desirability or undesirability of the event (event-based emotions; Praiseworthiness or the otherwise (attribution emotions), Appealingness or unappealingness (attraction emotions), and other variables such as unexpectedness. Emotion intensity is almost equivalent as the arousal arising from the event. In other words, the cognitive evaluation processes elicited can be said to be more of less the same thing as the physiological arousal experienced. Orthony et al. explained the variables that influence emotion intensity with the following diagram:
DIAGRAM 3.1
GLOBAL STRUCTURE OF LOCAL INTENSITY VARIABLES

VALENCED REACTIONS

EVENT-BASED
EMOTIONS

desirability
(Pleased/displeased)

ATTRIBUTION
EMOTIONS

ATTRACTION
EMOTIONS

praiseworthiness
(approving/disapproving)

appealingness
(liking/disliking)

FORTUNES-OF-OTHERS FORTUNES-OF-SELF

EMOTIONS

desirability for other

PROSPECT-BASED WELL-BEING

strength of unit*

familiarity

expectation deviation

(pride/shame
admiration/reproach)

love/hate

deservingness
liking

(happy-for/pity
likeliness
(joy/distress)

etc.
(Hope/fear)

effect
realization

(gratification/remorse
gratitude/anger)

anger

etc.

etc.

* Degree to which actual agent is in a cognitive unit with the self (Heider, 1958). Applies only to self-agent emotions.

The Event-based emotion are entirely influenced by the “desirability” variable; Being pleased or displeased about fortunes-of-others and fortunes-of-self. For example, the Prospect-based emotions are based on the likelihood (the degree of belief that a situation will happen). Effort (the extent to which resources can be allocated to obtain or avoid certain event. Realization (the degree to which the situation actually happens in reality. The Fortune-of-others emotions are influenced by desirability for another’s objective. How much liking the person has for the other and whether the person views the other as deserving of the event. The Attributional Emotions are influenced by the praiseworthiness variable(approving or disapproving of the goal involved). Strength of cognitive unit (the degree to which one identifies with the agent, a person or an institution, who triggers the emotion inducing event. Expectation-deviation (the degree of action deviation by the agent from accepted norms and values. Lastly, the Attraction emotions is a function of the on the appealingness variable and the level of familiarity of the object. In summary, an individual’s evaluation of an emotion-inducing event is based on three primary variables: “Desirability, Praiseworthiness and Appealingness”, applicable to “Event-based” emotions, “Attribution” emotions and Attraction-based” emotions. The desirability of the event is evaluated on the platform of how it helps or blocks with the primary goals and the supportive ones. The praiseworthiness of an agent’s actions, which can be a person or a thing, is appraised with respect to social standards and its norms. Finally, the appealingness of the agent is appraised accordingly to the individual’s set of values and attitudes.

Plutchik (1994) said that Orthony et al. “base their approach on the assumption that emotions arise as a result of certain cognition or interpretations. The emotion itself is a subjective feeling or experience that human adults can report in words. In other words, the theory the writers propose assumes that emotions are reportable feelings, expressed by language and self-reports.”.
Lazarus et al.(1980) \(^{135}\) postulated that a cognitive approach to emotional theory portrays emotion is elicited from an individual’s view of the outcome, real or imagined, of his dealings with the environment. Central to the cognitive theory is “cognitive appraisal”(Lazarus, 1966\(^{136}\); Lazarus et al.,1970\(^{137}\); Lazarus and Launier, 1978\(^{138}\)). By cognitive appraisal, the authors mean the evaluative processes an individual goes through to decide whether the environment poses threats or rewards in the person-environment interaction for possible action activation.

Cognitive appraisal consists of three forms; “Primary”, “Secondary” and “Reappraisal”. The following diagram depicts the essence of each:

**DIAGRAM 3.2.**

**THE THREE FORMS OF COGNITIVE APPRAISAL**

<table>
<thead>
<tr>
<th>PRIMARY APPRAISAL</th>
<th>SECONDARY APPRAISAL</th>
<th>REAPPRAISAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irrelevant Encounter</td>
<td>Stressful Encounter---</td>
<td>Continuous Altered Appraisal</td>
</tr>
<tr>
<td>Benign Encounter</td>
<td>overcome</td>
<td>defensive</td>
</tr>
<tr>
<td>Stressful Encounter---</td>
<td>tolerate</td>
<td>coping</td>
</tr>
<tr>
<td>harm-loss</td>
<td>accept</td>
<td></td>
</tr>
<tr>
<td>threat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>challenge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Derived from Lazarus et al. (1980) pg.193.

Lazarus et al.(1980) postulated that cognitive appraisal encompasses primary appraisal, secondary appraisal and reappraisal. The first form is the appraisal of each person-environment encounter for its benefits or disbenefits for well-being. Three alternative appraisals are possible. An irrelevant encounter represents no relevant significance for well-being and can therefore be dismissed. A benign-positive encounter represents positive value and therefore desirable, and a stressful encounter consists of three types; Harm-loss refers to harm already inflicted, threat represents harm anticipated, and challenge indicates the potential for benefits and gains rather than injuries that the event might entail. The second form, that is, secondary appraisal is for adaptation purpose. It
involves devising coping strategies and allocation of resources to confront a stressful situation or event. They are required to "overcome", "tolerate" or "accept" in the event of an anticipated negative outcome, or if the appraisal is that of challenge, to attempt to obtain the benefits. The third form, reappraisal is the feedback loop that links the former two in providing the person information on the interactions of the person-environment encounter. Reappraisal is said to be continuous as the feedbacks are continuously changing. In some cases, a person may turn to outright denial and avoidance that Larazus termed "defensive reappraisal". Or to resort to the thinking process in evaluating alternative methods for "coping" with the situation. All the appraisals apparently involve some sort of anticipation, thinking and tendencies for action activation.

The following statements gives a precise account of Lazarus's perspective of the cognitive theory. "In the fullest expression, a cognitive oriented theory states that each emotion quality and intensity—-anxiety, guilt, jealousy, love, joy, or whatever—is generated and guided by its own particular pattern of appraisal (see Beck, 1971; Ellis, 1962; Lazarus and Launier, 1978). Learning, memory, perception, and thought—in short, cognitive—are always key causal aspects of the emotional response pattern."(Larazus et al, pg. 192).

Lazarus sees the impetus of cognition as more than needs and drives. Just as Mandler (1982) mentioned under 3.2.1., Values is one of the key constructs of cognition, aside from others such as goals and commitments (Klinger, 1975, 1977). These constructs are motivational in nature. This is why Lazarus approach is also termed "a Cognitive-Motivational-Relational" theory of emotion (Plutchik, 1994) due to his focus on the study of the relations between stress and coping in his book, "Emotion and Adaptation" and various other research work on these issues (Lazarus, 1966; Lazarus, 1968; Lazarus, 1978; Lazarus et al., 1972; Lazarus and Cohen, 1977; Lazarus and Launier, 1978).
3.4.5. ELLEN BERSCHEID

Berscheid (1980), cited Fishbein and Ajzen (1975) and Ajzen and Fishbein (1980), as conceiving the construct of attitude to be composed of three distinct components; Cognition, Affection and Conation. The cognitive component relates to beliefs about the object. The emotive component refers to the emotions and affections for the object and the conation component relates to the actions or “action tendencies” that are aimed at the object. However, Berscheid pointed out whether such distinctions are worthwhile, and many theorists have refocused simply on “emotive” and “evaluative” aspects of attitude.

3.4.6. HOWARD LEVENTHAL

Emotion and cognition are not specific entities. They are two parallel systems that stems from a very complex psychological process. Leventhal (1982) conceptualized the emotion-cognition systems as “two parallel, sequentially staged processing system that acted as feedback systems for regulating emotion and the control of noxious settings.” (pg.125).

Leventhal proposed a Perceptual Motor Theory of emotion in that the feelings generated by emotion acts an “ongoing meter” of our internal biological situation and our capability for action tendencies. These action tendencies facilitate the serving of well-being goals. He gave examples of the capability to rest when tired; To attack when threatened; To accept that under some circumstances, that our resources may not be able to confront an event and thus withdraw. Similar to Lazarus (see Section 3.4.4.), coping is also referred to as a reflective action to deal with a certain situation.

Behavior is activated by two “simultaneously, active, parallel systems”. The following diagram shows the two systems which are cognition and emotions:
Table 3.3
Leventhal’s Two Systems Theory of Emotion

<table>
<thead>
<tr>
<th>COGNITIVE SYSTEM</th>
<th>stage1—Initial perception</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>stage2—Action planning or coping</td>
</tr>
<tr>
<td>EMOTIONAL SYSTEM</td>
<td>stage1—Initial perception</td>
</tr>
<tr>
<td></td>
<td>stage2—Action planning or coping</td>
</tr>
</tbody>
</table>

Source: Derived from Leventhal (1970).

Very simply, the two parallel systems contain two consecutive stages; The Initial Perception stage involves the individual’s perception and the abstract formation of the object’s physical features in the environment that is created in the cognitive system, in addition to an emotive feeling state accompanied by the person’s autonomic arousal that is formed in the emotional system. The action planning or coping stage involves appraisal of response alternatives to cope with contemplated outcomes. Both systems act as self-regulating forces, one to control feelings and the other to control the objective representations of the threatening encounter. Similar to Lazarus discussed in section 3.4.4., the two systems act as a feed-back loop to regulate emotions and control unpleasant settings.

3.4.7. — Robert B. Zajonc

Zajonc (1985) adopted the term “emotional efference” to replace the commonly adopted one of “emotional expression”. Emotional efference in his sense means outward behavioral actions are governed by modulations of hypothalamic temperature. This is to say that emotional efference is more than emotional expression or emotional communication. Zajonc supported Waynbaum’s (1906, 1907) theory that emotional efference had nothing to do with communication, instead, the primary functions of facial and bodily gestures are not communicative to others, but regulative and restorative for brain temperature (Zajonc 1994). Zajonz’s approach is what is known as the “structural” approach to emotion since the basis is focused on the structural aspects of emotion. The structural approach to emotion and cognition is
different from the cognitive approach in that the emotive-cognitive theorists believe that every emotion is postcognitive, whereas the emotive-structuralist researchers, like Zajonc, regards the two systems as principally independent and separate albeit they often occur together.

These two opposing views can be seen from the two diagrams below:

**DIAGRAM 3.4**

**TYPICAL INFORMATION-PROCESSING MODEL OF EMOTION**

![Diagram]


The diagram shows that for an emotion to occur, much information has to be processed. The emotion expressed is a result of considerable prior cognitive activity. Zajonc (1980), along with Wundt (1907) and Cummings (1973), felt that for emotion to be aroused, it requires very little cognitive activity, if at all.

Not that Zajonc is against the theory of cognition, he simply has very different view on how cognition interfaces with emotion. His diagram depicted below shows how he postulated that only “Soft Representations” of emotion influence cognition.
DIAGRAM 3.5.
THE REPRESENTATION OF EMOTION

In the diagram, Zajonc et al. illustrates that a state of emotion can be activated by "biological", "sensory" or "cognitive events. For example, the intake of valium produces a calming state, the perception of a snake elicits fright and flight, the memory of a lost one produces grief. The gating processes include attention, competing emotions and muscular engagement, which decides whether the events mentioned above, can be brought about. An example relating to statement is that a man in despair cannot be roused into sudden excitement without some doing. The "Hard Representation" of emotion is associated with activation of autonomic and visceral activities in addition to the "expression" of emotion, which Zajonc refers to as "motor manifestation" (bodily reactions). Only the "Soft Representation" needs the interaction of cognitive process. "Soft representations" are abstract associative structures. They arose out of the changes in sensory or kinesthetic cues. In essence, the experience of emotion is just the thought of having one. Sometimes, only activation is required for generation of emotion. Experience and expression need not be ingredients in the emotion process. Zajonc explained that expression can be suppressed, as with people who is skillful in hiding their feelings; Poker-faced, for example. Soft Representations refer to feelings such as fear or sadness etc. Zajonc, like many others to be mentioned later, focus on only the hedonic feeling states, that is, positive and negative emotions.

3.4.8. BERNARD WEINER

Quite contrary to Zajonc's (1980) version on the emotion-cognition interface, Weiner (1982) believed that cognition very often is antecedent to and the determinant factors of emotion reactions. This supports the thoughts of Lazarus (1966) discussed in section 3.4.4.

The centrality of Weiner's research is on the concept of emotional attributions. The underlying principle of attributional theory is that people scrutinize for underlying reasons why an event has happened (Heider, 1958; Kelly, 1967; Weiner, 1980; Smith and Kluegel, 1982).
Causal attributional search, according to Weiner (1982), is an icon in the broad category of exploratory activities, and as such, attribution theory belongs to the general study of "cognitive functionalism". Weiner identified three dimensions of causality—"locus, stability, and controllability". Locus in his sense is similar to that of Rotter's (1966) distinction between internal-external locus of control. Fate, for example, is considered external, and self effort as internal. Clark (1990) described locus of control as the degree of control over one's life as perceived by an individual. Stability or causal stability (Weiner, 1979b, 1980a) distinguishes causes on the nature of relative endurance. For example, intelligence and attitude are considered as lasting, whereas luck is considered as of very short duration. Lastly, the dimension of controllability (Weiner, 1979b) refers to causes that can be classified on both the locus of control and causal stability measures but results in different reactions. For example, absenteeism due to forgetfulness is less forgivable than due to sickness, although both are internal and unstable causes. Below is a table that shows how Weiner demonstrated the casual dimensions of locus, stability, controllability and emotion.

**TABLE 3.4.
RELATIONS OF EMOTIONS TO EMOTIONAL TARGET, LOCUS OF CAUSALITY, AND CONTROLLABILITY OF THE CAUSE**

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Emotional Target</th>
<th>Locus of Causality</th>
<th>Controllability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self</td>
<td>Other</td>
<td>Self</td>
</tr>
<tr>
<td>Pride and self esteem</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Anger and gratitude</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Guilt</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Pity</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
</tbody>
</table>

Source: Adopted from Weiner (1982), pg. 191.

Accordingly to Weiner (1982), pride and positive self-esteem are feelings due to attributing a positive result to ego-related aspects of the self and the otherwise for
negative self esteem (locus of causality). This pertains to whether the perceived cause is under one’s control (eg. effort) or otherwise (eg. intelligence). Pride and self-esteem are “self-reflective” emotions.

Anger is felt as a result of negative outcome for the self and is targeted at and controllable by other. Thus, anger is aroused when the salesman slights a customer. Gratitude, on the other hand, is experienced as a consequence of positive outcome for the self that is also targeted at and controllable by other.

Guilt is brought about when the self is the cause of the negative outcome such as when one loses a major customer account because of one’s own negligence.

Pity is experienced when others are in need of help or suffer negative outcomes under uncontrollable circumstances. For example, one feels pity for the businessman who losses a major customer account due to the customer’s ailing economic condition.

The above table differentiates the focus of the emotion (self or other), the casual locus of control, and the perception of controllability arising from the source of emotion. Weiner attempted to relate emotions such as pride and others depicted above to antecedent thoughts, termed “causal attributions”. Smith and Kluegel (1982) study supported Weiner’s theory. They conducted a nation wide study in the U.S. to investigate self-reported emotions by respondents with regards to self-perceived financial status in life and their attributions or causations for their achieved status. They stated: “In the broadest form, emphasizing perceived outcome levels and attributions as determinants of emotions, the theory (Weiner’s, italics mine) stands up extremely well to tests with these data. Many predicted relations among outcome, attribution, and emotion hold in the nationally representative sample, in response to outcomes of major importance in a person’s life. On the other hand, some predicted relations could not be replicated in these data. Our respondents reported feeling guilt for externally attributed outcomes regardless of the positive or negative nature of the outcome.....(pg. 1139).”.
Smith and Kluegel therefore suggested a more complex model of cognition-emotion relations that incorporates “effects of social context variables”.

**DIAGRAM 3.6**

**MODEL OF COGNITION-EMOTION RELATIONS INCORPORATING EFFECTS OF SOCIAL CONTEXT VARIABLES**

Objective Outcome ← Social Position Factors

(income, race, etc.)

Assessment of Outcome ← Social Comparisons,
Reference Groups

Age

Attribution for Outcome ← Group Memberships and
Identification

Attributional Dimensions

Religious Beliefs

Emotional Response ← Age, Sex, Race, etc.
Group Identification

The model, simply put, adds on the dimension of social context in addition to what Weiner had proposed. Social position factors influence objective outcome. Social comparisons, reference groups and age impact on the outcome assessment. Subsequently, an attribution is formed for the perceived outcome, based on identification and group membership in addition to attribution determinants. For example, an outcome such as being rejected for immigration into Canada when an actor is well qualified, may be attributed for simply being in the show business trade which may be perceived by the Canadian authorities as likely to be linked to triad memberships. The arrow that pointed directly from attribution to emotional response points to the belief that the particular content of the attribution (in addition to Weiner's three causal dimensions) may cause the emotional response.

3.4.9. NICO FRIJDA

Recall that under section 2.4.2., Frijda has been hailed as a great contributor to the study of cognition in relation to emotion. Van Goozen et al.'s edition "EMOTIONS, Essays on Emotion Theory (1994)" is written by major emotion theorists in honor of Nico Frijda. To recap that section, the author said that Frijda (1986) defined emotions in the psychological context as "changes in readiness for action as such (we called the changes activation), or changes in cognitive readiness (they have come under investigation as attentional arousal), or changes in readiness for modifying or establishing relationships with the environment (we called these action tendencies), or changes in readiness for specific concern-satisfying activities (we called these desires and enjoyments). In the information-processing and the functionalist perspective, Frijda stated that "Emotion is seen as the output of a provision, a system, for ensuring concern satisfaction and for monitoring ongoing events for that purpose. He categorize emotions as "the manifestations of the individual's concern satisfaction system; and ....Emotions express the individual's concerns and the satisfaction state of these concerns.

Fridja's approach to emotions is cognitive (Fridja, 1986). The orienting principles of emotions are:
1. Emotions have a biological basis. They originate from the body and the heart, the brain and the veins. We share this basis with the animals. Both species experience the same emotional aspects of fear, anger, rejection and others. In this view, emotions are of biological orientation that serves the purpose of survival.

2. Emotions in man are human matters. Therefore, they are expected to conform to social norms and values, to human forms of interactions and cognitive tendencies.

3. Coping endeavors arise from emotional impulses, both in man and animals. Here, there are the elements of impulse and control. Fridja labeled the term "regulation" which he considered to be an integral part of emotion.

Although Fridja's approach is essentially a cognitive one (Frijda, 1986, pg. 5.), it is apparent from the above orienting principles that emotions are also evolutional, biological, psychological, physiological, motivational, societal, and cognitional. the embodiment of all the major historical theories discussed in Section B. More will be said on the synthesis of the principal approaches to emotions and cognition in the next section: Section D

Fridja's theoretical view of emotions is that "Emotions will be considered as changes in action readiness. Such changes have a quantitative aspect called "activation" and a qualitative aspect called "action tendency"; they tend to be accompanied by autonomic changes. Emotions differ in terms of mode of activation, in terms of kind of action tendency, and in terms of autonomic response. Manifest behavior is realization of action tendency and manifestation of activation mode, as modified by regulatory processes......... Emergence of emotion thus depends upon occurrence of events; presence of concerns for which these events are relevant, and cognitive processes by means for which event consequences are or are not recognized. In addition, emotions are shaped by regulatory processes that are elicited by properties of the event and propensities of the subject. The emotion process as sketched is subject to regulatory processes in each of the components. Those regulatory processes range from involuntary inhibitory processes over cognitive transformations to voluntary.
suppression and input regulation.". Implications of the regulatory processes on consumer behavior will be discussed later in Section E.
4.1. A SYNTHESIS AND CRITISISM ON COGNITION AND EMOTION THEORIES

The author now attempts to provide a synthesis pertaining to the previous section on cognition and emotion theories. This is best exemplified by Norem and Cantor's (1990) conclusion that the variety of research on emotion and cognition can be delineated by the author's orientation on:

"(1) emotion as a product of cognitive processes, (2) emotive processes as distinct from or independent of cognitive processes, or (3) the influence of emotive processes and products on otherwise cold cognition." (p.55).

The author of this thesis found that there is a loose consensus amongst cognitive theorists that emotion and cognition are not intrinsically dissimilar. Rather, discrepancy centers on which system of emotion is more important? Are cognition the prerequisites of emotion or do some significant emotion processes that should be taken on their own accounts as advocated by Norem and Cantor (1990).

Referring to the above section 3.4, Mandler, Schacter and Singer, Ortony et al., Lazarus and Berscheid all emphasize appraisal and evaluation processes which are cognitive in nature, as antecedents or a priori to emotional experience. The resultant emotion depends on the connotation of the appraisal on the well-being of the individual. The feeling state results from the intensity of arousal corresponding to the interpretation of the importance of the evaluative appraisal, that is, as Norem and Cantor (1990) puts it "the phenomenology of emotion is a result of a cognitive interpretation of a bodily state. (pg55).

In contrast, others view that emotion and cognition are not specific entities. They are two parallel systems that stems from a very complex psychological process. The two systems are staged in sequence and form as feed-back systems to regulate emotion and
the control of unwholesome experiences (Leventhal, 1982, pg.125). In other words, they are seen as two simultaneously active parallel systems that compose of two consecutive stages and act as a feed-back loop again for regulation and control of feelings. Then there is the structural approach that regards the two systems as basically independent and separate although they often occur together (Zajonc, 1994).

The author finds the latter theories to contain more pragmatic usefulness to the practitioner, may he/she be a therapist, social worker or a marketer. The earlier approaches pertaining primarily to the biological and physiological phenomena do not offer much insight as how to help the patient or customer. One does not go to the extent of measuring the heart beat, the temperature of the hypothalamus or the muscle and skin tensions, for examples, in assessing the emotional posture of the individual at the particular moment in time. Rather, understanding how “Arousal” leads to “Meaning Analysis” that is related to stored “Schematic” references impacting upon one’s behavioural tendencies bear more fruits for thought for the practitioner. The “Global Structure of Orthony’s Local Intensity Variables” theory (1988), (see section 3.4.3.) offers to the practitioner the principle that the level of arousal is dependent on the subjective importance one assigns to an emotion. The strength or the valences of the reactions that follow are based on three global structures of emotion, the explanations of which enable one to devise practical programs to address the issue on hand. As well, the feed back loop theory and other parallel systems theories pose information to the solution of the “neurosis” exhibited by the patient or the consumer. By these latter theories, one understands more about the origins of post purchase cognitive dissonance and types of excuses or “Causal Attributions” the customer may place on the product purchased or service consumed, and the methods to deal more effectively with these dilemma. As proposed by Sheth et al. (1988), the evaluation of the buyer behavioural theories should be based on the criteria of “structure, specification, testability, empirical support, richness and simplicity” (pg.126).
SECTION E

IMPLICATIONS FOR CONSUMER BEHAVIOR

5. IMPLICATIONS FOR MARKETERS WITH RESPECT TO CONSUMER BEHAVIOR

5.1. Referring to Leventhal’s (1970) Two Systems emotive-cognitive theory that purports the two parallel systems underlying behavior mechanism described under section 3.4.6. and illustrated in diagram 3.3 (depicted below), The parallel systems are made up of two identical stages; One pertaining to what he called and “initial perception stage and the other “action-planning/ coping” stage. The former stage is represented by the perception of the objective features of the external event formed in the cognitive system, and the latter represents the expressive and autonomic responses activated in the emotive system. Both systems act as “self-regulating feedback mechanisms” to regulate feelings and to monitor the objective features of the menacing events. Leventhal (1982) stated the hypotheses of a sequential operation for the evaluation of threat was described by Jan’s (1962, 1974), and was substantiated by the “TOTE’ model (Miller et al., 1960). Finally, Sternberg’s (1969) experimental studies provided support for the sequence of stages and appraisal.
Larazus (1970) reported his theory was put to test to understand consumer behavior, specifically in the area of preventive health communications on quitting smoking, attention to dental hygiene, accepting tetanus inoculations, and compliance with the regulation of using automobile seat belts.

The fear level of communication was manipulated. High fear message was communicated via color pictures or movies to depict the threats of harm and fatality from smoking, tetanus and dangerous driving practices. As well, detailed instructions were provided to the subjects to assist in identifying environmental cues for plans in avoiding the threats. The crucial findings were that high fear messages elicited more fear than otherwise, resulting in more favorable attitudes toward anti-smoking and so forth. The interesting point was that there were little effects on behavior. Regardless of the fear level manipulated, combining the fear message with an “action plan” enhanced tendency for changes in behavior. (Leventhal et al., 1967). These findings were later
validated by other studies (Rogers and Deckner, 1975; Rogers and Mewborn, 1976). Leventhal et al.( 1979) also found that telling the subject in a clinical setting to consciously attend to the features of a noxious stimulus, such as coldness, numbness, needling sensations in a cold pressor test could result in an objective as opposed to the emotive representation of the noxious stressor, leading to declines in pain and stress. The above shows that the parallel systems of emotion and cognition, sequentially staged processing systems provide a feedback loop for both systems in moderating emotion and coping with noxious events.

5.2. Referring to Zajonc’s theory of the independence of emotion and cognition discussed in section 3.4.7., the term “emotional efference” is used to replace “emotional expression”. Emotional efferent in his sense means that outward behavioral actions like facial expressions and the temperature of the hypothalamus governs bodily reactions. With regards to consumer behavior, some implications on consumer behavior are on music appreciation and decision making. Music is capable of eliciting an emotional state on the listener is without question. Zajonc (1994) quoted an experiment that showed a rise in forehead temperature when the music was disliked and a fall when it was liked. In another finding, the major key is more preferable to the minor key and fast paced music more positive than slow ones. This has obvious implications to marketers in relation to background music played in-stores. Zajonc (1980) also pointed out that in all decision making, the process supposedly requires some conscious or unconscious evaluations of the advantages and disadvantages. This suggests that a cognitive process must have preceded before the final decision has been made. Yet, this may not be the case for most decisions. Quoting form his famous work “Feeling and Thinking. Preferences Need No Inferences(1980, pg. 172): People do not get married or divorced, commit murder or suicide, or lay down their lives for freedom upon a detailed cognitive analysis of the pros and cons of their actions. If we stop to consider just how much variance in the course of our lives is controlled by cognitive processes and how much by emotion, and how much the one and the other influence the important outcomes in our lives, we cannot but agree that emotive phenomena deserves
far more attention than they have received from cognitive psychologists and a closer scrutiny from social psychologists."

Festinger (1964) said that the prevalence of post decisional dissonance is a result of not performing a thorough analysis of the pros and cons before the decision is made. Quandt (1956) found that consumers usually base their purchase decisions not on the critical features they consciously consider as the criteria for purchase, but very often on irrelevant features that have considered as unimportant.

Zajonc (1980) demonstrated through references to experimental findings on likings, attitudes, impression construction and decision making, that reliable emotional discriminations can be conducted in the absolute absence of recognition memory. Emotion and cognition are found to be separate and independent systems.

5.3. Weiner et al.'s (1978, 1979) cognitive-emotional processes predicted that emotions related to self-esteem, whether they be success or failure, are impacted by causal attributions. McFarland and Ross (1982) implemented a study to assess the influences of both successful and unsuccessful outcomes, and internal and external attributions on emotions against an achievement backdrop. They hypothesized that outcome manipulation would establish general emotion valence (positive or negative), whereas attribution manipulation would impact on the emotive state of self-esteem. Female subjects followed by a randomly allocated success or failure report by the experimenter carried out a social accuracy test. The induced causal attribution was on the subjects' performance to either the internal attribution of ability or the external attribution of task characteristics. Emotion were factor-analyzed and revealed three factors; positive emotions, negative emotions and self-esteem. An ANOVA test performed disclosed the nature of the attribution was the determinant influence on the above three factors of emotion. Albeit outcomes did influence emotions to some extent, the major finding is that when causal attributions were manipulated, success resulted in more positive emotion, less negative emotion and higher self-esteem than failure. In sum, the major determinants of emotional responses to success and failure are causal
attributions. In addition, attribution manipulation check revealed that people attribute their success to ability rather than task characteristics and the reverse for failures. McFarland and Ross (1982) concluded that "The pattern of attributions typically observed is indeed self-serving in that it can serve to enhance self-esteem after success and protect self-esteem after failure (pg. 946)."

Coming back to Weiner's basic premise that a person feels better concerning a success that is linked to internal causations (such as ability, perseverance) rather than to external ones (such as luck, assistance) and vice versa for unsuccessful outcomes (Weiner et al., 1971). In other words, people distort causal attributions to protect or enhance self-esteem (Bradley, 1978; Snyder et al., 1978; Zuckerman, 1979; Taylor et al., 1994). Such behavior happens most frequently when failure is least anticipated, and when achievement goal have not been fulfilled (Lau and Russell, 1980; Wong and Weiner, 1981). People want to know why they have not been appointed following job interviews (an achievement concern), why the political campaigns have failed in securing elections (a power concern), why a new business contract has been awarded to a competitor when one is on a more friendly relationship with the contractor (an affiliative concern). Causal attributions influence the emotions of anger, pride, shame and gratitude (Weiner, 1985).

Causal attributions with regards to emotion theory suggest that people "buffer" themselves against negative consequences and feelings. Taylor et al. (1994) referred to attributions to external causations as "escape routes" that mitigate the negative emotions that may occur if one admits some personal responsibility for a negative outcome. As has been stated previously, cognitive dissonance research indicates that people change their cognition to minimize the uncomfortable feelings of forsaking alternative choices in order to live with their purchase decisions (Festinger, 1957; Brehm and Cohen, 1962; Collins and Hoyt, 1972; Wicklund and Brehm, 1976).

5.4 Referring to Fridja's (1986) notions of emotions as "changes in action readiness elicited by meaningful events, pg. 401)", brings about the phenomenon of
regulatory action. Regulation points to all processes that serve the utility of changing other processes set forth by a given stimulus event. In terms of regulation of confrontation with situations, emotions are sought for or avoided, as in the case of confronting an angry customer, calmness on the part of the salesperson may be called for. In terms of regulation of appraisal (appraisal with respect to concern relevance, that is, primary appraisal) or to handling or coping behavior that is permitted or not permitted (context evaluation, that is, secondary appraisal), appraisals can be self serving and manipulated by selective attention through cognitive activities, such as appraising a purchase item one cannot afford and hence relegate it as of an inferior quality to one's standards. In terms of impulse control, they can be amplified or suppressed, such as the urge to buy a frivolous item on sale and the control to abstain from the action.

In coping strategies, Frijda (1986) mentioned several kinds, two of which are presented here: denial (Lazarus and Folkman, 1944) and defensive reappraisal (Lazarus et al., 1966) or "detachment". Denial is defensive distortions of reality. In many instances, the relevance and urgency of information input are denied (Breznitz, 1983b). An illustration would be a heavy smoker with heart disease disbelieves the advocacy advertising information that smoking causes heart or other disease, and ignores the truth or relevance of the information. Defensive reappraisal or detachment happens when one shuts off the stimuli, as when a TV viewer looks blankly at his TV but not noticing the commercials that are being aired. "Intellectualization" (Frijda, 1986) happens when detachment is elicited more cognitively by encoding the event in an impersonal and conscious manner, as when the TV viewer thinks attention should be avoided on all commercials because the information given are always exaggerated or untrue on a profit motive.

Denial or detachment happens by removing elements from the "law of situational meaning". Fridja (1988) proposed that emotions are lawful phenomena. The following table shows the "Laws of Emotion" as prescribed:
TABLE 5.1
THE LAWS OF EMOTION

<table>
<thead>
<tr>
<th>THE LAWS</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Law of Situational Meaning</td>
<td>Situational meaning and the subject’s appraisals that counts, the relationship between events and the subject’s concern, not the events as such.</td>
</tr>
<tr>
<td>2. The Law of concern</td>
<td>Emotions arise in response to events that are important to the individual’s concerns, goals and motives.</td>
</tr>
<tr>
<td>3. The Law of Apparent Reality</td>
<td>Emotions are subject to the way a person perceives the situation. Emotions are elicited by events appraised as real, and intensity corresponding to degree to which they are aroused.</td>
</tr>
<tr>
<td>4. The Law of Change, Habituation and</td>
<td>Emotions change with respect to current adaptation levels which is based on the law of adaptation: Continued pleasures wear off; continued hardships lose poignancy. Comparative feelings arise out of the frame of reference, to the person’s prior state of affairs and comparison with other people’s circumstance and state of affairs.</td>
</tr>
<tr>
<td>Comparative Feeling</td>
<td></td>
</tr>
<tr>
<td>5. The Law of Hedonic Asymmetry</td>
<td>This law applies to pleasure and pain. Pleasure is always contingent upon changes and disappears with continuous satisfaction. Pain persists under persisting adverse conditions.</td>
</tr>
</tbody>
</table>
6. The Law of Conservation of Emotional Momentum

Emotional events retain their power to elicit emotions indefinitely, unless counteracted by repetitive exposures that permit extinction or habituation, to the event that these are possible.

7. The Law of Closure

Closure is manifest in the absoluteness of feeling and also in the fact that emotions know no probabilities.

8. The Law of Care for Consequence

Every emotion impulse elicits a secondary impulse that tends to modify it in view of its possible consequence. The major effect is response moderation. Control and regulation are emotional responses.

9. The Law of the lightest Load and the Greatest Gain

Tendency to view a situation in a way that minimizes negative emotional loads which are painful and difficult to endure. Likewise, tendency to view an event in a way that maximizes gain.


The situational meaning is altered through denial and detachment. They are forms of regulation. Regulation comes about at various levels of control. Briefly, inhibitory reactions to external stimuli, to actions preconceived or under execution and to voluntary self-control of a cognitive nature for example (Frijda, 1986).<sup>205</sup>

Emotions that evolve from cognitive evaluations of the meanings of the elements of the situation requires a good deal of information processing (Zajonc, 1980).<sup>206</sup> Emotions here as described by Zajonc also refers to the emotions pertaining to Frijda’s Law of Situational Meaning.
The Law of Change, Habituation and Comparative Feeling (Fridja 1986, statement no. 4 in above table) applies to an individual's behavioral standards or reference value. Scheier and Carver (1982) proposed that "self-focus" is the cause for a comparison between behavior and salient standards. They explained this proposition with a control-theory approach to behavioral self-regulation which is briefly discussed below:

Scheier and Carver (1982) said that "the principles of cybernetics is the principles of self-regulating systems....The basic unit of cybernetic control is the negative feedback loop." (pg. 159). Diagram 5.1 depicts the feedback loop.

**DIAGRAM 5.2**

**THE FEEDBACK LOOP: THE BASIC UNIT OF CYBERNETIC CONTROL**

![Feedback Loop Diagram](Source: From Scheier and Carvier (1982). pg.160.)
Being a feedback loop, it does not have an end or beginning. Arbitrarily, the box ‘Input Function’ is chosen to be examined first. The input function is the perception of some existing state. Perception is transferred to the box labeled “Comparator”, which functions to compare the perceived existing state against a reference value such as the values of significant others or what is called the subjective norm. Two outcomes exist. Either the state matches the reference or it does not. In either case, control moves to the next box labeled “Output Function” or behavior. Behavior generates some impact on the organism’s external environment. If the perceived state is consistent with the reference value, no alteration in action is necessary and the organism continues with the behavior. However, if discrepancy exists, then behavior alteration or regulation takes place to bring the existing state more in line with the comparator. The output function cannot satisfy this goal directly but nevertheless impacts on the organism’s environment, and the result of the impact alters the perception that comprises the input function. In the end, this altered perception is compared to the reference value, thereby the loop continues to operate.

The important question is how does a person generate a behavioral standard or reference value. Scheier and Carver said that “cognitive considerations become more important---in particular, considerations about how it is that people organize their impressions of the world that they inhabit, and about what that organized tendency implies.”. People store their experience continuously and these internal records are “categorized” or “organized” in the mind through time and experience (Posner and Keele, 1968208; Rosch and Mervis209, 1975; Neumann, 1977210). This is what Mandler (1982)211 referred to schematic assimilation and accommodation. “Schemas are representations of experience that guide action, perception, and thought. Schemas (and the resulting expectations) are developed as a function of the frequency of encounters with relevant instantiations, New encounters are evaluated against existing schemas, and the interaction between and even (evidence in the world) and a schema determines the perception, understanding, and organization of our environment. the congruity between and event and the relevant schema’s relational structure is suggested to be the basis of some judgments of value. A prototype of evaluative cognition is found in the
congruity between the structure of an event and the most instantiations of a schema; such congruity gives rise to valuations of familiarity, acceptability, and a basic sense of liking. This positive valuation of the familiar is based on congruity and assimilibility, while incongruity and accommodative pressures lead to arousal and to evaluative states that may be either positive or negative (pg. 3.). These statements bring out several concepts that requires examination in the context of emotion and cognition impacting consumer behavior. One is value, which corresponds to the comparative value or comparator of Scheier and Carver that has just been presented, and Gray (1994). The others are the notions of positive and negative emotions and categorization of emotions.

A. VALUES AND THE REGULATION OF EMOTION—the COMPARATOR

In Mandler' thesis (1982) discussed under section 3.4.1., the term “values” are considered to be conscious judgment. This represents what he terms as “structural valuation”, which originates from the relationship between the structure of the situation at hand and the stored mental representation, that is, a schema. In his work, Mind and emotion, Mandler( 1975)\(^{212}\), suggested that the matching of a situation encountered is likened to Piaget's (1970)\(^{213}\) concept of “assimilation”. Assimilation in this sense means the integration of “external elements into evolving or completed structures”, as opposed to accommodation that the assimilated elements modify the assimilatory scheme or structure. (pp.706-708). Assimilation allows for cognitive congruency and integration, whereas accommodation provides for cognitive change.

In Gray (1994),\(^{214}\) the major factor at the cognitive level of and emotion system is the “comparator”, a concept that in each step of the emotion system, predicts the next one and compares the prediction to the event in action. The following diagram manifests this point:
Very simply, the system imputes information from the world it perceives, elicits the information stored in memory, or the relevant schematic representation in the mind to relate the current stimulus event to similar past events, then predicts the next event that is perceived to happen in the world. At this point, if there is a match between the expected event and actual state of event, the process will proceed through all the stages again. If there is a mismatch, interruptions of the plan follow until further information is obtained to resolve the conflict. That is, the comparator in the system regulates behavior to conform to the norms or standards that the system “values” and adheres to.

Values are critical determinants of behavior (Baier, 1969).215 The term has been defined in various ways. Rokeach (1968)216 regarded value as “an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.” His Rokeach Value Survey (RVS) measuring all eighteen “instrumental values” and the same number of “terminal” values are well used by researchers. His “instrumental value” such as behaving honestly signifies what is meant by “a specific mode of conduct” and

“terminal value” such as happiness signifies the “end-state of existence”. Grunert et al. summarized values as” (1) concepts or beliefs, (2) about desirable and state of behaviors, (3) that transcend specific situations, (4) guide selection or evaluation (evaluative behavior, italics mine), (5) are ordered by relative importance,” Hofstede (1980)217 considered value as “a broad tendency to prefer certain states of affairs over others.”. The wide scope of scholastic activity in value research in the area of marketing is evident in Muller(1989)218 who pointed out the different descriptive elements attached to the value concept by marketing research. “Various marketing studies refer them as consumer values (Scott & Lamont, 1973), cultural values (Henry, 1976), human values (Clawson & Vinson, 1978), personal values(Vinson & Munson, 1976; Munson & McIntyre, 1978; Reynolds & Jolly, 1980; Pitts & Woodside, 1984), social values (Robertson, Zielinski & Ward, 1984; Kahle, 1985) and psychological values (Garling, Lindberg & MontGomery, 1987).”. Vinson et al. (1977)219 devised a model of consumer’s value systems by arranging values at three different levels and giving a hierarchical arrangement to them. He proposed “that values may be investigated at three mutually dependent and at least partially consistent levels of abstraction. These levels, arranged in a hierarchical network, are referred to as global or generalized personal values, domain-specific values, and evaluations of product attributes.”. The following diagram shows the relationships.
DIAGRAM 5.4
THE CONSUMER VALUE SYSTEM

GLOBAL VALUES
Enduring beliefs about desired states of existence or models of behavior—dozens

DOMAIN-SPECIFIC VALUES
Beliefs relevant to economic, social, religious and other activities—hundreds

EVALUATIONS OF PRODUCT ATTRIBUTES
Evalative beliefs concerning product attributes (e.g., beliefs used in affect-cognitive consistency theory, see Rosenberg’s)—thousands

Source: Adapted from Vinson et al. (1977). pg. 46.

Global values are centrally held beliefs that guide the consumer across general situations. They are core values that are salient in influencing consumer choices and evaluations. In a sense, cultural values belong to this top hierarchy that determines the desired states of existence and modes of behavior. They are fewer in number relative to the less centrally held beliefs.
Domain specific values are consumption related values specific to values pertaining to economic, social, religious and other activities. They are generalized consumption values. The domain specific construct, sandwiched between the global values centrally held and the evaluations of product attributes less centrally held, has been proven to be cognitively separate but functionally related to an individual's system of global values and descriptive and evaluative beliefs (Scott and Lamont, 1973 in Vinson et al., 1977). This value set can be referred to as beliefs toward a particular state (for example, consumption or purchase) and particular activities in that state (avoiding conspicuous consumption or compulsive purchase for the purpose of momentary positive emotions).

Evaluative beliefs, the bottom level in the hierarchy, are cognitive evaluations of meanings (Zajonc, 1980) connected with particular product attributes (for example, Body Shop products are environmentally friendly). Evaluations of product attributes are identical to the e, of the ATO attitude model (Ho-Lau, 1993).220

The Attitude-Toward-Object (ATO) model (Fishbein, 1963)221 where Attitude = \( A_o = \frac{\text{b}}{\text{c}} e \), shows that attitude towards an object is learnt from beliefs and evaluations of the favorable or unfavorable attributes possessed by that object under study. Hence, an individual will have a favorable attitude towards a brand that is believed or evaluated to have a number of salient positive attributes. By the same token, an individual will have an unfavorable attitude towards another brand that is believed or evaluated to have a number of salient negative attributes. \( A_o \) is independently assessed for overall emotion (like or dislike) towards the attitude object. Lutz (1991) commented that the ATO model "operates at a level not nearly so central to the individual's self-concept. This lesser degree of centrality (of cognitive structure) probably makes sense for a wide range of consumer products.
Digressing a little before focusing again on the regulative aspects of emotion and cognition, the author would like to show the similarity between emotion, cognition and the phenomenon of attitude. Besides the ATO model depicted above that features some commonality amongst the constructs, the other attitudinal models such as The ATB, the Tri-dimensional Attitude, the Single-dimensional Attitude, and the TRA models contain the same aspects of emotion and cognition that are under discussion.

The Attitude-Toward-Behavior (ATB) model (Fishbein, 1967) is a modification for the measurement of attitude based on the behavioral intention towards purchasing the product and not simply on the product object itself. The formula for measuring attitude with the ATB model is shown as \( \text{Attitude} = \frac{A_b}{E} \cdot b\cdot e\cdot n \) where \( A_b \) is independently assessed for overall behavioral tendency (similar to Fridja's (1986) action readiness or action tendencies) (buy or not buy) towards the attitude object. \( A_b \) then becomes the overall intention of purchasing or not purchasing the object in question. \( b\cdot e\cdot n \) and \( E \) remain the same as in the above ATO equation. The only difference with Fishbein's ATB model versus his original ATO lies in the evaluation of an individual's attitude towards the actual act of buying the product as opposed to the attitude toward the product per se. Measuring buying intention makes more sense for the marketer as the purchase act determines actual sales and positive attitude towards the product may not translate into real consumption. Fishbein (1971) himself supported this notion with his hypothetical example of a woman possessing a highly favorable attitude towards "high pile carpeting" but will not carry out the purchase act for the very simple reason that she has two dogs, a cat, and three children under nine...”. Here, cognition over rules emotion and the resulting action (not buy) is based on a cognitive decision and evaluation.

The Single-dimensional Attitude model and the Tri-dimensional model both possess the three identical components of cognition, emotion and conation. Only the conceptual rankings of the three components are significantly different. These two models are shown below:
Referring to diagram 5.5, showing the Single-dimensional attitude model, only the emotive component is treated as attitude itself. The cognitive and conative components are seen as being antecedents or resulting elements of attitude. Referring to diagram 5.6, the three components are interrelated with each other. The cognitive component refers to the knowledge an individual has acquired through personal experience (schema) and various information transmitted from all sources pertaining to the attitude object. This cognitive element constitutes beliefs. The emotive component pertains to the negative or positive the attitude object. For example, a consumer may feel that a cake mixer is not suitable for her as an Asian (emotion). The resultant behavior is that there is no intention or readiness to purchase a cake mixer (conation). This is consistent with the learn-feel-do model that researchers use to classify product categories (Vaughn,
The above discussion reflects the similarities of the emotion-cognition debate concerning which construct comes first, or is emotion cognition itself. The author now turns to the last attitude model, the Theory-of-Reasoned Action (TRA) model to depict the relevance the model has on the "comparator" construct used to regulate behavior in emotion-cognition theories that was discussed awhile ago.

DIAGRAM 5.7.
THE MODEL OF THE THEORY OF REASONED ACTION

Beliefs about consequences from the behavior $b_i$

Evaluations of the above consequences $e_i$

Normative beliefs about relevant other's expectations $NB$

Motivation to comply with the above expectations $MC$

Equation: $AB - BI = A_B (W_1) + SN (W_2)$.

Building on the above earlier research studies on attitude, Fishbein and his associates developed the TRA model to include social influences. The two social elements incorporated are normative beliefs and the motivation to comply with these beliefs. Social influences are thus perceived to play an important role in shaping attitudes. The elements of normative beliefs and motivation (see similarities discussed under section 2.5 on motivation approach to emotion) to comply make up the subjective norm (SN) that would have impact on performing that behavior. The proposition of the TRA theory is that apart from measuring an individual's attitude towards performing a behavior ($A_b$) as in the ATB model depicted above, it is necessary to also measure the relevant
social influence on the individual’s behavior. The elements of the subjective norm take into account that “there are some situations where behavior is simply not under the attitudinal control of the individual; rather, the expectations of relevant others are major factors in the ultimate behavioral performance (Ho-Al and Lung, 1996). In this case, the behavior is said to be under normative control” (Lutz, 1991). Norms in this case act as regulation to behavior. Frijda’s (1994) study on vengeance proves this point. “..power inequality and damage to self-esteem are not objective facts. Beyond a bottom layer of subjugation and humiliation they depend on cognitive appraisals and, through them, on the individual’s prior expectations and social norms influence both the appraisal of what constitutes powerlessness and damages to self-esteem, and the appropriateness to seek redress by vengeance.” (pg. 278).

From the above discussion, the value system can be considered as a complicated as a complicated network of attitudes, beliefs and cognition that are intertwined and connected to a core value system (the comparator [Scheier and Carver, 1982; Gray, 1994] or reference value [Frijda, 1988] drawn from a schema [Scheier and Carver, 1982; Mandler, 1982] or schematic information stored in the mind for matching expected events to actual state of event for evaluating whether they conform to values [Mandler, 1982] or norms of a global, domain-specific activities or specific product attributes nature. Action plans [Leventhal et al. 1967] are then formulated, reformulated or regulated [Lazarus, 1970] for compliance with the comparative value.
The value system functions as a guiding path towards achieving goals, be those life goals, personal goals or consumption-related ones. For the marketing person interested in consumer behavior, a value system serves him in at least five ways (Muller, 1989).227 The first application is for cross cultural market studies. This type of research "should yield insights into a market's prevailing values and whether a contemplated marketing activity is compatible with core values. This applies to sub-cultures within a domestic market as well as to international marketing efforts (pg.62). The second way is refining the value measurement methodology to yield comparable findings for both domestic and international markets. The third way is isolating the antecedents of consumers' value orientations to form them into clusters or categories (to be discussed in the next section on categorization and cognitive congruence), for value segmentation strategies. The fourth way is using periodic value surveys to detect societal value changes over time. The fifth way is identifying segment values and designing appropriate product and promotional mix targeted toward that segment. The above five aspects relating to marketing all derive from the value system or comparator and the whole discussion act as a synthesis of the different view discussed above on emotion and cognition.

One last word on emotion regulation before the author moves on to discuss positive and negative emotions in relation to cognition. Doclos (1992)228 performed an experiment on people who were not acquainted with psychological research, unlike most experiments that used psychology students as participants. Her participants were asked to deliberately adopt facial expressions for the purpose of inducing feelings, or control facial expressions to inhibit feelings. To compare the results, the same participants were guided through imagery to produce feelings, and task distraction was used to inhibit them. In general, the participants generally agreed that intentional manipulations of their facial expressions were most useful in inducing or inhibiting feelings. Laird and Apostoleris (1996)229 commented that this technique for modifying feelings is much more effective than to simply ignoring or attempting to think only of joyful events. They stressed that the deliberate attempt to avoid feeling an emotion produces the opposite effect of intensifying one's awareness of the emotion and paradoxically increases the affective behavior one tries to inhibit. This is well supported by Wegner
(1994) who found that deliberate attempts to adopt or manipulate expressive behavior results in more effective control of one’s feelings. This perspective is the view of the “Self-perception” emotion theorists who argues that feelings are not the most powerful causes of behavior, Instead, feelings are the results or postcedents of behavior. “While the self-perception approach differs from the cognitive-behavioral approach in the ascribed direction of causality, both theories predict that the treatment approach of increased emotional self-awareness would be beneficial (Laird and Apostoleris, 1996).

McCoy and Masters (1990) said that “an emotion control strategy will be any act or cognition having the goal of (1) altering one’s own or another person’s experience of an ongoing negative emotional state, (2) preventing the experience of a negative state, or (3) maintaining the experience of a positive emotional state.

B. POSITIVE AND NEGATIVE EMOTIONS

B.1 STRUCTURE OR POLARITY OF EMOTIONS:

B.1.1 MONOPOLAR:
Monopolar or discrete structure of emotion views each emotional state as a distinct and separate dimension (Tomkins, 1965; Izard, 1972). These theorists presupposes a unique system of physiology for each individual affect, separate facial and body movements and different cognitive representations for each discrete emotion (Daly et al., 1983).

B.1.2 BIPOLAR:
Unlike the monopolar view, the bilopar description of emotion is that emotional states systematically related to one another. Joy, for example, in inversely related to sadness.

B.1.3 THREE-DIMENSIONAL OR CIRCULAR:
Circular models of emotions depict emotional concepts surrounding a circle in a systematic fashion.

Each of the above structure is discussed below in relation to positive and negative emotions.

B1.4. STRUCTURE OF POSITIVE AND NEGATIVE EMOTIONS:

Over the years, researchers in studies of human well-being have debated whether positive and negative emotions are independent of each other. Bradburn (1969) study of individual's well-being showed that positive and negative emotions are statistically independent, instead of the common assumption that the indexes of the two constructs is negatively associated (high positive emotion accompanies low negative emotion). Empirical support were provided by Moriwaki, 1974; Andrew and Withey, 1976. Warr et al. (1983) supported Bradburn's findings with three separately possible explanations for the proposition of independence. Bradburn and Caplovitz (1965) developed the PAS (Positive Affect Scale) and the NAS (Negative Affect Scale) in which a scale of five items were used to measure each of the emotion state. Diener and Emmons (1985) conducted five studies on the relation of the two emotions. The findings were that the relationship varies with the time frame under study. "Positive and negative emotion states do vary inversely, but only over short time spans; the two are unlikely to occur together within the same person at the same moment. Our results clearly show that the strongest inverse correlations are found when one feels strongly emotional, and that the correlation between positive and negative emotion decreases in a linear fashion as the logarithm of the time span covered increases. For long time periods of weeks or more, the two types of emotion become relatively independent." (pg.1114). In other words, albeit the two emotions are correlated for brief time spans, over time, positive and negative emotions proves to be independent of one another. As well, Diener et al.'s (1985) experiments exhibit evidence that intensity and frequency are meaningful and reliable components of emotional experience.
However, the EMOTION study of Zevon and Tellegen (1982) suggested that emotion is unipolar in nature, with two unipolar dimensions, positive and negative.

Others, specifically Russell (1979, 1980, Russell and Mehrabian, 1977), purported that emotion rests along two bipolar dimensions, pleasantness-unpleasantness and arousal. Pleasantness-unpleasantness dimensions embodies the positive-negative dimensions of emotion and arousal may be congruent with Deiner et al.'s(1985) intensity dimension. When one emotion is dominant, there may be a suppressive mechanism that operates on the other (Diener and Emmons, 1985). This mechanism was further explored by Plutchik (1980) in his circumplex model (his multidimensional model is shown as Figure 2 under Section 2.1.2) that signifies some emotions as opposites. Russell (1980) purported his own circumplex model of emotion as follows:

**DIAGRAM 5.8**

EIGHT EMOTION CONCEPTS IN A CIRCULAR ORDER

Russell (1980) suggested three properties for the cognitive structure of emotion. Indicated from findings of multidimensional scaling studies, the first property is that the pleasantness-unpleasantness and arousal-sleepiness dimensions make up most of the variance in the synonyms of emotive words. The second property is that the emotion structure is bipolar. The third property is that the vocabularies of emotion consist of any emotion word that has some combination of the pleasure and arousal elements. These three properties are shown in the above diagram "where eight variables fall on a circle in a two-dimensional space in a manner analogous to points on a compass. The horizontal (east-west) dimension in this spatial metaphor is the pleasure-displeasure dimension, and the vertical (north-south) dimension is arousal-sleep. The remaining four variables do not form independent dimensions, but help to define the quadrants of the space. Excitement need not be defined as an approximate east; it can be defined precisely as falling at a point in the northeast, the combination of high pleasure and high arousal. Excitement's bipolar opposite, depression, is then defined as a point in the southwest. Distress and its opposite, contentment, similarly form a bipolar dimension (northwest vs. southeast). All other emotion terms would be similarly defined as vectors originating of the space.". Russell's thesis is that emotional experience is the result of a cognitive process that has already incorporated that identical cognitive structure for emotions. The simple circumplex model depicted above adequately reveals the cognitive conceptual structure and the three properties as previously discussed.

As early as the late seventies, Russell and Mehrabian (1977) had evidence through the findings of two experiments that what they at the time called the Three-Factor Theory of Emotion, pleasure-displeasure, arousal-nonarousal, and dominance-submissiveness are the necessary and adequate constituents to define the range of emotional states. The two studies they performed demonstrated that these three dimensions are reliably measured, and through regression analysis, the multiple correlation coefficients obtained revealed "that pleasure, arousal and dominance values (along with a response bias factor) accounted for almost all of the reliable variance in the 42 scales studied. Such results provide strong evidence for the sufficiency of these three dimensions." (That is, in defining all the various emotion states), and "dominance-submissiveness".
As well, toward a consensual structure of emotion, Watson and Tellegen (1985) said that the major stream of research on emotional structure points to two major bipolar dimensions that consist of studies of facial and vocal expressions. In these researches, Russell’s Pleasantness-Unpleasantness (including constructs such as joy, sadness, enthusiasm and fear etc.) and Arousal or Activation (Linsley, 1951; Schlosberg, 1954; Duffy, 1957; Pribram and McGuinness, 1975; Fridja, 1986; Thayer, 1986) (states such as sleepiness versus alertness and tension versus relaxation etc. The level of activation is on a continuum, with the lowest level in sleep, the middle in alertness, and the highest level in strong emotions) have consistently emanated as the two key dimensions of emotion. The third dimension, Dominance as mentioned in the above paragraph, (also termed Aggression, Potency, or Attention-rejection [Bush, 1973; Averill, 1975; Russell and Mehrabian, 1977; Mandler, 1994]) is relatively smaller and unlike the other two dimensions, cannot be replicated across different cultures (Russell, 1980; Watson, 1982). Russell and Steiger (1982) said that emotion categories are systematically interrelated and represented by a taxonomy of three bipolar dimensions: “pleasure-displeasure, arousal-sleepiness, and dominance-submissiveness. Watson and Tellegen (1985) reanalyzed many studies of self-rated emotions have concluded that “Positive and Negative Emotions have consistently emerged as the first two rotated dimensions in orthogonal factor analyses, or as the first two second-order derived from oblique solutions. These two factors, which together account for one half to three quarters of the common variance, were identified in solutions based on widely varying sets of emotion terms, and emerged even when certain portions of the two-dimensional space were almost completely eliminated from the analyses.” Some researchers called these two factors as global dimensions of emotion and “this two-factor structure has now been identified in a variety of other languages, including Japanese, Chinese, Swedish, Croatian, and Gujarati (Bohlin & Kjellberg, 1973; Russell, 1983; Watson et al. 1984). It seems safe that it is now firmly established as the basic structure of EMOTION at the major factor level.” (pg. 231). As well, Watson and Clark (1984) said that extensive literature consistently
revealed positive and negative emotions to be the most fundamental and important dimensions of emotions.

B1.5. INFLUENCE OF POSITIVE EMOTIONS ON RISK TAKING

B1.5.1—Positive Emotions on Risk Taking

The studies of positive emotions on risk taking suggest emotion states influence on cognitive processes and decision making (Isen and Patrick, 1983). Studies have shown that people feeling good are prone to more positive evaluations, expectations and judgment of cues (Isen et al., 1978; Isen and Shalker, 1982). It follows that these people should be more likely to take risks. Experimental results have counterindicated this assumption. While positive emotions tend to increase the inclination to take small risks, it also decreases the willingness to take risks when the stakes are high, and meaningful loss is involved (Isen et al., 1982; Isen and Patrick, 1983; Isen et al., 1984; Isen and Geva). Risk preference have been measured by amounts bets (Isen and Patrick, 1983), on preference for a small as opposed to a large bet (Isen et al. 1984), and the level of probability that people in a positive emotion state are ready to take bets of fixed amounts (Isen and Geva, 1987). In the last experiment, Isen and Geva manipulated three levels of risk; low, medium, and high (1 out of 10 chips, 5 out of 10 and 10 out of 10 on a game of roulette). Positive emotions were induced by a gift of a small bag of candy (the previous ones used coupons, an example is a McDonald’s coupon). The results indicated that positive emotion results in people being cautious when the risk or stake is moderate or high, but increases risky behavior when the risk is low. Positive emotions lead to risk aversion when the risks involved is not low. The findings in indicative that people in good emotive states tend to protect the positive state through relative risk aversion behavior (Isen and Geva, 1987).
B1.5.2.— INFLUENCE OF EMOTION ON HELPING BEHAVIOR

Consistent with the above discussion on relative risk aversion to protect a positive state of emotion, researchers have also found that positive emotive states prevent people from helping others when the result tends to lead to the loss of the happy feeling (Isen and Simmonds 1978) although they are more willing to help others than the control group when there is no threat of losing the good emotion. Isen et al (1978) also propose that people in negative emotive states may attempt to break the negative mood loop and improve their emotion state by engaging in helping behavior (Cialdini et al., 1973).

Moore and Isen (1990) concluded that research results indicate that an individual in good moods tend to access more favorable information from memory, makes more positive judgments, and evaluate more favorably their consumer goods (Isen and Shalker, 1982). Likewise, a person in bad emotive states retrieves negative information more readily. But he is likely to alter the negative emotive state by engaging in behavior that are emotion incompatible, such as more ready to be involved in helping behavior. Feeling states thus act as retrieval cues, whereby past evaluations of a stimulus are primed when a similar stimulus is confronted again (Leventhal, 1980; Zajonc, Pietromonaco and Bargh, 1982; Fiske and Pavelchak, 1986; Holmam, 1986; Wilson et al, 1989).

B1.5.3— INFLUENCE OF EMOTION ON INTERPERSONAL ATTRACTION

Veitch and Griffitt (1976) purported that any variable that affects emotional states of a person will also impact on his interpersonal relations. Their experiment on the radio broadcast of “good” and “bad” news showed that the emotive nature of the news listened to affects the reported emotive state of the listener; the emotive nature of the news listened to impacts on listeners’ appraisal of others; and finally, the level of reported emotion is positively related to the appraisals of others. The authors concluded that the findings supported the reinforcement theory of interpersonal attraction of Byrne (1971). That is, “differential elicitation of affect by an environmental stimulus led to...
differential attraction responses and the relationship between reported affect and attraction was shown to be positive. (pg.73-74).

Byrne and Clore (1970) initially presented the theory of "a reinforcement model of evaluative responses". Very simply, they utilized the unconditioned stimulus approach by which any stimulus with reinforcement elements can act as an unconditioned stimulus to elicit an emotive response along the continuum of Russell's (1980) pleasantness-unpleasantness structure. Gouaux (1971) stated aptly that in short, the model suggests that the more positive the emotional state of a person, the more positive will be his relationship and likings for the stimulus person (the conditioned stimulus) associated under the induced emotion. Likewise, the reverse is also true as have been supported by emotion research implemented in this area.

While it is impractical for the mass media to broadcast only "good news" to induce or reinforce positive moods and enhance interpersonal relationships, the literature on reinforcement-emotion theory do enlightened marketers on effective strategies in helping customers form positive evaluations on their products, ideas or services.

B1.5.4---INFLUENCE OF EMOTION ON CATEGORIZATION

Consistent with the above discussions on the influence of emotion on cognitive processes such as risk taking, helping propensity, priming of memory information and interpersonal appraisals, emotion also has shown to assess relevant data as a collective whole which researchers termed categorization.

Isen (1984, 1987) addressed the issue of emotion on categorization in the contextualist view, in that the assimilation and interpretation of stimuli depends very much by the meaning of the context in that particular situation. The contextualist model represents a flexible, multiple and changing structure of memory in which "affect may influence the way in which stimuli are grouped, organized, and related to one another" (Isen, 1984, pg. 225). His view explains much of the problem of asymmetry that positive emotion seems to elicit more favorable memories and negative emotion
sometimes produces conflicting tendencies, such as negative emotion may result in behavior that is incompatible with the emotion state; for example, helping others and engaging in altruistic actions (Moore and Isen, 1990). These two researchers suggest that negative information is not as well interconnected and represented in the memory system than is positive material.

The schematic memories of emotion suggests people's previous responses and evaluations are elicited when confronted again (as discussed under section B1.5.2... second paragraph). Wilson et al. (1989) presented a model suggesting that emotions are created in an "expectation-driven" mode. What they proposed is that emotional responses are created with reference to previous expectations concerning how one thought (in the cognitive sense) one would feel. In short, preferences are "theory-driven judgments, determined as much by people's affective expectations as by information about the stimulus itself. (pg. 519). They further argued that their theory is similar to that of Jones and McGillis's (1976) "target-based" expectancies and "category-based expectancies" and Hochshild's (1979) "cultural feeling rules". The first two being that "expectations" or "knowledge" of how others respond to a stimulus impact on how the person feel towards similar stimulus. The last theory pertains to cultural norms that govern how one is expected to feel in disparate situations such as joy at weddings and sadness at funerals. Wilson et al. purported that adopting emotion as a theory-driven process has important implications for marketers, particularly in the arena of changing attitudes, tastes and preferences. For example, to elicit positive feelings about a consumer good, positive attributes and benefits of the good can be presented with persuasive arguments. "Our recommendation to manipulate people's emotive expectations will come as no surprise to many marketing researchers. When a new product is introduced attempts are made to create expectations that people will like it ("Nine out of ten doctors recommend...")). It is not easy to get a doubting public to believe this information, but if an ad campaign succeeds in accomplishing this, the battle is largely won. Once an affective expectation has been successfully implanted, a product that is indistinguishable from its competitors is likely to be preferred by consumers, because its value will be assimilated into the expectation."(pg.529).
5.5 A SUMMARY WORD ON IMPLICATIONS FOR CONSUMER BEHAVIOR

In Section E, the author examined the theory of emotion and cognition on consumer behavior such as quitting smoking, attention to dental health and others when the fear level of communication was manipulated. It was found that the tendency for behavior change could be enhanced by combining the fear message with an “action plan” such as providing the subject with the message to consciously attend to the features of a noxious stimulus (coldness, for example). This helps in the subject’s strategy in moderating with the emotion and coping with the uncomfortable event.

Zajonc (1994) found that music in the major key and fast paced elicit a more positive emotive state that is of relevance in particular to retail in-store background music.

The major determinants of emotional responses to success and failures are causal attributions. In general, people attribute their successes to their own ability rather than task characteristics and the reverse for failures. In other word, attributions are self serving and buffer people against negative feelings. This is best portrayed in the theory of cognitive dissonance that people change their cognition to mitigate the uncomfortable feelings of forsaking alternative choices in order to live with their purchase decisions.

In this section, the coping strategies of Fridja (1986) were studied that have impacts on television advertising strategies. Mandler (1982) and others explored in the phenomenon of schematic assimilation and accommodation that lead to a behavioral standard or reference value which is a critical determinant of behavior as depicted in the Consumer Value System of Vinson et al (1977) that guides consumer behavior.

The reference of value gives rise to the notions of positive and negative emotions, as well as the concept of emotion categorization. First of all, the structure of positive and
negative emotions was examined. The influence of positive emotions on risk taking, helping behavior, and interpersonal attraction were discussed. Finally, the influence of emotion on categorization was examined that revealed that emotion can affect the manner in which stimuli are categorized and related to one another. Positive emotions seem to elicit more favorable memories and negative emotion sometimes produce conflicting tendencies that the negative emotion may result in behavior that is incompatible with the emotion state.
SECTION F

SUMMARY OF CHAPTER 2 ON LITERATURE REVIEW

Chapter 2 contains six sections A to F. Section A deals with the definitions and nature of emotions. Section B dwells both extensively and intensively on the historical perspective of emotion. Section C discusses cognition and emotions, depicting the interrelationship between the two constructs. Section D then attempts to arrive at a synthesis on the various cognitive theories. Section E provides the implications for marketers and the present Section F arrives at a concise summary of the previous sections.

SECTION A

Upon examining a dozen prominent definitions of emotion, there appears to be no consensus on its nature. An important finding is that emotion can be broadly divided into two major categories; The cognitive approach that depict emotion as the end result of thinking or as a fusion of cognitive and autonomic reactions. The other is termed the realist approach that view emotion as innate biological mechanisms that facilitates survival. This second approach consists of the biological-evolutionary and neurophysiological elements. In summary, this section provides a concise but limited descriptions of emotion as responses of a physical nature, that of body and brain (James, Cannon, Berscheid), as a biological-evolutionary or neurophysical orientation (Leventhal, Gray), as cognitive appraisals and action tendencies (Lazarus, Frijda), as a psychological phenomenon (Plutchik) and a combination of some of these elements (Scherer). These approaches are then elaborated in the next section.
SECTION B

Following the diverse and numerous definitions interpreting the construct of emotion, this section attempts to provide a framework as to what emotions represent in the broad historical perspective.

Firstly, the Evolutionary-Biological approach is discussed. The Darwin’s Biological-Adaptation theory has been shown to have had great impact on this orientation. Researches who may be identified within this context are Plutchik, Chance, Eibl-Eibesfeldt, Weinrich and Buck whose works and theories are briefly touched upon. Besides the main emphasis on the motivation for better chance of survival (the fight or flight theory), some cognitive elements are clearly incorporated in the theories as well.

The Psychoanalytic approach is then identified with the introduction of Sigmund Freud as the father of this orientation. Freud viewed emotion as a manifestation of motor discharge that gives rise to the altered internal state of the subject’s physical body. In psychoanalysis which amounts to studies of case historical, there are numerous connotations to emotions. Yet according to some theorists, there do not exist a psychoanalytic theory of emotions or attempts to develop one, hence this theory pertaining to emotions is limited in scope.

Next, the Psychophysiological approach is explored in which the concerns are with arousal and feedback in the autonomic nervous, the facial muscular and the brain center systems. The central premise of the James-Lange theory is that emotion are aspects of the physiological and behavioral responses themselves and the emotive experience is not important and ignored. In other words, emotions are the end results of behavior and not the causes.

The Activation approach centers much on the subject’s state of readiness for action or changes in cognitive readiness. The three dimensions to this orientation are termed Intensity, Pleasant-unpleasantness and Attention-rejection. In this tradition, Nico Frijda is hailed as a great contributor to the study of cognition in relation to emotion.
The Motivational approach believes that emotions are motivational processes that arouse, sustain and guide behavior. It prompts the person to act in search of satisfaction of a desire or the avoidance of unpleasant stimulus.

The Cognitive approach has gained much interest in recent years. One of the most prominent earlier contributor is Fritz Heider who believes in altering one’s beliefs changes one’s emotions. The concept of causal attribution is attributable to this belief.

Robert Plutchik summarized the approaches as a synthesis in that time has seen the increasing overlapping of the different schools of thoughts on emotions. One freely borrows from one approach to another. He stated that any synthesis of emotion should reflect the adaptive function, the unconscious role, the autonomic and brain centers pertaining to emotional states, the significance of arousal and action readiness, the motivational factor and the importance of cognition which exists by itself, independent of emotion, or as a common thread that intertwines amongst all the approaches, the only major difference centers in the different interpretations of which comes first in the course of events: emotion or cognition or both in concert.

SECTION C

Following the above discussion, this section focuses on the relationship between cognition and emotions. The central issue has been whether the two constructs are related or independent of each other. It is shown that the study of emotion and cognition represents a difficult job for any discipline wanting to comprehend the interaction. The cognitive process and the origins of the cognitive theory are presented. Finally, the concept of cognition pertaining to emotion theory is discussed.
SECTION D

This short section concludes that the variety of research on emotion and cognition can be delineated by either of the two syntheses:
Orientations on emotion as a cognitive process, emotional processes as distinct from cognitive processes, or the affect of emotional processes on an otherwise cold thinking process.
Orientation that emotion and cognition are two parallel systems that are staged in sequence and formed as feed-back systems to regulate emotion and control of noxious experiences.

SECTION E

After the theoretical exploration of the emotion and cognition and their interface, this section relates the implications for marketers with respect to consumer. It also discusses the value system, especially the one relating to the consumer. The various attitudinal models are presented. Some of the issues here are of key relevance to the development of the conceptual framework in the next chapter. Finally, positive and negative emotions with their various implications on consumer behavior are postulated.

SECTION F

This final section of Chapter 2 encapsulates the summaries of the previous five sections.
END NOTES—CHAPTER 2


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CHAPTER 3

CONCEPTUAL REVIEW

1. INTRODUCTION

The first chapter presented the reasons why this research was implemented and the second chapter focused on what literature had been reviewed on the many broad arenas of emotion, cognition, attitude and values in relation to this research. This chapter narrows down to a conceptual review or framework on which this study is based upon. In other words, the author attempts to draw a conclusion to the conceptual base that forms the integral parts of Chapters 1 and 2 before logically proceeding to the next chapter of how the research is then designed and implemented.

1.1 The Broad Conceptual Base

Customer satisfaction is considered to be an important research area as it can greatly emotion repeat purchase behavior. To strive for excellence in service and product variety and to attract new customers and keep existing customers are vital tasks of the marketer. Thus, it is
of importance to understand the decision making process of different purchase stages and the moderators that can emotion the purchase decision, and some of the most influential moderators are emotion, cognition and attitude and the cultural differences among ethnic groups of even the same ethnic origin.

In the first chapter, it was said that to better understand the predictors of consumer behavior, an attempt to understand the evaluative processes were important. Studies on motivational research (Packard 1957; Dichter 1960, 1964; Batos, 1977), segmentation research (Smith 1956; Frank, Massy and Wind 1972), for examples, were done by homogeneous clusters of personality, socioeconomic variables and so forth.

Then attitude comes into effect as an evaluative scale to sum up the overall influences of consumer behavior. The learning process like classical and instrumental conditioning operate in understanding consumer decision making and consumers’ responses to marketing tactics (e.g. coupons, price promotions, advertising) (e.g. Nord and Peter, 1980; McSweeney and Bierley, 1984). Although it has been argued that consumer behavior is largely based on habit while consumer learning is a low-involvement process (e.g. Ray, 1982; Greenwald and Leavitt 1984).

Then followed by the ‘noncognitive’ aspects of consumer behavior. These aspects refer to the emotional states (void of cognition) a consumer is engaged at the time of decision making or consumption. For example, emotions such as joy, anger, frustration, pride and /or others experienced at different stages of the decision process emotion the purchase or consumption.
Multi-attribute models reveal that customers first come to like, prefer, intend to buy and finally purchase the product. The more positive the customers' attitude toward the product, the more they value the product.

Research of consumer behavior comprises of cognitive or evaluative judgments (attitude, preference, choice) and the nature and structure of product based cognition and on response-predisposing states (motivation to purchase, positive feelings instilled by an advertisement, feelings of satisfaction after a purchase).

Attitude is usually treated as an evaluation while emotion is linked to the arousal state which is a trace of emotional response in psychological context (Bower, 1981)\(^1\). The recollection of remembrances can elicit a similar feeling/emotion with situational cues. The positive emotion instilled either through store atmosphere, advertisement, with the absence of a greater amount of thought. This emotion can be retrieved even through time with situational cues (similar to those surrounding the behavior in the first place).

Another factor that has to be considered is the motivation factor and involvement-mediated consequences. The motivational variable in terms of high versus low importance outcomes or personal relevance of the message (Greenwald and Leavitt, 1984)\(^2\) is an important factor that can emotion purchase behavior. For high and low involvement consumers, they purchase a product as it was perceived to have greater number of important benefits. Then,
marketers can enhance the product benefits by manipulating the factor like price, service, product characteristics and so on.

Postpurchase activities involve both evaluative and emotive factors dealing with customer satisfaction. Oliver (1980)\textsuperscript{13} states that prepurchase expectation is compared to product experience to determine the satisfaction level. In the evaluation, loyalty will come to moderate the effect (LaBarbera and Mazursky, 1983)\textsuperscript{14}.

As proposed by Oliver (1980)\textsuperscript{15}, satisfaction mediated the revision of attitudes and behavior. It is because prepurchase expectation of consumers will be compared with product experience to come to the conclusion of satisfaction/dissatisfaction level. Therefore the field of consumer research has put the emphasis on satisfaction as the core of postpurchase activities which can be used to explain key postpurchase behavior like complaints, word of mouth, product usage etc.

In fact, the product consumption experiences also involve different emotional responses such as joy, excitement, pride, anger, sadness and guilt (Holbrook et at 1984)\textsuperscript{16} which are motivators that exert great influence on memory and thought processes (Kuhl 1986)\textsuperscript{17}. Thus it comes to a very important question as to what extent consumption emotion and satisfaction judgment are related and contributed to the explanation of consumer behavior.

Firstly, satisfaction is believed to be unidimensional as it ranges from unfavourable (dissatisfied) to favourable (satisfied) judgment. It arises from the comparison of the level of
product/service performance, quality or other outcomes perceived by the consumer with an evaluative standard i.e. the prepurchase expectation set. It will then compared to the level of perceived product performance to yield disconfirmation beliefs. In turn, it will produce satisfaction judgment (Bearden and Teel 1983; Oliver 1980).

In essence, Consumption Emotion is the set of emotional responses generated during the product usage/consumption experiences by means of emotional experience and expression (e.g. joy, anger and fear) or by the structural dimensions underlying emotional categories (pleasantness/unpleasantness, relaxation/action, or calmness/excitement) (Russell 1979; Havlena & Holbrook 1986). It is different from mood in the sense that it involves greater psychological urgency, motivation potency, and situational specificity (Gardner 1985).

1.2 THE CONCEPTUAL FRAMEWORK

Having provided a conceptual base on what consumer satisfaction is and what consumption emotion contains, the author now attempts to construct a conceptual framework on how emotion, cognition and attitude emotion consumer behavior in the act of purchase and how the extent of Chineseness differs in the above context.
DIAGRAM 3.1

A PROPOSED MODEL OF PURCHASE BEHAVIOR

EMOTION (E)

COGNITION (G)

PURCHASE (P)

DEGREE OF CHINESENESS (DFC)

SUBJECTIVE NORM (SN)
The above proposed model of purchase behavior is made up of these constructs:

1. Degree of Chineseness (DfC).
2. Emotion (E)
3. Cognition (C)
4. Subjective Norm (SN)
5. Purchase (P)

The model suggests that the degree of Chineseness has a bearing on emotion, cognition and subjective norm. It also suggests that emotion, cognition and subjective norm emotion purchase behavior, which equates to buy or not buy. The author now explains concisely what each construct means, their interrelationships and how they may influence purchase behavior. The details of which have already been extrapolated in the literature review chapter.

1.2.1.---Degree of Chineseness (DfC)-------

Following is a description of this concept:

**CHINESE EMOTIONS AND CHINESENESS**

1.2.1.1. EMOTIONS OF THE CHINESE

Triandis (1994) in the Foreword to Michael Harris Bond’s newest book “THE HANDBOOK
OF CHINESE PSYCHOLOGY said that “Almost all contemporary psychology is based on data obtained from the swiftly decreasing per cent of humanity that lives in North America, north of the Rio Grande. Yet more than 20 per cent of all humans are Chinese. To the extent that Chinese data are different from Western data, psychology reflects distortions of reality.”

In the realm of emotions, the discussions on the Chinese have been little and obscure.

Russell and Yik (1996) emphasized that “an emotion is not a thing but a process consisting of a sequence of components. Emotion is the pattern among the components rather than a component in and of itself.” (pg. 166). This definition of emotion they hold true for every race in the world. The components they spoke of include:

A. Situational Antecedents of Emotion---The authors cited researches by Borke and Su(1972) and Borke(1973) that Chinese and American children at times demonstrated systematic differences in emotions with a given situation. ‘that Chinese and American children sometimes associate different emotions (represented by stylized facial expressions) with a given situation. General principles on this matter have not emerged, however, and recent efforts have searched for cognitive mediators that might account for systemic differences in the antecedents of emotion.”

B. Cognitive Mediators---The authors conceded that an identical antecedent event may not be as identical psychologically, as it can be interpreted differently by different people at different places and times. In other words, different cultures may construe events differently and reactions therefore may be different to the same event.
In summary, Russell and Yik (1996) said that "when dimensions of emotion words are sought, Chinese yields at least two dimensions very similar to those obtained in other languages, a result consistent with the general pattern seen across many languages and cultures (Russell, 1991). Broad bipolar dimensions interpretable as pleasure-displeasure and arousal-sleepiness appear to be pan-cultural. Similarly, Chinese sort emotions into broad positive and negative clusters. On the other hand, the attempt to find more fine-grained clusters of emotional concepts and to arrange them in a hierarchy appears to reveal a system somewhat similar to English but somewhat unique to the Chinese. If we extrapolate from the general trend observed so far, we can anticipate that differences between Chinese and other conceptions of emotion will be revealed only by a fine-grained analysis. The more detailed the analysis, the more differences will be revealed." (pg. 176).

In conclusion, Russell and Yik (1996) said that emotion arises from similar antecedent events, are intervened by similar attributional and judgment processes, and are divulged in similar physiological and behavioral events. They believed that Chinese emotions in both current and traditional terms resemble its Western counterparts. Yet those seeking differences also turn to the Chinese for studies.

For example, Leung and Lee (1996) said that "excess and incongruent of seven kinds of emotions (happiness, anger, sadness, fear, love, hate, and desire) are regarded as pathogenic (Lin, 1981). Since even positive emotions, such as happiness and love, are included in this list, it is clear that it is the excess, rather than the emotion per se, that is the source of the pathology. The remedy for this type of pathology is to balance the excess emotion with an
opposing one, an approach that reflects the dominant Chinese value of moderation ...(pg.443). These comments reflect the distinctness of Chinese emotions from those of the West.

1.2.1.2. CHINESENESS

Chineseness as understood by Ellis et al (1985) meant “the degree of Chinese ethnicity is determined by degree of adherence to a set of values often believed to be characteristic of Chinese Culture........... we do not equate being Chinese with Chineseness and being American does not preclude Chineseness. Instead the attempt is to isolate the consumption behavior patterns associated with high levels of Chineseness.” (pg.126).

McCullough et al. (1986) more specifically stated that Chineseness is associated with some unique characteristics to define certain values and behavioral characteristics of the Chinese people. Hsu (1981), contrasted Americans with the Chinese along the following dimensions; The latter are more situational-oriented, more inclined to be psychologically dependent, adherence to familial loyalty and filial piety, and sensitive to the concept of face and norms imposed by their fellow people.

LeClaire(1992) attempted to combine the work of Ellis et al. (1985), Tan and McCullough(1985), and McCullough et al. (1986) with the objective to pinpoint the consumption behavior paradigm connected with different degrees of ethnic attitudes and Chineseness in Americans and Singaporean Chinese. Leclaire referred to that series of studies as the Chineseness studies. By this, he meant “Levels of ethnic attitudes and corresponding Chineseness are defined in terms of degree of adherence to values
consistent with Chinese culture.” (pg.74). The definitive values LeClaire operationalized was drawn from Klockholm and Strodbeck’s classification of Chinese cultural values (1961). Kluckholm (1951) definition of value is that: “A value is a conception, explicit or implicit, distinctive of an individual or a group, of the desirable which influences the selection from available modes, means and ends of actions.” (pg. 395).

Face to the Chinese is tantamount to life itself. Face has a number of different though related meanings. He (1944 in Yau, 1988) categorized face into ‘lien’ and ‘mein-tsu’. Lien is the respect bestowed upon the individual by society at large due to his decency and moral unrighteousness. Mein-tsu, on the other hand, is the prestige enjoyed by the person due to his social status, economic gains, power and any personal accomplishment that is looked up by others. Lein, contrary to mien-tsu, once lost cannot be regained, losing lien is tantamount to losing one’s integrity and the rightful place in society. Lien is closely related to shame. The Chinese do not want to lose face and as such pay immense attention to the expectations of others.

In terms of collectivism, The Hofstede Project (1980) which grouped forty countries into four culture centres by cluster analysis resulted in Hong Kong and other Chinese cities scoring in “low individualism” in his four dimension analysis which are labeled “Individualism, Power Distance, Uncertainty Avoidance and Masculinity-Femininity”. Confucianism influences on Chinese values are profound. Nivision and Wright (1966) named obedience and conformity as two virtues that reigned supreme amongst others. Miles (1992) commented that “Confucianism, which regulates social relationships; the Analects
describes the essence of this tradition, which is concerned with the duty and respect that each individual owes to every other, with special attention to those above you in social or bureaucratic hierarchy." (pg.1). From a very early age, submissiveness to collective society is instilled and internalized. Lin in Bond (1986) expressed that a unique set of rules in behavior should emerge in adulthood given that people were made to act according to a set of behavioral rules early in their lives. The Chinese identifies himself with the norms of his society and shares the beliefs of its typical members. He acts according to social rules in order to prevent feelings of guilt and shame. Compared to the American counterpart, the latter is much inclined to make autonomous decisions unyielding to outside pressures and societal norms (Kohlberg and Tappan, 1983).

Chong et al. (1983) in a study similar to that of Hofstede's (1980), found that “collectivism” is high in Mainland China. Collectivism is a tradition related to the “relational orientation” (Le-Claire, 1990). Yang and Li (1988) noted that collectivism constituted the basis of Chinese traditional values. Henry (1976) found that cultural values do correlate with consumer behavior. In his study, value dimensions are found to be reliable predictors of automobile ownership.

As cultural values are normative beliefs that people have concerning how they are expected to behave by their culture (Yau, 1994), it is believed that people possessing a high level of Chineseness will adhere more to norms of others (subjective norm) in their behavior, rather than to their own likings and thoughts (emotions and cognition).
Therefore, one of the hypothesis can be:

\( H_0 \) : High degree of Chineseness (DfC) has no significant effect on Subjective Norm (SN), Emotion (E) or Cognition (C).

\( H_a \) : High degree of Chineseness (DfC) has significant effect on Subjective Norm (SN), Emotion (E) or Cognition (C).

1.2.2.--- EMOTION (E)------

Shaver et al (1992)\(^46\) question the social constructivist view that sees emotion differing significantly across cultures. The social constructivist approach emphasize the dissimilarities among cultures in the emotion phenomenon under study (Cornelius, 1996)\(^47\). There is the belief that there are variations in different cultures as to how emotions are interpreted and understood. This leads to the issue of whether emotions are universal or culturally specific (Cornelius, 1996).

The concept of emotion has been discussed in width and depth under literature review in Chapter 2. The emotions of the Chinese was also dwelt upon. The Chinese believed that emotions should be kept to oneself. This is evident in the Hong Kong Government’s reports that the social stigma of revealing one’s feelings to strangers inhibits people from seeking psychological help when warranted. The Chinese also believed in moderation of emotions to avoid the extremes. The Doctrine of the Mean best exemplifies this tradition. Legge (1986)\(^48\) interpreted the meaning of the doctrine as “being without inclination to either side”. Yau (1986)\(^49\) said that the consequence of this belief led to a significant of moral self regulation
As have been examined extensively under the historical perspective in Chapter 2, two key traditions of emotions can be identified (Power and Dalgleish, 1997). The first originates from Plato’s dualistic philosophy that later guided Christian theology. Known as the “feeling theory”, feeling is said to be a by-product of a bodily process. The James-Lange theory, as a classical form of this tradition, identifies emotion as aspects of the physiological and behavioral responses themselves and the emotive experience is not important and ignored. The centrality of the James-Lange theory is that emotions are the results of behavior and not the causes (Laird and Apostoleris (1996)). The second key tradition comes from Aristotle (Power and Dalgleish, 1997). This approach regards the physiological processes and the behavioral sequences that follow them as insufficient to define the constituents of emotion, the elements of function and beliefs that accompany both the processes and sequences are the two critical components. The function may serve a psychological purpose, such as to enable one to switch from one desire to another. Or it can be a social one, such as to conform to the norms of important others. Beliefs or various forms of appraisal, in other words, cognition, that cause different types of emotion.

The “feeling” theory is of the physiological tradition of emotions. Emotion is regarded as inner states; the sensational bodily changes that are patterned reactions (Power and Dalgleish, 1997). It is clear from the above that Aristotle was the initial one to purport the "functionalist model of the mind"—the tradition that provides the seeds for contemporary cognitive theories as described in Chapter 2. Power and Dalgleish (1997) defines the concept
of emotion: "...the concept of emotions includes an instigating event, an interpretation, and a subsequent appraisal of that interpretation, which is causal of physiological change and a state of potential for action, and the experience of emotion is the conscious experience of some or all of these components." (pg58). One can see from this interpretation that the authors suggest that a strong cognitive orientation to the concept of emotion and that emotion leads to action tendencies.

Fridja (1996) say that emotions are incessantly linked to behavior, or at the very least, to changes in behavioral tendencies. Emotion is viewed as "motivational" in nature, pointing to the achievement of some end goals (Skinner, 1953; Arnold, 1960; Tomkins, 1962; Lazarus, 1966; Izard, 1977; Fridja, 1986, 1996 and Plutchik, 1994).

This logically follows that one of the Hypothesis can be:

\[ H_0 : \text{Emotion (E) has no significant effect on Purchase (P)}. \]

\[ H_1 : \text{Emotion (E) has significant effect on Purchase (P)}. \]

1.2.3---COGNITION (C)------

The various definitions and interpretations of cognition have been clearly identified in SECTION C in Chapter 2. Chinese cognition is also discussed in Chapter 1. From the discussion in this chapter under the previous section above on emotion and the review of literature under SECTION C, it can be seen that emotion theories separate emotion into two broad categories: Theories that depict emotion as the end result of non emotional processes, a
symbiotic notion of emotions as a fusion of cognitive and autonomic reactions. This is the "Cognitive" approach. The other is the "Realist" approach that views emotion as innate biological mechanisms that facilitates survival. This is the biological-evolutionary and neurophysiological approach (Leventhal, 1982). Reisenzein and Schonpflug (1992) said that the interrelationship between the two fields has been heatedly debated in recent years by the two principal opposing divisions; The "cognitive-oriented" emotion theorists and the noncognitive or "independent system" theorists. The former school of thought holds that cognitive processes or appraisals are integrative elements of emotion (e.g. Lazarus et al., 1970; Lazarus 1982, 1984; Izard, 1984) where as the opposition argues that cognitive appraisals and emotion are independent in nature (e.g. Zajonc, 1980, 1984; Zajonc et al., 1989). Newell et al. (1989) said that a thorny issue exists in the relationship of emotion and cognition. "Despite recent stirrings and a long history within psychology... No satisfactory integration yet exists of these phenomena into cognitive science." (pg. 885). There is no doubt that in contemporary view that the brain stores and process information, not unlike that of a computer (Lang, 1994). Emotion has been viewed by many psychologists as information processing (Newell and Simon, 1963; Bower, 1981; Lang, 1979; Mandler, 1984). There are a number of cognitive theorists with similar as well as distinctive views on the interface between cognition and emotion. As long as there are thoughts involved in emotion, cognition is then an integral part of emotion.

The core of the cognitive tradition is the concept that to comprehend emotions, one must comprehend the way a person conceive judgments about events in his particular environment. Emotion, in the very essence, requires a thinking process that leads to behavior.
The working boundaries of Izard (1994) on distinguishing emotion and cognition rest on the delineation of emotion into three components: "neural-evaluative, expressive, and experiential". She argued that emotion is activated by both noncognitive and cognitive processes. She is widely known for her theory of "differential" or "discrete" emotions. The discrete emotion system is a subsystem within the emotion system. The three components are interconnected and influence each other. The "neural-evaluative" component is innate and produces facial and bodily movements, and the feedback from them is changed into conscious form that results in an expression of an emotion. The "expressive" or neuromuscular component is the facial display at the primary level, and the bodily gestures at the secondary level. The "experiential" component are the felt responses. Positive emotions motivate toward instigating or sustaining interactions with the object (behavior) and grooms one's sense of well-being. Negative emotions result in avoidance and destructive relations (negative behavior) (Izard, 1991). "Differential emotions theory takes its name from its emphasis on discrete emotions as distinct experiential/motivational processes that influence cognition and action differentially. The theory is based on five key assumptions: (1) ten fundamental emotions------(2) each fundamental emotion has particular organizing and motivational functions and unique experiential properties; (3) fundamental emotions such as joy, sadness, anger, and shame lead to different inner experiences and have different effects on cognition and action; (4) emotion processes interact with and exert influence on homeostatic, drive, perceptual, cognitive, and motor processes influence emotions.----------

The emotions are considered important both for behavior and for sensing, experiencing, and being.”. (pp.40-41.) (italics mine).
reality has to be taken into account. In this study, patterns (combinations) of consumption emotion is considered to provide a full picture on overall emotional experience and complex emotive experiences as different emotive experience can coexist.

This paper aims to examine the way emotions of the Chinese interact with cognition to influence product selection. Feelings will provide information for cognitive process when people have to make judgments. Thus, it will be useful to examine the information that emotion elicited and the subsequent judgment that people make with respect to this information.

As was discussed above, emotion elicited only may not be enough for one to act, the cognitive thinking of thinking of the consequences are more deterministic in nature for instigating behavior or tendencies to act.

Thus, one of the hypothesis can be:

\[ H_0: \text{Cognition (C) does not significantly emotion Purchase (P).} \]

\[ H_a: \text{Cognition (C) significantly emotions Purchase (P).} \]
1.2.4—SUBJECTIVE NORM (SN)------

Discussed under 5.4 in Section E of Chapter 2, it was shown how the various attitude theories impact on consumer behavior. Fishbein’s “Theory of Reasoned Action” was depicted as the diagram shown below:

**DIAGRAM 3.2**

**THE MODEL OF THE THEORY OF REASONED ACTION**

Equation: \( AB - BI = A_B(W_1) + SN(W_2) \).

It was said in Chapter 2 that building on the earlier research studies on attitude, Fishbein and his associates developed the TRA model to include social influences. The two social elements incorporated are normative beliefs and the motivation to comply with these beliefs. Social influences are thus perceived to play an important role in shaping attitudes. The elements of normative beliefs and motivation (see similarities discussed under section 2.5 of Chapter 2 on motivation approach to emotion) to comply make up the subjective norm (SN) that would have impact on performing that behavior. The proposition of the TRA theory is that apart from measuring an individual’s attitude towards performing a behavior (A), it is necessary to also measure the relevant social influence on the individual’s behavior. The elements of the subjective norm take into account that “there are some situations where behavior is simply not under the attitudinal control of the individual; rather, the expectations of relevant others are major factors in the ultimate behavioral performance (Ho-Al and Lung, 1996). In this case, the behavior is said to be under normative control” (Lutz, 1991). Norms in this case act as regulation to behavior. Frijda’s (1994) study on vengeance proves this point. “...power inequality and damage to self-esteem are not objective facts. Beyond a bottom layer of subjugation and humiliation they depend on cognitive appraisals and, through them, on the individual’s prior expectations and social norms influence both the appraisal of what constitutes powerlessness and damages to self-esteem, and the appropriateness to seek redress by vengeance.” (pg. 278).

Subjective Norm (SN) “is intended to measure the social influences on a person’s behavior (for example, friends or family members’ expectations). This recognizes that there are some situations where behavior is simply not under the attitudinal control of the individual; rather, the expectations of relevant others are major factors in the ultimate behavioral performance. In this case, the behavior is said to be under normative control.” (1991)(pg. 332). Delong et al. (1987) defined subjective norm as “....a general measure of the influence of reference groups on an individual’s willingness to perform the behavior.” (pg.152).
Oatley (1992) purported that one of the central elements of emotion is in its capacity to communicate with others, so much so that some theorists come to regard emotion entirely as a social expressive process. Power and Dalgleish (1997) suggested that the social, biological and psychological roles interact at all the three levels in the event and expression of emotion, although they concur that the social role is the more visual of all the elements, comparing it to the tip of an iceberg that one can view in the occurrence of emotion.

Engel, Blackwell and Miniard (1993) said that a person’s social influences and interpersonal relationships play an important role in the evaluation of a product or brand for possible purchase as are beliefs and attitudes.

Ajzen and Fishbein (1980 in Chang et al. 1996) viewed that behavioral intentions originated from two principal components, “...one personal in nature (i.e., cognitive factors) and the other reflecting social influences.” (pg.6). Chang et al. (1996) used multiple regression to show that the attitudinal and normative factors proved to be statistically significant predictors of behavioral tendencies in their study of normative versus attitudinal influence the buying of branded casual wear.

Also in the study of Delong and Marshall (1986)’s application of Fishbein’s Behavioral Model to the research on the relationship between attitudes toward buying a outsize sweater and actual buying behavior, it is found that reference others and attitudes form the basis of actual purchase intentions.
There is a numerous pool of literature on individuals relying on referent others and interpersonal relationships as sources of information upon which decision are based. Soloman (1987) on the importance of opinions of wardrobe consultants. Price and Feick (1984) and Kiecker and Hartman (1994) similarly found that the importance others in the choice of clothing apparel to be close friends, family members and knowledgeable others. Sproles and Burns (1994) affirmed that where likings of the whole are well established and in a face to face situation with important others, social norms are most likely to influence the decision. Shim et al. (1989) found that social acceptance is an important influence in attitudes toward imported and domestic clothing with more impact on the latter.

In other areas aside from clothing apparel, Ho-Lau and Leung (1996) found that referent others play a significant role in influencing which form of feminine hygiene products a girl would adopt. In the case of infant feeding practice, Simopoulos and Grave (1984) found that information from “significant others” was most important. John (1994) and Gore et al. (1994) came to similar conclusions with respect to the referents used by patients to evaluate hospital care and nonprescription medicine respectively. Perkins et al. (1992) found that attitude and subjective norm played significant influence on agricultural workers believing that the wearing of disposable protective overalls should be worn while applying pesticides.

Thus, it follows that one of the hypothesis can be:

\( H_0: \) Subjective Norm (SN) does not significantly emotion Purchase (P).

\( H_1: \) Subjective Norm (SN) significantly emotions Purchase (P).
2. REITERATION OF THE RESEARCH OBJECTIVES

The seven objectives to be achieved are:

1. To identify what emotional dimensions correspond to the act of purchase.
2. To ascertain the role of cognition that plays in influencing purchase.
3. To assess the role of the subjective norm in affecting purchase.
4. Particular to the Chinese culture or Chineseness, how Chineseness mediate the aforementioned interrelationship and emotion purchase.
5. To compare the dimensions of emotion, cognition and subjective norm on purchase between Hong Kong Chinese and their counterparts in the greater coastal city of Guangzhou.
6. Through research results, to attempt to build a model that may link purchase, emotion, cognition the subjective norm and Chineseness for further research pursuits.
7. To enable marketers to understand emotion and cognition pertaining to Chinese purchase decision and therefore to build more effective marketing programs.

2.1 Significance Of The Research

This paper aims to examine the way emotions interact with cognition to influence product selection. Feelings will provide information for cognitive process when people have to make judgments. Thus, it will be useful to examine the information that emotion elicited and the subsequent judgment that people make with respect to this information.
3. REITERATION OF SET HYPOTHESES  
(For Overall, Hong Kong and Guangzhou)  

Hypothesis One:  

H₀: Purchase (P) is not affected by Emotion (E).  
H₁: Purchase (P) is affected by Emotion (E).  

Hypothesis Two:  

H₀: Purchase (P) is not affected by Cognition (C).  
H₁: Purchase (P) is affected by Cognition (C).  

Hypothesis Three:  

H₀: Purchase (P) is not affected by Subjective Norm (SN).  
H₁: Purchase (P) is affected by Subjective Norm (SN).  

Hypothesis Four:  

H₀: High degree of Chineseness (DfC) affects Subjective Norm (SN), Emotion (E) and Cognition (C).  
H₁: High degree of Chineseness (DfC) does not affect Subjective Norm (SN), Emotion (E) and Cognition (C).  

4. CONCLUSION  

Chapter 3 first provides a broad conceptual review to what consumer satisfaction is. The constructs of attitude, emotion and cognition are briefly examined again, echoing the important aspects as depicted laboriously in Chapter 2. The conceptual framework is then
developed with a proposed model of purchase behavior. Each aspect of the model is examined in detail and hypotheses grounded in theories are then developed. Lastly, reiterations of the research objectives, significance of the study, and the set hypotheses stated for ease of reference and an end to the chapter on conceptual framework. Next, the author will closely discuss the methodology chosen and how the research is implemented.


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CHAPTER 4

METHODOLOGY

1. INTRODUCTION

The first chapter presented the research problem and the objectives. The second chapter reviewed in detail the various literatures on the constructs of emotion, cognition, attitude and values in relation to the study. The third chapter narrowed down the literature reviewed to form a conceptual framework on which this research is based upon. A model is proposed to be tested and hypotheses thereby formed that are grounded on the relevant theories discussed throughout the three chapters. This relatively short chapter proceeds to discuss the methodology chosen to implement this piece of research.

2. RESEARCH DESIGN

The selection of data collection method, questionnaire design, sample selection, data collection process and methods of analysis are discussed below:

2.1 Selection Of Data Collection Method

In collecting data, there are three methods; observation, experimentation and survey (Mun and Yau, 1979)\(^1\).
2.1.1—Observation

With observation, the forte should be objectivity achieved, but with the condition that only if the data could be automatically recorded by instruments such as electronic and mechanical ones. Many studies on emotion such as on facial expressions have used the observation method in the study of personality differences and expression judgments studies (Cornelius, 1996)\(^2\). As the researcher is interested in psychological elements, this method is therefore not feasible.

2.1.2—Experimentation

The laboratory and experimental methods are also excluded because of cost and non-availability of research instruments to carry out these types of data collection. Many studies on emotion utilize experimentation as the method. A typical example is the testing of the effects of induced mood on organization. Mood is manipulated and any changes in the self-concept are studied. Showers and Kling (1996)\(^3\) have recorded the procedure of such a study as follow:

"In an initial study, 92 subjects were randomly assigned to either an elated, neutral, or sad mood condition. At the start of the session, the Velten (1968)\(^4\) self-statement procedure was used to induce mood. Following the mood induction, subjects completed a mood check consisting of a subset of items from the Differential Emotions Scale (Izard, 1971)\(^5\). Then, they performed the self-descriptive sorting task, paced so that the card sort could be completed in 15 minutes. At the 15-minute point, subjects filled out a different subject of DES items and the BDI. Finally, they rated positivity, negativity, and the importance of each of the self-aspects in their sorts."(pp.162-163). Cornelius (1996)\(^6\) reported that in researching for subjective experience, the "self-report" methodology is often employed. Self-reports take many forms. One of them is the emotion-eliciting method whereby the subjects are put in a emotion-evoking situation, such as waiting for an academic test or a painful injection. However, Nisbett and Wilson (1977)\(^7\), Wilson (1985)\(^8\) and many others have pointed out the shortcomings of the self-report
methodology which centers on the notion that people may not be able to accurately report on minute aspects of their emotional experience or that memories may elapse due to newer experiences that make recall of past ones inaccurate (Loftus and Loftus, 1980).  

2.1.3.—Survey

Surveys include methods in which people are directly asked questions. Survey research is the “obtaining of information directly from a group of individuals.” (Dane, 1990, pg. 120).

The survey method is used because the researcher wants to obtain satisfactory response rates of two independent samples from two populations at an affordable cost.

The conveying of questions or implementing the survey method to respondents can take three forms; telephone interviews, self-administered questionnaires by mail and person-to-person interviews. The feasibility of each of these methods and the problems associated with pilot surveys are briefly discussed below:

**Telephone Interviews:**

Almost ninety-five percent of all Hong Kong households have at least one telephone per household. The refusal rate from past experience and from enquiry of research companies is about eighty percent. Approximately another ten percent will not complete the interview particularly when it comes to the enquiry of personal data. Telephone respondents are generally sensitive to the income factor as they are suspicious about the intent of the interviewer acquiring this knowledge since security is a great concern in Hong Kong.

**Self Administered Questionnaire By Post:**

The local postal service is very efficient and the mail is received within two days. The advantages using mail service is that more confidential information such as on income may be divulged. Interviewer bias is non-existent and a lengthier questionnaire may be used. The drawbacks are the high non-response rate (about eight two percent) and the
high cost of postage.

**Person-to-Person Interview:**
Personal interviewing method usually takes two approaches, public place intercepts or actual household calls. The latter is not practical in Hong Kong due to the inaccessibility into homes outside of public housing estates and the consideration of security both of the interviewer and the interviewee. Public place intercepts is the commonly used method of collecting survey data in Hong Kong. Except for China cities, which the researcher is unfamiliar with. Labour in Hong Kong is not a problem as college students are readily available and are relatively inexpensive to recruit. They have also proven to be reliable in most cases under field supervision.

For this study, both exploratory research and descriptive research are employed. Firstly, exploratory research including literature review and focus group studies are used to generate insights on this topic to form hypotheses for further testing. After reviewing the relevant literature, focus group interviews are conducted to generate ideas in constructing questionnaire and measuring scales, followed by descriptive research to describe the characteristics of the sample survey, such as the demographic variables like income, sex, age, occupation and so on for prediction of similar phenomena.

**USE OF FOCUS GROUPS:**

Before the author goes into explaining the criteria for the selection of respective focus groups for this thesis, the justifications of using this method is first explored:

Aaker et al. (1998) defined that a focus group is a discussion by a group of respondents for the purposes of generating ideas and/or solutions to a marketing problem. The advantages of conducting focus group studies prior to developing the research design are
numerous (Aaker et al., 1998):
1. Discussions provoke more spontaneity and candor than other forms of interviewing methods.
2. To provide flexibility to explore the respondents’ behaviour and opinions more explicitly and in greater depth (Dane, 1990).12
3. To help in defining the marketing problem more acutely.
4. An experienced moderator can probe under the respondent’s unconscious level. This is particularly helpful for researches on feeling, motivations and others such as this one under study.
5. Designs can then be constructed within the framework of the findings that ought to reflect more insights and meaningful information on the research problem.
6. Analysis of the findings can be aimed at identifying main themes and their extent (Johnson, 1988).13

With respect to Johnson’s approach, the design of focus groups is to provide respondents an opportunity to react to a concept still on the drawing board stage. The key objectives of these analyses in this respect are to find out the extent to which participants are able to comment on the essential elements of emotion, cognition, social norms, Chinese values and to identify an instrument that has an identical meaning to both Hong Kong and Guangzhou people.

Fern (1982, pg1)14 gave a very precise account on the use of focus groups for:
1. ---generating hypotheses.
2. ---exploring opinions, attitudes, and attributes.
3. ---testing new product ideas,
4. ---evaluating commercials, and
5. ---identifying and pretesting questionnaire items.

The author finds all the above useful, apart from that of testing new products and commercials, to be appropriate for this research study.
For this research, four focus groups each were conducted in Hong Kong and Guangzhou. Each was a homogenous group on the variables of sex and age. Two groups were males 18 to 29 years and 30 to 45 years and two groups were females of the same age categories. Each group consisted of 12 people and the researcher acted as the moderator for the Hong Kong groups whereas a part time researcher (a past graduate of the Hong Kong Polytechnic University presently working at a marketing information firm) was hired to perform the Guangzhou groups in one of her company trips to save on expenses. The respondents in Hong Kong are chosen from the students of the Hong Kong Polytechnic University. They were conveniently selected from both the full time and the part time evening programs that had many more mature students over 35. The Guangzhou participants were mainly from the focus groups and their friends selected by a research agency that was performing studies on beer and cigarettes. The above methods were employed to limit expenses and the author thought justifiable because they were aimed at getting very preliminary ideas. A discussion guide in spoken Cantonese was prepared by the author and discussed with the research assistant to ensure a precise understanding of the objectives and procedures. The main findings were what constituted emotion and thinking, the cultural values and norms that most people still adhered to in the respective cultural settings of China under gentle probing. As both the author and the research assistant were trained in the role of moderator in commercial research firms, it is believed that the studies were done up to an acceptable standard.

The objectives of the focus group studies were primarily to solicit opinions and attitudes towards the concept of emotion to help define more precisely the marketing problem. One of the main problems was to identify an object that both the Hong Kong and Guangzhou people knew well. Otherwise comparisons could not be made. Such ideas as refrigerator, ball pen, pager, casual wear and such came up. Of all the ideas, casual wear was the favourite among the respondents. To enable people to understand what is meant by casual wear, the focus groups came up with the suggestions of using casual wear stores that were well known in both places, and Giordano and Bossini were chosen because they were deemed also as very popular with the Guangzhou counterparts.
Izard’s Des 11 scale, the cognition statements, the referent others and LeClaire’s Chinese Values were brought up spontaneously, discussed and a consensus arrived at by all groups. Following the focus group studies, person-to-person interviews outside the two chain stores were conducted. Quota sampling was used and each outlet had an equal number of respondents. Three hundred respondents were interviewed separately in Hong Kong and Guangzhou in September and October of 1997.

To conclude the above, exploratory work was first conducted to develop the instrument for final testing and questionnaire design. Focus groups discussed above were held to gather opinions what the subjects thought of regarding emotion, cognition, important others and values and norms. Whether they agreed or disagreed to the statements for the development of Likert scale items. They were also asked to give positive or negative outcomes or consequences of their purchase once “casual wear’ was the item chosen by all the groups. Finally, certain numbers of the most discriminating items of the discussion results were used in the questionnaire design.

JUSTIFICATIONS FOR THE USE OF THE SURVEY METHOD (QUANTITATIVE) AS OPPOSED TO A QUALITATIVE ONE

Yin (1994) noted that five types of research strategies are available: Experiment, survey, archival analysis, history and case study or qualitative approach. The author had just described why some of these methods are not feasible for this study. It still remains to be justified why a quantitative rather than a qualitative one is adopted for this piece of study.

Surveys attempts to generate broad generalizations as opposed to specific details. They typically engage in the testing of abstract hypotheses stemmed from general theories concerning relationships between or among phenomena, or variables of social units. The purpose of this research stated the testing of relationships between various variables, rather than looking into minute details to an exploratory oriented approach to study
emotion and other related issues impacting on purchase. In variable oriented research, the rigour of the experimental method is approximated through the use of statistical manipulation (Ragin, 1987, pg.32). In other words, survey, or a form of quantitative research techniques, in the pursuit of degree of freedom, tends to move away from complex conjectural arguments (Ragin, 1987, pg. 68). Quantitative research targets at collecting information at a snapshot (Churchill, 1991) Although the author is interested in the emotions of the respondents over the past two days (a period of time), self-reports are not feasible due to lack of resources as mentioned in the limitations of this study. The use of quantitative analysis is considered a readily acceptable method to be used initially before the author comes to know the more specific areas where qualitative studies may then provide a micro perspective into specific concerns generated by this piece of preliminary analysis of emotion issues impacting on purchase (Patterson and Tang, 1998).

The research component of this thesis is concerned with the identification and description of phenomena within the empirical domain described by its context. The appropriate tool and the choice of methodology is largely determined by the questions being asked concerning the phenomena under investigation (Ellis, 1995). To this end, the author opted for the use of quantitative analysis to explore and describe the phenomena under study in the preliminary stage. As such, the author may be able “to seek for facts and causes of social phenomena without advocating subjective interpretation” as in the case of mainly qualitative analysis (Deshpande, 1983). The use of qualitative design may then be used to yield more fruitful results in depth rather than in breath for future researches on this topic. This is certainly a limitation to be reckoned with in the adoption of using a quantitative design instead.

There are two major theoretical perspectives concerning the study of consumer behaviour. They are the Positivist and the Interpretivist approaches. The former tends to be objective, empirical, to find causes for behaviour and to conduct quantitative studies that can be generalized to larger populations. The latter conducts subjective and qualitative
research that tend to use small samples and approaches each situation as unique and unreplicable (Schiffman and Kanuk, 1997). The study pertaining to this thesis falls under the former perspective and therefore a quantitative analysis is justifiable.

2.2—Questionnaire Design

The questionnaire was divided into seven parts. It began with a screening question on age. Only adults of eighteen and above and had just visited either Giordano or Bossini were eligible as respondents. They were also asked whether they had bought any casual wear from the store. Systematically sampling of every third person that came out of the store was recruited.

The prime pre-requisite to designing an effective questionnaire is to determine what is to be measured in order to fulfill the specific research objectives.

To reiterate the first objective, that is, to identify what emotional dimensions correspond to the act of purchase, there are 2 methods for the study of subjective experience. They are Izard’s (1991) Dimensional Rating Scale (DRS) and Differential Emotion Scale (DES). The DRS scale is used to ascertain the subjective experience of fundamental emotion in which the principal measurement technique which refers to self-reports, mirrors aspects of feeling, cognition and behavior in this order. " For this reason, each general scale on their Dimensional Rating Scale (DRS) was represented by three subscales, one for each of the bodily cues, such as breathing, heart rate, respiration, and tension. The behavior level was defined as primarily facial-postural expression. the thought-level subscale permitted a subject to evaluate the way in which he or she was cognitively appraising (Arnold, 1960a, 1968) the emotion situation. The intention was to give additional specificity to the dimension as well as flexibility to the communicator.". The DRS is shown below as Diagram 4.1.
**Diagram 4.1**

**Differential Rating Scale (DRS)**

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Moderately</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. How active do you feel?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>b. How active are your thoughts?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>c. How active is your behaviour?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>2. a. How deliberate do you feel?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>b. How deliberate are your thoughts?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>c. How deliberate is your behaviour?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>3. a. How tense do you feel?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>b. How tense are your thoughts?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>c. How tense is your behaviour?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>4. a. How impulsive do you feel?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>b. How impulsive are your thoughts?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>c. How impulsive is your behaviour?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>5. a. How controlled do you feel?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>b. How controlled are your thoughts?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>c. How controlled is your behaviour?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>6. a. How self-assured do you feel?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>b. How self-assured are your thoughts?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>c. How self-assured is your behaviour?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>7. a. How extraverted do you feel?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>b. How extraverted are your thoughts?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>c. How extraverted is your behaviour?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>8. a. How pleasant do you feel?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>b. How pleasant are your thoughts?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
<tr>
<td>c. How pleasant is your behaviour?</td>
<td>0 1</td>
<td>2 3</td>
<td>4 5 6</td>
</tr>
</tbody>
</table>


The second approach is the use of Izard’s Differential Emotion Scale. Westbrook and
Oliver (1991)\textsuperscript{23} said that: "Within the discrete or categorical approach to emotion experience, numerous pancultural taxonomic schemes for basic emotions have been proposed, of which those of Izard (1997)\textsuperscript{24} and Plutchik (1980)\textsuperscript{25} have achieved the most widespread use in consumer research." (pg.85). Therefore, the researcher chose to employ an adaptation of Carrol Izard's (1991) "DES" (DIFFERENTIAL EMOTION SCALE)\textsuperscript{26} scale to measure the emotional dimensions. As mentioned earlier in both chapter 2 and 3, Izard's theory of differential emotions measures subjective experiences in terms of discrete or categorical emotions and emotive-cognitive structures. The scale assumes that the principal emotions are distinctive in nature and separable by self-report with emotion-specific descriptors. The ten major emotions are represented by three substantive items on a 5 point Likert scale. The results of a study by Izard (1991)\textsuperscript{27} on student volunteers from the Vanderbilt University are shown below in Diagram 4.2, in which the item content and psychometric data for the emotion scales are shown. "In brief, each of ten fundamental emotions and eight other emotions or emotive-cognitive structures are represented by three substantive items on 5-point scales." (Izard, 1991, pg103)\textsuperscript{28}.

\begin{table}
\centering
\caption{DIFFERENTIAL EMOTIONS SCALE (DES)}
\begin{tabular}{lll}
\hline
Factor & Item & \textsuperscript{a}Item-factor correlation \\
\hline
I. Interest & Attentive & .88 \\
(.76) & Concentrating & .79 \\
 & Alert & .87 \\
II. Enjoyment & Delighted & .81 \\
(.87) & Happy & .87 \\
 & Joyful & .86 \\
\hline
\end{tabular}
\end{table}
III. Surprise
  Amazed .85
  Astonished .87

IV. Sadness
  Downhearted .86
  Sad .79
  Discouraged .82

V. Anger
  Enraged .74
  Angry .84
  Mad .86

VI. Disgust
  Feeling of distaste .86
  Disgusted .85
  Feeling of revulsion .78

VII. Contempt
  Contemptuous .89
  Scornful .90
  Disdainful .84

VIII. Fear
  Scared .88
  Fearful .90
  Afraid .89

IX. Shame/shyness
  Sheepish .73
  Bashful .87
  Shy .88

X. Guilt
  Repentant .78
  Guilty .83
  Blameworthy .80

---

*a* Item-factor correlations for “state” instruction, N=259; test-retest reliabilities for “trait” instructions given in parentheses, N=63.


Izard’s (1977) DES-II measure was employed to represent respondent’s emotional responses to the products. The measure contains subscales representing the frequency with which subjects experience each of 10 fundamental emotions, the positive emotions of interest and joy; the negative emotions of anger, contempt, disgust shame, guilt, sadness and fear; and surprise. The validity, reliability and applicability of the scale were proved (Izard et al, 1974 and Westbrook, 1987).
To describe emotions in words, the technique of semantic differential scale was used to find out the psychological meaning of the words. For each word, bipolar terms are tested on a 5-point scale to give the intensity and direction estimate. The words are then factor analyzed to divide them in groupings for analysis.

The researcher adapted Izard's DES scale to include the ten fundamental emotions but leaving out the eight other emotive-cognitive structures for simplicity, to keep the questionnaire to a manageable size and using other form of measure for the cognitive structure. Therefore, the ten fundamental emotions explored are included in PART A of the questionnaire and are replicated here as follows:

PART A (adapted from Izard's DES II)

Interviewer to say aloud:

(Below are different phrases that describe your emotions or emotive states in the past 2 days).

Interviewer to read:

Please try to remember your experience in the past two days before you stop at this store. Circle the number that best represents your feelings for each of the following emotive statements below. 5 represents that feeling almost always happened for the past 2 days. 1 represents that feeling almost never happened for the past 2 days. (There are no right or wrong answers). [Interviewer to note: complete the questionnaire 3pm or later].

In the past 2 days, I feel:

<table>
<thead>
<tr>
<th></th>
<th>Almost</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very</td>
<td>Often</td>
</tr>
</tbody>
</table>
The rationale for choosing “the past two days” are as follows:

Izard (1977) explained that the DES was originally tailored as a “state” measure of person’s emotion, but the same scale can be used in measuring emotive experience over a period of time. The frequency with which an emotion is felt is called an “emotion trait.” Izard called this change of the DES the Differential Emotions Scale II. The most often used instructions for filling the DES is to rate on a five point Likert scale the intensity that a person feels for each emotive word at that present moment. The DES II instead instructs the person to rate the frequency with which he feels each emotive state over a stated period of time such as the past three days or the past week etc. “the purpose of the DES II frequency scale is to determine how often one experiences each of the fundamental emotions, with frequency of experiencing a given emotion being considered an index of an “emotion trait.” (pg.125). In this case, the researcher is interested to know the emotional trait a person experiences during the past two days. As this is not a self report in which the respondent fills in at each specified time period but a direct interview, two days as shown in the focus group studies is gauged as a reasonable time period a person can remember the frequency of his emotional states.
The second objective was to ascertain the relationship between cognition, emotion and emotion. Having dealt with emotion in Part A, Part B of the questionnaire dealt with cognition. Various studies on product involvement have in common a cognitive or rational and an emotion or emotive element (Putrevu and Lord, 1994). Park and Young (1986) purported that the cognitive and emotive involvement are two distinct constructs. Kim (1991) further provided empirical validity for the distinctiveness of the two constructs in product involvement across product classes. Following Putrevu and Lord (1994) research measures on attitudinal effects under cognitive and emotive involvement conditions on comparative and noncomparative advertising, Part B of the questionnaire was adapted as follows:

Part B (adapted from Putrev and Lord's)

Just now in the store, try to remember how you were thinking. For each of the following statements, circle the number that you think represents the Intensity of your thoughts for each of the statements below while you were in the store. (There are no right or wrong answer).

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>a. I think it was a very important decision.</td>
<td>1  2  3  4  5  6  7</td>
</tr>
<tr>
<td>b. The decision required a lot of thought.</td>
<td>1  2  3  4  5  6  7</td>
</tr>
<tr>
<td>c. There was quite a lot to lose if I bought the wrong garment.</td>
<td>1  2  3  4  5  6  7</td>
</tr>
<tr>
<td>d. Decision was mainly a logical or objective one.</td>
<td>1  2  3  4  5  6  7</td>
</tr>
<tr>
<td>e. Decision was mainly based on whether the garment served the functional purpose.</td>
<td>1  2  3  4  5  6  7</td>
</tr>
</tbody>
</table>

Part B centers on cognitive involvement and Part A on emotive involvement.

Recalling in Chapter 2 and 3 that social norms and significant others played a significant influence on product choice, the researcher asked the respondents in the focus groups to identify the people that they felt would influence their decision making and the most
frequently cited ones were included in the survey as Part C as follows:

PART C (adapted from Putrev and Lord’s)

Now, please try to ascertain whether the following persons would have somewhat influenced your choice of the garment you bought, or would like to buy but did not. (That is, the degree to which of the following persons would have influenced your decision, regardless of whether you had made a purchase). The persons are listed in each of the statement below: Circle the number that represents the degree that person you think or feel can influence your decision: (There are no right or wrong answers).

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

a. The sales person’s opinion would be important.
b. My friends’ opinions would be important.
c. My family members’ opinion would be important.
d. The opinions of people I respect would be important.
e. My colleagues or school mates opinions would be important.
f. No one’s opinion was important except my own.

The third objective stated was to ascertain how the Chinese culture of Chineseness mediate the relationship between cognition, emotion and emotion (adapted from LeClaire’s).

In this respect, LeClaire’s (1992) “Statements Used to Measure Strength of Chineseness” was adopted which formed Part D of the questionnaire. Le Claire based his statements on Kluckholm and Strodbeck’s (1961) classification of Chinese values in
accordance with Confusion norms into five categories: Man to Nature orientation, Man to Himself orientation, Relational orientation, Past-time orientation and Personal activity orientation. Yau (1996) as explained in Chapters 2 and 3 had very well interpreted these. The various statements are shown in the Appendix.

The last part of the questionnaire dealt with respondent demographics. The full questionnaire is presented in the Appendix at the end of the thesis.

One of the objectives cited was to compare the dimensions of emotion and cognition between Hong Kong Chinese and their counterparts in Guangzhou. For this reason, the questionnaire therefore comprised of two versions. One in Cantonese and traditional Chinese scripts for Hong Kong respondents and the other in shortened Chinese scripts for the counterparts in Guangzhou. Both questionnaires were tested for easy and clear comprehension in both cities and changes made to refine them. A research firm in Hong Kong which is familiar in questionnaire design for comparison between Hong Kong and other mainland China cities was consulted by the researcher so that the all key demographic data are included and identical in both questionnaire for comparison.

### 2.3 Sample Selection and Method

The population was defined as all people in Hong Kong and Guangzhou. As the study dealt primarily with emotive and psychological factors and to lay aside the problems of
child development as suggested by Inkeles and Levinson (1969) in their “modal personality” approach, the minimum age adopted was eighteen. As Giordano and Bossini were the two outlets chosen, therefore, the sampling frame was all visitors exiting any branch of the two shops during the interviewing period. Within the constraints of costs and manpower, the arbitrary method of a sample size of 300 each from Hong Kong and Guangzhou was adopted to represent the two independent populations. The person-to-person intercepts were done in September and October simultaneously in both cities. The interviewers in Hong Kong were six Form 7 students (aged between 18 and 21) and those from Guangzhou were eight Freshman university students. They were briefed by the researcher and a Hong Kong Poly University student graduate hired by the researcher to check and control the interviewers in Guangzhou. The refusal rate was at fifty-five percent for Hong Kong and just thirty percent for Guangzhou. The systematic random sampling method was used. After a random start, the interviewer interviewed every third person that was encountered again on completion of a questionnaire or if the interview was declined. In the case of more than one person exited from the store and were the third in line to be interviewed, the person who responded first to the interviewer was chosen as the interviewee. The interviews took place both on weekdays and at weekends. The time of day was after 3p.m. in the afternoon as the interviewee had to respond to the last two days’ emotion traits as per the DES II. To conclude, the usable sample for Hong Kong was 280 and 283 for Guangzhou.

2.4---Research Methodology & Analysis
In this section, the areas for discussion are on the methods chosen to gather, process and analyze the data and how the hypotheses were tested.

2.4.1.—Gathering of Data

With regard to sources of gathering marketing data, they were from both secondary and primary sources:

Secondary Data---
External secondary data pertaining to the research problem was gathered form journal articles spanning the disciplines of psychology, marketing, sociology, anthropology and management. Books, government publications and magazines were also sources used. The data related to the research rule of "parsimony". Therefore, only meaningful data was used. What were considered meaningful were information relating to all aspects of emotion, cognition, attitude, cultural factors and their interrelationships that were reported in Chapters 2 and 3.

Primary Data---
Two stages and sources were involved in the gathering of primary of data for this piece of study. The first one was the conduct of focus group studies to obtain the relevant information to be asked in the survey. The second stage was the surveys conducted outside the stores of Giordano and Bossini, details of which were reported earlier in this chapter.
2.4.2.—Processing and Interpretation of Data

With the raw data gathered via the two questionnaires, all the responses were input into the computer upon completion of the coding process. Two categories of data were grouped. One for Hong Kong and the other for Guangzhou. The data were analyzed by category using frequency and percentage tabulations, and hypotheses testing of intra and inter-categories. The statistical computations were conducted with the aid of a personal computer using the SPSS package. There were several phases of analysis for the two samples, which are discussed below:

The first phase of analysis shows the demographic distributions of the total and individual samples. The second phase involves bar chart analyses of "ever purchased" and "just bought" figures in Giordano and Bossini. For the emotional dimensions of the total and individual samples during the past two days, the mean ratings and % of people choosing the top two of five of which 1 signifies "almost never" and 5 is "very often" are tabled for discussion. In order to present the ten dimensions in a more meaningful way, the Principal Component factor analysis using Varimax rotation is employed to reduce the number of criteria to two factors that are labeled as "good mood" and "bad mood". Then the Cronbach Alpha test is performed to check internal validity. In order to present the ten dimensions in a more meaningful way, the Principal Component factor analysis using Varimax rotation is employed to reduce the number of criteria to two factors that are labeled as "good mood" and "bad mood". There are two approaches for factor analysis,
the Principal Component and the Common Factor methods. In the former, the total variance in the data is looked at. The diagonal of the correlation matrix composes of unities, and full variance is brought into the factor matrix. This method is chosen as the primary concern is to determine the minimum number of factors that will account for maximum variance in the data. Principal components are in fact the factors (Malhotra, 1996)\textsuperscript{38}. Only those factors with eigenvalue greater than 1 are retained for analysis. the total variances are summarized and the factor variance explained. the orthogonal rotation is performed by Varimax rotation for ease of explanation. To identify the factor, only loadings of 0.5 in absolute value are used and small factor loadings omitted from the tables. In short, factor analysis is used as an exploratory technique to search for factors that can be labeled clearly as components of emotions.

2.4.3. Testing of the Hypotheses

The Pearson's correlation coefficient analysis is used to test the hypotheses of the action of purchase and "good mood" and "bad mood", emotion, cognition, subjective norm and the degree of Chineseness. Here, the author is interested in summarizing the strength of association between two variables as just named above. In which case, the "product moment correlation" or "r" originally proposed by Karl Pearson (therefore also known as the Pearson's correlation coefficient) is the most widely adopted. It is also called the 'Simple correlation", the "bivariate correlation" of just the "correlation coefficient". The r denotes whether a linear relationship exists between and the strength of the linear relationship. It indicates the degree to which the variation in one variable is related to the variation in another variable. The "r" varies between -1 and +1. The closer to +1, the
stronger the correlation. Therefore, the positive sign of \( r \) implies a positive relationship, vice versa, the negative sign an inverse or negative relationship. \( \text{"r"}^2 \) then measures the proportion of variation in one variable that is explained by the other. Both \( r \) and \( r^2 \) are symmetric measures of association. In other words, the correlation of say \( x \) with \( y \) is the same as the correlation of \( y \) with \( x \). It does not matter which of the two variables is considered as the dependent or the independent. The Pearson’s correlation coefficient measures the strength of the linear relationship and is not designed to measure nonlinear relationships. As such, \( r=0 \) only indicates that there is no linear relationship between \( x \) and \( y \), it does not conclude that \( x \) and \( y \) are unrelated. When the correlation coefficient is computed for a population instead of a sample, it is denoted by the Greek letter “p”. The coefficient \( r \) is an estimator of \( p \). The statistical significance of the relationship of the relationship between two variables measured by using \( r \) can be tested. The “\( t \)” value is obtained. The critical value of \( t \) for the hypotheses testing is \( \alpha \leq 0.05 \). This means that for \( \alpha \leq 0.05 \), the null hypothesis cannot be rejected. Alternately, the null hypothesis is rejected when \( \alpha \geq 0.05 \) (Malhotra, 1996). This rule is observed for the hypotheses testing in Chapter 5 that follows. A high value of \( r \) means that the relationship is strong. Lastly, in order to test the model and to estimate the corresponding path coefficients simultaneously, linear structural equation modeling provided by EQS (Window Version 5.4) is used.

2.5---Conclusion

In chapter 4, the author discussed the data collection method, questionnaire design,
sample selection, data collection process and methods of analysis.

Focus group studies are implemented to solicit the appropriate item for questionnaire design and the products chosen that meant the same things for both the Hong Kong and the Guangzhou samples. The public place intercept method outside the two casual chain stores using systematic sampling is adopted for survey fieldwork.

The several phases of analysis for the total and the two independent samples are discussed. The statistical techniques used for analyzing survey findings, factor analysis, testing of the hypotheses and the method chosen to evaluate the overall performance of the proposed model are discussed.

END NOTES---CHAPTER 4


Patterson, Maurice and Nelson Tang (1998). Suggesteions provided by the respective external and internal examiners of Lau’s Phd. unpublished thesis. *Emotions and Related...


33 Park, C. Whan and S. Mark Young (1986). Consumer Response to Television


CHAPTER 5

FINDINGS AND ANALYSIS

5. INTRODUCTION

The previous chapter dealt with the methodology employed for this study. The research was by person-to-person interviews at the exits of the Giordano and Bossini stores. The research design used Izard’s (1977) DES-II measure as Part A to explore the ten fundamental emotions of respondents over the immediate past two days. Part B surveys on cognitive involvement as in Putrevy and Lord’s (1994). Part C was to ascertain the degree to which the person mentioned would influence the decision to buy. In other words, the author explores how the “subjective norm” affects the purchasing behavior of the respondents in this study. Part D dealt with measuring the extent of “Chineseness” and the last part of the questionnaire dealt with respondent demographics. The questionnaire consisted of two versions of the same questions. Only the scripts were different and both were tested for ease of comprehension. One for Hong Kong and the other for the Chinese coastal city of Guangzhou. The minimum age adopted was eighteen to lay aside the problems of child development as in Inkeles and Levinson’s (1969) approach as explained in the methodology chapter. A sample size of 300 each was employed for both cities and the systematic random sampling method was used. The usable sample size was 280 for Hong Kong and 283 for Guangzhou.
5.1 Sample profile---Demographics

The sample demographic profile for Hong Kong, Guangzhou and the overall for both cities are first discussed below:

5.1.1. Sex and Age

The overall sample profile for both cities; Hong Kong and Guangzhou consists of a total of 563 respondents. The age and sex distribution is according to systematic sampling as discussed before. The overall age distribution corresponding to the sex variable for both cities is presented in Figure 5.1 as shown below:

**FIGURE 5.1**

**AGE AND SEX DISTRIBUTION IN TOTAL OF THE TWO CITIES**

On the whole, female accounts for most of the respondents in all age groups. The largest group in terms of both age and sex is the younger group of 18-25 year old females. This phenomenon
is not surprising as the two causal wear chain stores target to the younger age consumers of under 35. As expected, the second largest group are in the age brackets of between 26-35 with the smallest group between the age of 46-55 with males accounting for the smaller proportion in each age sector.

The Hong Kong sample is presented in Figure 5.2 as shown below:

FIGURE 5.2

AGE AND SEX DISTRIBUTION OF THE HONG KONG SAMPLE

In Hong Kong, the major group of age and sex distribution in total is 26-35 in which 23% are females and 16% are males. The minor group is the same as the overall sample in the 46-55 age category, which has only 4% in both the female and male groups.

The Guangzhou sample is presented in Figure 5.3 as shown below:
In Guangzhou, the age and sex are concentrated in the group of 18-25 in which there are about 34% female and 17% male. As in the overall sample of the two cities, the people are mainly distributed in the group of 18-25 in which both the both sexes consist of the most respondents at almost 35% for females and male exceeds 15%. Similar to the Hong Kong sample, there are less than 5% in both female and male in the group of 46-55 and only negligible respondents who are aged 17 who should not have been interviewed by the Guangzhou interviewers as the minimum age was set at eighteen.

5.1.2. Sex and Martial Status

In general for the overall sample, it is shown that more than half of the respondents are single and most of them are female. On average, as shown in Figure 5.4, it is presented that nearly 35% of the total respective sample are single females and almost 25% are single males which match the profile of the actual consumers as reported by the two chain stores. Moreover, it is demonstrated in Figure 5.5 that there is only very few respondents in the divorced group which is far lagging behind the single and married ones. In fact, the divorced category represents the smallest in size, less than 1.5%, in terms of both sexes.
The marital status and sex distribution for the Hong Kong sample is shown in the following figure below:

Similar to the overall sample distribution, the sample in Hong Kong are mostly single females at about 35% followed by single males at about 26%. Married females then dominate the next group at 24% and males at 14%. Divorced males represent less than 1%.
The marital status and sex distribution in Guangzhou is shown in figure 5.6 as below:

**FIGURE 5.6**

**MARITAL STATUS AND SEX DISTRIBUTION IN GUANGZHOU**

The marital status and sex distribution for the Guangzhou sample is very similar to the Hong Kong one in which single females and then married ones represent the two biggest groups followed by single males and married males. There is no divorced male in the Guangzhou sample.

5.1.3. **Sex and Educational Background**

The overall educational background and sex distribution of both samples of Hong Kong and Guangzhou are shown in figure 5.7 below:
Regarding the overall sex and educational background, females have a higher educational background than males except at the technical college level. Secondary female school graduates predominate at 20% of respondents. Post secondary school female graduates account for over 32%.

The educational background and sex distribution of the Hong Kong and the Guangzhou samples are shown in figures 5.8 and 5.9 respectively below:
FIGURE 5.8
EDUCATION AND SEX DISTRIBUTION OF THE HONG KONG SAMPLE

![Bar chart showing education and sex distribution for Hong Kong sample]

FIGURE 5.9
EDUCATION AND SEX DISTRIBUTION OF THE GUANGZHOU SAMPLE

![Bar chart showing education and sex distribution for Guangzhou sample]

Regarding the sex and educational background for Hong Kong and Guangzhou, it is clearly demonstrated in figure 5.8 and 5.9, which are more or less self-explanatory. Of significance is that most of the respondents in total and in Hong Kong are females who have completed
Secondary School (F1-F5) which are more than 20%. In the meantime, it is surprising that most of the respondents in Guangzhou are males who are Higher Diploma holders which amounts to 20% and those who has finished Secondary School (F1-F5) are more than 15%. On the whole, males in Guangzhou have a higher educational level than the females’ counterparts.

5.1.4. Personal Income

The personal income status of the Hong Kong respondents is shown in figure 5.10 below:

FIGURE 5.10

PERSONAL INCOME OF THE HONG KONG SAMPLE

Approximately 34% or a third of the Hong Kong respondents earn HK$9999 or below (833 pound sterling; HK$12 to one sterling pound). This reflects the true average of the Hong Kong people where the average monthly income is approximately at a little over $9000 according to government’s statistics. This also reflects that the act of purchasing causal wear would pose no significant relationship with the personal income of the Hong Kong respondents. The bulk of the Hong Kong respondents are middle to upper middle income earners earning under HK$30,000 per month.

Figure 5.11 shows the personal income of the Guangzhou sample:
The respondents in Guangzhou are comparatively poorer than their Hong Kong counterparts. Most earn in the region of RMB1000-1499 (about 77-116 pound sterling; RMB 12.96 to one sterling pound). The next group is even lower at RMB749 or below. Very few respondents are in the upper income category reflecting little correlation between income and casual wear.

5.1.5 Household Income

The household income of the Hong Kong and the Guangzhou samples are shown in Figure 5.12 and 5.13 respectively below:
Remember the findings earlier that respondents of both samples are predominantly young and single, it follows that household income may be more meaningful for interpretation than personal income.
Figures 5.12 and 5.13 demonstrate the household income in Hong Kong and Guangzhou respectively. In Hong Kong, well over half of the respondents belong to the household income category of between RMB$20000-49999 (1667-5000 sterling pound) per month. In Guangzhou, most of the responding units claim that they have RMB$2500-4499 (193-350 sterling pound) household income each month which represents middle household income for the city as shown in the city’s statistics.

5.1.6 Occupation

The occupation condition in total, in both Hong Kong and Guangzhou is shown in figure 5.14 below:

**FIGURE 5.14**

**OCCUPATION OF THE HONG KONG AND THE GUANGZHOU SAMPLES**

In general, Governmental general officials, white collar workers and students are the three main occupations that almost half of all respondents come from.
In Hong Kong, most of the respondents are white-collar workers representing 18%. The next three largest groups are in the profession of students at close to 14%, followed by professionals and government general officers of lower rankings. Very few respondents, always close to none, work as senior government officials, government heads or are retired.
In Guangzhou, 20% responding units are government general officials followed by students, white-collar workers and supervisory workers. Similar to their Hong Kong counterparts, Guangzhou also has the fewest respondents who work as governmental senior management, governmental section heads and who are retired. This phenomenon is consistent with the age profile found in which most respondents are young people who would not be represented yet in the more senior occupations.

### 5.2 Purchase and Shopping Behaviour

#### 5.2.1. % of Respondents Shopping in Giordano and Bossini

Figure 5.17 depicts the % of respondents who have ever purchased in either Giordano or Bossini in Hong Kong and Guangzhou.
In figure 5.17, we can see that the respondents who ever purchased in Giordano are far greater than those in Bossini, whether in Hong Kong or Guangzhou. For Giordano, the people who have ever purchased are mostly Hong Kong females whereas the least people are Guangzhou males. For Bossini, the people ever purchased are mostly Guangzhou females and the people who least purchased are Guangzhou males.

5.2.2. Purchasing Behaviour

Figure 5.18 shows the % of people who have just purchased in Giordano and Bossini.
The above figure shows that amongst the Hong Kong and Guangzhou people shopping in Giordano and Bossini. More people just bought in Bossini than in Giordano. In detail, more than 50% of Hong Kong people have just bought in Bossini and more than 40% of them in Giordano. Meanwhile, in Guangzhou, only 50% and 30% people have just bought in Giordano and Bossini respectively. This phenomenon can only be postulated that Bossini at the time was conducting selective item sales in both cities.

5.3 EMOTION EVALUATION

Emotional Dimensions of the Two Samples in Total and Individually During the Past Two Days

5.3.1. Emotion in Total of the Hong Kong and Guangzhou Samples

Generally speaking, the following figure 5.19 shows the emotion phenomenon of the two samples during the past two days:
FIGURE 5.19
EMOTION DIMENSIONS OF THE 2 SAMPLES DURING THE PAST TWO DAY

Figure 5.8: The emotion in Hong Kong and Guangzhou

With regards to the emotion phenomenon, the mean and top two boxes (percentage of those who ever experience the respective emotion phenomenon are shown in the following table:

TABLE 5.1
EMOTION DIMENSIONS OF THE 2 SAMPLES DURING THE PAST TWO DAYS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total population</th>
<th>Hong Kong</th>
<th>Guangzhou</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean rating</td>
<td>*Top two boxes</td>
<td>Mean rating</td>
</tr>
<tr>
<td>Guilty</td>
<td>3.5</td>
<td>51%</td>
<td>3.6</td>
</tr>
<tr>
<td>Shy</td>
<td>3.5</td>
<td>51%</td>
<td>3.6</td>
</tr>
<tr>
<td>Afraid</td>
<td>2.0</td>
<td>11%</td>
<td>1.8</td>
</tr>
<tr>
<td>Scornful</td>
<td>1.8</td>
<td>8%</td>
<td>1.6</td>
</tr>
<tr>
<td>Disgusted</td>
<td>2.0</td>
<td>10%</td>
<td>2.0</td>
</tr>
<tr>
<td>Angry</td>
<td>2.1</td>
<td>12%</td>
<td>2.1</td>
</tr>
</tbody>
</table>
5.3.2. Factors for the Ten Emotional Dimensions

In order to present the ten emotional dimensions in a more meaningful way, the author has grouped these ten emotional dimensions into two aspects (good mood and bad mood) by employing factor analysis. Good mood includes the first two dimensions of attentive and joy. Bad mood includes the dimensions of surprise, sad, angry, disgusted, scornful, afraid, shy and guilty. In fact, these two factors can explain 56.7% of total variances with regard to these ten emotional dimensions.

Using Varimax rotation, the Principle Component factor analyses performed to reduce the ten emotional dimensions into more meaningful groupings are shown as follows in Table 5.2:

**TABLE 5.2**

**THE TWO FACTORS**

<table>
<thead>
<tr>
<th>FACTOR 1 - GOOD MOOD</th>
<th>FACTOR LOADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attentive</td>
<td>0.82221</td>
</tr>
<tr>
<td>Joy</td>
<td>0.82209</td>
</tr>
<tr>
<td><strong>Variance explained</strong></td>
<td><strong>14.5%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACTOR 2 - BAD MOOD</th>
<th>FACTOR LOADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surprise</td>
<td>0.80846</td>
</tr>
<tr>
<td>Sad</td>
<td>0.79535</td>
</tr>
<tr>
<td>Angry</td>
<td>0.75085</td>
</tr>
<tr>
<td>Disgusted</td>
<td>0.70786</td>
</tr>
<tr>
<td>Scornful</td>
<td>0.68639</td>
</tr>
</tbody>
</table>
In order to show that these two dimensions (good mood and bad mood) are internally consistent, the author has employed the Cronbach reliability test. The following Tables 5.3, Table 5.4 and 5.5 show the Cronbach’s alpha for the total two samples, the Hong Kong and the Guangzhou samples respectively.

**Table 5.3: The Cronbach’s Alpha for the Total Two Samples**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Included measuring scales</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good mood</td>
<td>Attentive</td>
<td>0.59</td>
</tr>
<tr>
<td></td>
<td>Joy</td>
<td></td>
</tr>
<tr>
<td>Bad mood</td>
<td>Surprise</td>
<td>0.86</td>
</tr>
<tr>
<td></td>
<td>Sad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Angry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disgusted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scornful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Afraid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guilty</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.77</td>
</tr>
</tbody>
</table>

The Alpha test is performed to check internal reliability (Cronbach, 1951). As shown above, both alpha coefficients exceed the minimum acceptable cut-off point of 0.50 for exploratory...
research (Nunnally, 1978). Therefore, it can be said that internal reliability is consistent.

**Table 5.4: The Cronbach's Alpha for the Hong Kong Sample**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Included measuring scales</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good mood</td>
<td>Attentive</td>
<td>0.53</td>
</tr>
<tr>
<td></td>
<td>Joy</td>
<td></td>
</tr>
<tr>
<td>Bad mood</td>
<td>Surprise</td>
<td>0.83</td>
</tr>
<tr>
<td></td>
<td>Sad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Angry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disgusted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scornful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Afraid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guilty</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.72</td>
</tr>
</tbody>
</table>

**Table 5.5: The Cronbach's Alpha for the Guangzhou Sample**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Included measuring scales</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good mood</td>
<td>Attentive</td>
<td>0.63</td>
</tr>
<tr>
<td></td>
<td>Joy</td>
<td></td>
</tr>
<tr>
<td>Bad mood</td>
<td>Surprise</td>
<td>0.88</td>
</tr>
<tr>
<td></td>
<td>Sad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Angry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disgusted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scornful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Afraid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guilty</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.79</td>
</tr>
</tbody>
</table>

In the above two samples, the total scale reliability ranges from 0.72 to 0.79. In other words, each dimension is internally consistent no matter whether the sample is shown individually or grouped together according to the principles of Churchill and Nunnally as mentioned before.
Meanwhile, with regard to the mean and top two boxes of bad mood and good mood, Table 5.6 for Hong Kong and Guangzhou are shown as follows:

**TABLE 5.6**
BAD MOOD AND GOOD MOOD OF THE 2 SAMPLES
DURING THE PAST TWO DAYS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total population</th>
<th>Hong Kong</th>
<th>Guangzhou</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean rating</td>
<td>*Top two boxes</td>
<td>Mean rating</td>
</tr>
<tr>
<td>Bad mood</td>
<td>3.5</td>
<td>62%</td>
<td>3.6</td>
</tr>
<tr>
<td>Good mood</td>
<td>1.8</td>
<td>6%</td>
<td>1.7</td>
</tr>
</tbody>
</table>

* The % of respondents choosing 4 or 5 on a 5 point Likert scale.

It appears that both groups were reportedly in a bad mood with over 60% reporting such a state. The author unfortunately did not ask why they felt that way except with the hindsight that the Asian currency turmoil was coming to a boil at the time and people were worried.

**5.4 Cognition Evaluation**
Generally speaking, the following 3 figures show the cognition phenomenon of the two samples:

**FIGURE 5.20**
COGNITION OF THE TWO SAMPLES
FIGURE 5. 21
COGNITION OF HONG KONG

FIGURE 5. 22
COGNITION OF GUANGZHOU

2a:  I think it was a very important decision
2b:  The decision required a lot of thought
2c: There was quite a lot to lose if I bought the wrong garment
2d: Decision was mainly a logical or objective one.
2e: Decision was mainly based on whether the garment served the functional purpose

To explain more clearly the above 3 figures, the author has transformed the figures into the following 3 tables that show the mean and the top three boxes (those respondents who claimed to have possessed the respective cognition:

**TABLE 5.7**

**COGNITION OF THE TOTAL, HONG KONG AND GUANGZHOU SAMPLES**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total population</th>
<th>Hong Kong</th>
<th>Guangzhou</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean rating *Top three boxes</td>
<td>Mean rating *Top three boxes</td>
<td>Mean rating *Top three boxes</td>
</tr>
<tr>
<td>2a) I think it was a very important decision</td>
<td>3.5 28%</td>
<td>3.4 25%</td>
<td>3.6 31%</td>
</tr>
<tr>
<td>2b) The decision required a lot of thought</td>
<td>3.7 35%</td>
<td>3.4 28%</td>
<td>4.0 41%</td>
</tr>
<tr>
<td>2c) There was quite a lot to lose if I bought the wrong garment</td>
<td>3.4 28%</td>
<td>3.0 21%</td>
<td>3.8 34%</td>
</tr>
<tr>
<td>2d) Decision was mainly a logical or objective one</td>
<td>3.7 32%</td>
<td>3.9 37%</td>
<td>3.6 28%</td>
</tr>
<tr>
<td>2e) Decision was mainly based on whether the garment served the functional purpose</td>
<td>4.8 62%</td>
<td>5.0 65%</td>
<td>4.6 59%</td>
</tr>
</tbody>
</table>

* The % of respondents choosing 5, 6 or 7 on a 7 point Likert scale.

Unlike the results obtained on statements on emotions as discussed above, most statements are not agreed by most of the respondents on cognition experienced inside the stores. It is apparent from the above table that 32% or fewer respondents agreed that they experienced such cognitive states. The only major finding is that on the statement "Decision was mainly based on whether the garment served the "functional purpose" denoting that most people agreed they were concerned about the functional purpose of the purchase of casual wear. In this case, 62% in total agreed on this point with a mean of 4.8.
5.5 Subjective Norm Evaluation

5.5.1. Subjective norm evaluation

The following 3 figures show the subjective norms of the total, Hong Kong and Guangzhou samples:

FIGURE 5. 23
SUBJECTIVE NORM OF THE TWO SAMPLES

FIGURE 5. 24
SUBJECTIVE NORM OF HONG KONG
FIGURE 5.25
SUBJECTIVE NORM OF GUANGZHOU

4a : The sales person’s opinion would be important
4b : My friend’s opinion would be important
4c : My family member’s opinion would be important
4d : The opinions of people I respect would be important
4e : My colleagues or school mates’ opinion would be important
4f : No one’s opinion was important except my own

Again, to show more clearly the analyses of the above 3 figures, the author has provided the following table for discussion. Table 5.8 shows the mean rankings and the top three boxes (those respondents who commented that the respective persons are important to them):

TABLE 5.8
SUBJECTIVE NORMS OF THE TOTAL, HONG KONG AND GUANGZHOU SAMPLES

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total population</th>
<th>Hong Kong</th>
<th>Guangzhou</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>*Top</td>
<td>Mean</td>
</tr>
</tbody>
</table>

232
<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
<th>Three Boxes</th>
<th>Rating</th>
<th>Three Boxes</th>
<th>Rating</th>
<th>Three Boxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sales person’s opinion would be important</td>
<td>3.0</td>
<td>18%</td>
<td>2.6</td>
<td>17%</td>
<td>3.4</td>
<td>20%</td>
</tr>
<tr>
<td>My friend’s opinion would be important</td>
<td>4.5</td>
<td>58%</td>
<td>4.2</td>
<td>50%</td>
<td>4.9</td>
<td>65%</td>
</tr>
<tr>
<td>My family member’s opinion would be important</td>
<td>4.5</td>
<td>58%</td>
<td>4.0</td>
<td>45%</td>
<td>5.1</td>
<td>72%</td>
</tr>
<tr>
<td>The opinions of people I respect would be important</td>
<td>4.6</td>
<td>57%</td>
<td>4.0</td>
<td>44%</td>
<td>5.1</td>
<td>70%</td>
</tr>
<tr>
<td>My colleagues or school mates’ opinion would be important</td>
<td>4.4</td>
<td>57%</td>
<td>3.9</td>
<td>43%</td>
<td>5.0</td>
<td>71%</td>
</tr>
<tr>
<td>No one’s opinion was important except my own</td>
<td>3.3</td>
<td>21%</td>
<td>2.9</td>
<td>14%</td>
<td>3.7</td>
<td>29%</td>
</tr>
</tbody>
</table>

*The % of respondents choosing 5, 6 or 7 on a 7 point Likert scale.

It is clearly shown that over half of the respondents agreed that the opinions of friends, family members, people they respected, colleagues and school mates were important. Of interest is that much more Guangzhou respondents agreed on these points. Of least importance for both groups was salesmen’s opinions followed by their own selves”.

### 5.6 Chineseness

#### 5.6.1. Chineseness evaluation

Regarding the concept of Chineseness, the author has employed 10 dimensions to measure it. Figure 5.26 shows the total, Hong Kong and Guangzhou sample respondents expressing their opinions toward the ten statements asked.

**FIGURE 5.26**
Q5a  Women should stay at home and take care of household duties.
Q5b  My relationship with my parents are formalised.
Q5c  When making important decisions, consideration of family comes first
Q5d  Not losing face is important
Q5e  I feel strongly about returning favours to others
Q5f  Every family should have a son
Q5g  If you have been my teacher for a day, I will treat you as my father forever
Q5h  Showing emotion openly is unacceptable
Q5i  One should not go to extremes in one's behaviour
Q5j  In decision making, one should conform to the majority's opinion

To explain more clearly what is shown in the above diagram, the following table is devised to state the mean and the % of respondents who have claimed that they are more agreeable to the statements asked:
<table>
<thead>
<tr>
<th>Statement</th>
<th>Total population</th>
<th>Hong Kong</th>
<th>Guangzhou</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean rating</td>
<td>*Top three boxes</td>
<td>Mean rating</td>
</tr>
<tr>
<td>Q5a Women should stay at home and take care of household duties</td>
<td>2.8</td>
<td>21%</td>
<td>2.4</td>
</tr>
<tr>
<td>Q5b My relationship with my parents are formalised</td>
<td>5.0</td>
<td>65%</td>
<td>5.4</td>
</tr>
<tr>
<td>Q5c When making important decision, consideration of family comes first</td>
<td>5.1</td>
<td>72%</td>
<td>5.2</td>
</tr>
<tr>
<td>Q5d Not losing face is important</td>
<td>4.4</td>
<td>49%</td>
<td>4.2</td>
</tr>
<tr>
<td>Q5e I feel strongly about returning favours to others</td>
<td>5.3</td>
<td>72%</td>
<td>5.4</td>
</tr>
<tr>
<td>Q5f Every family should have a son</td>
<td>2.7</td>
<td>21%</td>
<td>2.3</td>
</tr>
<tr>
<td>Q5g If you have been my teacher for a day, I will treat you as my father forever</td>
<td>4.8</td>
<td>58%</td>
<td>4.7</td>
</tr>
<tr>
<td>Q5h Showing emotion openly is unacceptable</td>
<td>3.9</td>
<td>36%</td>
<td>3.9</td>
</tr>
<tr>
<td>Q5i One should not go to extremes in one’s behaviour</td>
<td>5.2</td>
<td>69%</td>
<td>5.1</td>
</tr>
<tr>
<td>Q5j In decision making, one should conform to the majority’s opinion</td>
<td>4.4</td>
<td>50%</td>
<td>4.2</td>
</tr>
</tbody>
</table>

* The % of respondents choosing 5, 6 or 7 on a 7 point Likert scale.

The results indicate that both samples are high on the Chineseness dimensions of a formalised relationship with parents (Q5b) with 65% of respondents for the top 3 boxes and interestingly, 72% of Hongkongers as compared with only 58% of their Guangzhou counterparts with a mean of 5.4 and 4.7 respectively. Close to three quarters of the people agreed that the family came first when making important decisions (Q5c) and returning favours to others (Q5e). Also of interest is that conformity to moderation of behavior (Q5j) is agreed especially by the Guangzhou respondents at 74% with a mean of 5.3.
5.6.1.1. Factor Analysis on the Ten Chineseness Dimensions

In order to present the ten Chineseness dimensions in a more meaningful way, the author has grouped these ten emotional dimensions into five aspects by employing factor analysis. Using Varimax rotation, the Principal Component factor analysis was performed to reduce the ten Chineseness dimensions into more meaningful groupings are shown below in Table 5.10. (All Eigenvalues are greater than one):

### TABLE 5.10
THE FIVE FACTORS

<table>
<thead>
<tr>
<th>FACTOR 1 - FAMILY</th>
<th>FACTOR LOADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5B</td>
<td>0.89307</td>
</tr>
<tr>
<td>Q5C</td>
<td>0.86170</td>
</tr>
<tr>
<td>Variance explained</td>
<td>23.6%</td>
</tr>
<tr>
<td>Q5B My relationship with my parents are formalised.</td>
<td></td>
</tr>
<tr>
<td>Q5C When making important decisions, consideration of family comes first.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACTOR 2 - RELATIONSHIP</th>
<th>FACTOR LOADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5G</td>
<td>0.86294</td>
</tr>
<tr>
<td>Q5E</td>
<td>0.85961</td>
</tr>
<tr>
<td>Variance explained</td>
<td>15.4%</td>
</tr>
<tr>
<td>Q5G If you have been my teacher for a day, I will treat you as my father forever.</td>
<td></td>
</tr>
<tr>
<td>Q5E I feel strongly about returning favours to others.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACTOR 3 - ROLE</th>
<th>FACTOR LOADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5A</td>
<td>0.85750</td>
</tr>
<tr>
<td>Q5F</td>
<td>0.85177</td>
</tr>
<tr>
<td>Variance explained</td>
<td>14.4%</td>
</tr>
<tr>
<td>Q5A Women should stay at home and take care of household duties.</td>
<td></td>
</tr>
<tr>
<td>Q5F Every family should have a son.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACTOR 4 - FACE</th>
<th>FACTOR LOADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5H</td>
<td>0.88080</td>
</tr>
<tr>
<td>Q5D</td>
<td>0.84085</td>
</tr>
</tbody>
</table>
Variance explained 12.2%

Q5H Showing emotion openly is unacceptable.
Q5D Not loosing face is important.

**FACTOR 5 - Doctrine of the Mean**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5I</td>
<td>0.85096</td>
</tr>
<tr>
<td>Q5J</td>
<td>0.83370</td>
</tr>
</tbody>
</table>

Variance explained 11.0%

Q5I One should not go to extremes in one's behaviour.
Q5J In decision making, one should conform to the majority's opinion.

**CUMULATIVE VARIANCE:** 76.5%

### TABLE 5.10A

**FACTOR ANALYSIS FOR THE TEN CHINESENESS DIMENSIONS**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Eigenvalue</th>
<th>% Variance Explained</th>
<th>% Accu. Var. Explained</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMILY</td>
<td>2.36031</td>
<td>23.6</td>
<td>23.6</td>
</tr>
<tr>
<td>RELATIONSHIP</td>
<td>1.53512</td>
<td>15.4</td>
<td>39.0</td>
</tr>
<tr>
<td>ROLE</td>
<td>1.43549</td>
<td>14.4</td>
<td>53.3</td>
</tr>
<tr>
<td>FACE</td>
<td>1.22266</td>
<td>12.2</td>
<td>65.5</td>
</tr>
<tr>
<td>DOCTRINE OF THE MEAN</td>
<td>1.09650</td>
<td>11.0</td>
<td>76.5</td>
</tr>
</tbody>
</table>

5.6.1.2. Reliability Tests on the Chineseness Dimensions

By employing factor analysis, the author has grouped the Chineseness measuring scales into five dimensions. These five dimensions can explain 76.5% of the total variances as shown above. However, a reliability test is still considered necessary to determine the structural reliability for Chineseness. The results are presented for the total, Hong Kong and Guangzhou respondents in Tables 5.11, 5.12 and 5.13, respectively:
Table 5.11: The Cronbach's Alpha for Total Sample

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Included measuring scales</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>5B,5C</td>
<td>0.68</td>
</tr>
<tr>
<td>Relationship</td>
<td>5G,5E</td>
<td>0.73</td>
</tr>
<tr>
<td>Role</td>
<td>5A,5F</td>
<td>0.66</td>
</tr>
<tr>
<td>Face</td>
<td>5H,5D</td>
<td>0.69</td>
</tr>
<tr>
<td>Doctrine of the Mean</td>
<td>5I,5J</td>
<td>0.64</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.64</td>
</tr>
</tbody>
</table>

Regarding the total sample, the Cronbach’s alpha ranges from 0.64 to 0.73 for each factor derived. The total scale reliability which includes 10 items (Q5a - Q5j) is 0.64. This indicates that each dimension is internally consistent. As well, the Cronbach’s alpha for Hong Kong and Guangzhou samples individually are shown in the following tables (Tables 5.12 and 5.13). Both of them pinpoint that their overall reliability is 0.64. This means that each dimension is also internally consistent.

Table 5.12: The Cronbach’s Alpha for Hong Kong Sample

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Included measuring scales</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>5B,5C</td>
<td>0.78</td>
</tr>
<tr>
<td>Relationship</td>
<td>5G,5E</td>
<td>0.72</td>
</tr>
<tr>
<td>Role</td>
<td>5A,5F</td>
<td>0.81</td>
</tr>
<tr>
<td>Face</td>
<td>5H,5D</td>
<td>0.68</td>
</tr>
<tr>
<td>Doctrine of the Mean</td>
<td>5I,5J</td>
<td>0.74</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.64</td>
</tr>
</tbody>
</table>

Table 5.13: The Cronbach’s Alpha for Guangzhou Sample

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Included measuring scales</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>5B,5C</td>
<td>0.54</td>
</tr>
<tr>
<td>Relationship</td>
<td>5G,5E</td>
<td>0.75</td>
</tr>
</tbody>
</table>
The Hong Kong and Guangzhou respondents' comments on these five dimensions are shown in Figure 5.27 below. It can readily be observed that nearly all the means for these five dimensions are above 4 for both samples. In other words, the majority of the respondents have positive comments with regards to Chineseness or described in another way, the extent of their Chineseness is high.

<table>
<thead>
<tr>
<th>Role</th>
<th>5A,5F</th>
<th>0.49</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face</td>
<td>5H,5D</td>
<td>0.72</td>
</tr>
<tr>
<td>Doctrine of the Mean</td>
<td>5I,5J</td>
<td>0.51</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.64</td>
</tr>
</tbody>
</table>

FIGURE 5.27
CHINESENESS OF THE TOTAL, HONG KONG AND GUANGZHOU SAMPLES

Again, in order to explain the figure as shown above, the means and the top three boxes for these five dimensions are depicted in the table below:
TABLE 5.14
CHINESENESS OF THE TOTAL, HONG KONG AND GUANGZHOU SAMPLES

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total population</th>
<th>Hong Kong</th>
<th>Guangzhou</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean rating</td>
<td>*Top three boxes</td>
<td>Mean rating</td>
</tr>
<tr>
<td>Family (Q5B &amp; Q5C)</td>
<td>2.8</td>
<td>20%</td>
<td>2.4</td>
</tr>
<tr>
<td>Relationship (Q5G &amp; Q5E)</td>
<td>5.1</td>
<td>75%</td>
<td>5.3</td>
</tr>
<tr>
<td>Role (Q5A &amp; Q5F)</td>
<td>4.1</td>
<td>45%</td>
<td>4.0</td>
</tr>
<tr>
<td>Face (Q5H &amp; Q5D)</td>
<td>5.1</td>
<td>72%</td>
<td>5.1</td>
</tr>
<tr>
<td>Doctrine of the Mean (Q5I &amp; Q5J)</td>
<td>4.8</td>
<td>65%</td>
<td>4.7</td>
</tr>
</tbody>
</table>

* The % of respondents choosing 5, 6 or 7 on a 7 point Likert scale.

Except for the factor labelled Family, nearly half and above of the respondents highly agreed with the Chineseeness statements. In particular, the factors labelled Relationship and Face are very highly agreed by 75% and 72% respectively with a mean of 5.1 for both individual factors for the total samples.

5.7. Relationship between the Action of Purchase and Emotional Dimensions

According to Holbrook et al. (1982), product consumption experiences involve different emotional responses such as joy, excitement, pride, anger, sadness and guilt. Kuhl (1986) also mentioned that these emotional responses or dimensions act as motivators that exert great influence on memory and thought process. In other words, the emotional dimensions (joy, excitement, pride, anger, sadness, and guilt) would deeply emotion the purchase act. As a consequence, the aim of this part of the analysis is to investigate the relationship between the action of purchase and emotional
dimensions in Hong Kong as well as in Guangzhou. In order to test these hypotheses
the Pearson’s Correlation Analysis is employed.

In the case of a straight line or linear regression model, the adequacy of the model is
assessed by using a test statistic of the correlation coefficient which is also named the
“Pearson correlation coefficient” which measures the strength of the linear relationship
between two variables. The Greek letter \( p \) and its \( r \) denote the true relationship and its
sample estimate respectively (Spooner and Lewis, 1995).

5.7.1. Pearson’s Correlation Coefficient Analysis

After performing the Pearson’s Correlation Analysis, the correlation coefficients for the ten
emotional dimensions that has been reduced to the two factors of “good mood and “bad mood”
concerning the action of purchase for Hong Kong and Guangzhou are shown in the following
Table 5.15:

**TABLE 5.15**

**CORRELATION COEFFICIENTS FOR THE TWO FACTORS “GOOD MOOD” AND
“BAD MOOD” WITH THE ACTION OF PURCHASE FOR THE TOTAL TWO
SAMPLES**

<table>
<thead>
<tr>
<th>ACTION OF PURCHASE</th>
<th>Hong Kong – Pearson correlation coefficients</th>
<th>Guangzhou – Pearson correlation coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>r</td>
</tr>
<tr>
<td>Good Mood</td>
<td>0.27*</td>
<td>0.38*</td>
</tr>
<tr>
<td>Bad Mood</td>
<td>-0.20*</td>
<td>-0.22*</td>
</tr>
</tbody>
</table>

*--------- t test significant at \( \alpha \) less than or equal to 0.05.

For both samples, it is shown that the positive emotional dimensions of attentive and joy
labelled as “Good Mood” have significant correlation with the action of purchase with the \( r \)
values greater than 0.05. In other words, Hong Kong and Guangzhou people purchasing causal
wear would be positively influenced by good mood. In contrast, it is found that a negative correlation exists between "Bad Mood" and purchase for both groups with the r values at -0.20 and -0.22 for Hong Kong and Guangzhou respectively. This means that people purchasing casual wear would be negatively affected by bad mood.

5.8. RELATIONSHIP BETWEEN THE ACTION OF PURCHASE AND THE DIMENSIONS (EMOTION FEELING, COGNITION AND SUBJECTIVE NORMS) —— { HYPOTHESES TESTING }

5.8.1. Emotion Effect on Purchase (Hypothesis Testing)

The author wants to know whether purchase behavior is affected by emotion. Therefore, the following Hypothesis One is derived: (All hypotheses testing employ Regression analysis with α significant at ≤ 0.05.

**Hypothesis One**:

- **Hypothesis One** : Purchase (P) is not affected by Emotion (E) in Hong Kong and Guangzhou.
- **Hypothesis One**: Purchase (P) is affected by Emotion (E) in Hong Kong and Guangzhou.

The results are as follows:

**Regression**

- Adjusted R Square 0.13
- Signif F = 0.0002 < 0.05

<table>
<thead>
<tr>
<th>Variable</th>
<th>B (regression coefficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Mood</td>
<td>0.31*</td>
</tr>
<tr>
<td>and Bad Mood</td>
<td>-0.25*</td>
</tr>
<tr>
<td>(Constant)</td>
<td>0.15</td>
</tr>
</tbody>
</table>

* — t test significant at α≤ 0.05.

The results show that the adjusted R Square is 0.13, which signifies that the variations of good and bad moods account for 13% of the variation of purchase.

Good mood positively influences purchase and bad mood adversely influences purchase for
both Hong Kong and Guangzhou respectively.

**Hypothesis One A_0**: Purchase (P) is not affected by Emotion (E) in Hong Kong.
**Hypothesis One A_***: Purchase (P) is affected by Emotion (E) in Hong Kong.

The results are as follows:

**Regression**
Adjusted R Square 0.08
Sig F = 0.0000 < 0.05

<table>
<thead>
<tr>
<th>Variable</th>
<th>B (regression coefficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Mood</td>
<td>0.28*</td>
</tr>
<tr>
<td>Bad Mood</td>
<td>-0.22*</td>
</tr>
<tr>
<td>(Constant)</td>
<td>0.18</td>
</tr>
</tbody>
</table>

* — t test significant at $\alpha < 0.05$.

The results show that the adjusted R Square is 0.08 signifies that the variations of good and bad moods account for 8% of the variation of purchase in Hong Kong.
Again, good mood positively emotions purchase and bad mood adversely emotions purchase.

To test the emotion effect on the purchasing behaviour in Guangzhou, the following hypotheses are stated and tested:

**Hypothesis One B_0**: Purchase (P) is not affected by Emotion (E) in Guangzhou.
**Hypothesis One B_***: Purchase (P) is affected by Emotion (E) in Guangzhou.

The results are as follows:

**Regression**
Adjusted R Square 0.16
Signif F = 0.0000 < 0.05

<table>
<thead>
<tr>
<th>Variable</th>
<th>B (regression coefficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Mood</td>
<td>0.33*</td>
</tr>
<tr>
<td>Bad Mood</td>
<td>-0.24*</td>
</tr>
<tr>
<td>(Constant)</td>
<td>0.17</td>
</tr>
</tbody>
</table>

* — t test significant at $\alpha \leq 0.05$.

The results show that the adjusted R Square is 0.16 signifies that the variations of good and bad moods account for 16% of the variation of purchase in Guangzhou, which is comparatively greater than Hong Kong.
Again, good mood positively emotions purchase and bad mood adversely emotions purchase.
5.8.2. Cognition Effect on Purchasing Behaviour (Hypothesis Testing)

In this part, the relationship between the cognition dimension and purchasing behaviour is examined.

To test whether purchasing behaviour is affected by cognition for Hong Kong and Guangzhou, the following hypotheses are derived.

**Hypothesis Two**: Purchase (P) is not affected by Cognition (C) in total.

**Hypothesis Two**: Purchase (P) is affected by Cognition (C) in total.

The results are as follows:

**Regression**

<table>
<thead>
<tr>
<th>Variable</th>
<th>B (regression coefficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition</td>
<td>-0.01*</td>
</tr>
<tr>
<td>(Constant)</td>
<td>0.96</td>
</tr>
</tbody>
</table>

*----t test significant at α ≤ 0.05.

The results show that the adjusted R Square is 0.00 signifies that the variation of cognition accounts for no variation of purchase in both cities. The F value at 0.18 is > than 0.05 suggests that cognition has no significant influence on purchase. The insignificant F value and estimate regression coefficient may be attributable to the fact that casual wear is a low involvement product and has therefore little relation to cognitive orientation. In other words, cognition plays a secondary role than emotion or mood in affecting purchase.

To test whether purchase behavior is affected by cognition in Hong Kong, the following hypotheses are stated and tested:

**Hypothesis Two A**: Purchase (P) is not affected by Cognition (C) in Hong Kong.

**Hypothesis Two A**: Purchase (P) is affected by Cognition (C) in Hong Kong.
The results are shown as follows:

**Regression**

Adjusted R Square  0.00
Signif F = 0.17>0.05

<table>
<thead>
<tr>
<th>Variable</th>
<th>B(regression coefficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition</td>
<td>-0.01*</td>
</tr>
<tr>
<td>(Constant)</td>
<td>0.94</td>
</tr>
</tbody>
</table>

---t test significant at α ≤ 0.05.

The results show that the adjusted R Square is 0.00 signifies that the variation of cognition accounts for no variation of purchase in Hong Kong. The F value at 0.17 is >than 0.05 suggests that cognition has no significant influence on purchase.

The cognition effect on the purchasing behaviour in Guangzhou population is tested as below.

**Hypothesis Two B₀:** Purchase (P) is not affected by Cognition (C) in Guangzhou.

**Hypothesis Two B₁:** Purchase (P) is affected by Cognition (C) in Guangzhou.

The results are as follows:

**Regression**

Adjusted R Square  0.01
Signif F = 0.18>0.05

<table>
<thead>
<tr>
<th>Variable</th>
<th>B(regression coefficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition</td>
<td>-0.02*</td>
</tr>
<tr>
<td>(Constant)</td>
<td>0.92</td>
</tr>
</tbody>
</table>

*-------------t test significant at α ≤ 0.05.

The results show that the adjusted R Square is 0.01 signifies that the variation of cognition accounts for only 0.1% of variation of purchase in Guangzhou. The F value at 0.18 is >than 0.05 suggests that cognition has no significant influence on purchase in Guangzhou.

5.8.3. Effect of Subjective Norm on Purchasing Behaviour

To test whether purchasing behaviour is affected by the subjective norm, the following hypotheses are derived.
Hypothesis Three: Purchase (P) is not affected by Subjective norm (SN) in Hong Kong and Guangzhou.

Hypothesis Three*: Purchase (P) is affected by Subjective norm (SN) in Hong Kong and Guangzhou.

The results are as follows:

**Regression**
Adjusted R Square 0.30
Signif F = 0.00<0.05

<table>
<thead>
<tr>
<th>Variable</th>
<th>B(correlation coefficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective norm</td>
<td>0.55*</td>
</tr>
<tr>
<td>(Constant)</td>
<td>1.00</td>
</tr>
</tbody>
</table>

*---------t test significant at α≤ 0.05.

The results show that the adjusted R Square is 0.30 signifies that the variation of subjective norm accounts for a significant 30% of variation of purchase in Hong Kong and Guangzhou. The F value at 0.00 is< than 0.05 suggests that subjective norm has significant influence on purchase in both cities.

The effect of subjective norm on purchasing behaviour for Hong Kong is now examined. The following hypotheses are tested as follows:

Hypothesis Three A: Purchase (P) is not affected by Subjective norm (SN) in Hong Kong.

Hypothesis Three A*: Purchase (P) is affected by Subjective norm in (SN) in Hong Kong.

The results are as follows:

**Regression**
Adjusted R Square 0.27
Signif F = 0.00<0.05

<table>
<thead>
<tr>
<th>Variable</th>
<th>B(correlation coefficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective Norm</td>
<td>0.52*</td>
</tr>
<tr>
<td>(Constant)</td>
<td>1.01</td>
</tr>
</tbody>
</table>

*---------t test significant at α≤ 0.05.

The results show that the adjusted R Square is 0.27 signifies that the variation of subjective norm accounts for a significant 27% of variation of purchase in Hong Kong. The F value at 0.00 is< than 0.05 suggests that cognition has significant influence on
Considering the effect of Subjective norm on Purchasing behaviour in Guangzhou, the following hypotheses are set and tested:

**Hypothesis Three B₀**: Purchase (P) is not affected by Subjective norm (SN) in Guangzhou.

**Hypothesis Three B₁**: Purchase (P) is affected by Subjective norm (SN) in Guangzhou.

The results are as follows:

**Regression**

Adjusted R Square 0.37

Signif F = 0.00<0.05

<table>
<thead>
<tr>
<th>Variable</th>
<th>B (correlation coefficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition</td>
<td>0.61*</td>
</tr>
<tr>
<td>Constant</td>
<td>0.84</td>
</tr>
</tbody>
</table>

*-------t test significant at α≤ 0.05.

The results show that the adjusted R Square is 0.37 signifies that the variation of subjective norm accounts for a significant 37% of variation of purchase in Guangzhou which is greater than in Hong Kong. The F value at 0.00 is< than 0.05 suggests that cognition has significant influence on purchase in Guangzhou.

### 5.8.4. Degree of Chineseness Effect on Emotion (good and bad mood), Cognition and Subjective Norm

Referring back to the proposed model shown in Chapter 3, the hypotheses are to obtain an initial understanding of the interrelationships between the degree of Chineseness and Emotion, Cognition and the Subjective Norm. Therefore, the Pearson’s Correlation Coefficient Analysis is performed. The result is analysed in the Pearson’s Correlation Matrix as shown below:
### TABLE 5.16
THE PEARSON'S CORRELATION MATRIX

<table>
<thead>
<tr>
<th></th>
<th>DFC</th>
<th>GM</th>
<th>BM</th>
<th>C</th>
<th>SN</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFC</td>
<td>1</td>
<td>0.07</td>
<td>0.03</td>
<td>0.18**</td>
<td>0.72***</td>
</tr>
<tr>
<td>GM</td>
<td></td>
<td>1</td>
<td>0.02</td>
<td>0.11*</td>
<td>0.03</td>
</tr>
<tr>
<td>BM</td>
<td></td>
<td></td>
<td>1</td>
<td>0.06</td>
<td>0.08</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>0.13*</td>
</tr>
<tr>
<td>SN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

*** P<0.0000  
** P<0.05  
* P<0.10

As far as the relationships between DFC (Degree of Chineseness) with Emotion (E)(both good and bad moods), DFC with Cognition (C), and lastly, DFC with Subjective Norm (SN), the correlation coefficients confirm with the two following hypothesised relationships:

1. DFC is found to be positively correlated with Cognition at p<0.05.
2. DFC is found to be positively correlated with Subjective Norm at p<0.0000.
3. However, the hypothesised relationship between DFC and Emotion (GM and BM) is found to be insignificant.
5.9 ANALYTICAL TOOL FOR ANALYSIS OF THE PROPOSED MODEL

To evaluate the overall performance of the proposed model purported in Chapter 3 and to estimate all the corresponding path coefficients simultaneously, linear structural equation modelling provided by EQS (Windows version 5.4) is employed (Bentler, 1995; Bentler and Wu, 1995). Due to its more user-friendly and less stringent assumptions on the multivariate normality of data (c.f. Byrne, 1994; Hair et al, 1995; Bentler, 1995; Bentler and Wu, 1995), EQS is regarded as one of the best alternatives for the more traditional LISTREL software. The corresponding path diagram under investigation is shown below:
Bad Mood

Good Mood

Chineseness

Cognition

Purchase

Subjective Norm

DIAGRAM 5.1
PROPOSED MODEL ANALYSED BY EQS

I.S. = insignificant
*P ≤ 0.05
The results show that the relationship of the degree of Chineseness is insignificant with Emotion (both good and bad moods) and Cognition at $p \leq 0.05$. However, the relationship with Subjective norm is significant at 0.74. These findings are consistent with the discussion in Chapter 1 (Section 1.6) under the discussion of the psychology of the Chinese people. Under the Confucianism heritage, the Chinese restraint over a person’s desires and emotions are rooted in the Confucian tradition (Bond and Hwang, 1986). In terms of Cognition, the mind never fails to attain the proper measure and degree (Doctrine of the Mean) and has nowhere deviated from the right, it attains a state of harmony, according to the various Collection of literary works. As for Subjective Norm, adherence to authoritarianism, parental wishes and societal norms are indicative of the Chinese style of social orientation (Hoosain, 1996; Douglas and Wong, 1977).

Looking at the linkages between Bad Mood, Good Mood, Cognition and Subjective Norm with Purchase, Bad Mood is significant at -0.27, Good Mood at 0.33. Again, Cognition is insignificant and Subjective Norm is significant at 0.53. The interpretation is that Bad Mood is inversely correlated with purchase. Common sense indicates that bad mood logically dampens activity although some literature do indicate that people do buy even unnecessary items or even engage in compulsive buying behaviour in a negative mood. Moore and Isen (1990) concluded that research results indicate that an individual in good moods tend to assess more favourable information from memory, makes more positive judgements, and evaluate more favourably their consumer goods and the opposite is true for bad moods (Isen and Shalker, 1982). As such, it is understandable that good mood is significantly associated with purchase. Cognition, on the other hand, plays an insignificant relationship to purchase in the model as the product chosen is a low-involvement one. Subjective Norm, on the other hand, shows a significant relationship at 0.53 with purchase as supported in the literature review that the Chinese are more collectivistic in nature and are inclined to be influenced by the opinion of significant others.
5.10. CONCLUSION

Chapter 5 started out with the findings on the demographic profiles of each and the total two samples by sex and age, sex and marital status, sex and education, personal and household income and finally, occupation. The % of the respondents who had ever and also just purchased in the two retail outlets are shown. The Emotion dimensions during the past 2 days are analysed by using the mean and % choosing the top boxes. Factors of the ten emotional dimensions are performed and given the labels of “Good” and “Bad” moods. The Cronbach tests for reliability are also done. Next, the Cognition and Subjective Norm evaluations are analysed. Degree of Chineseness by using the mean and % of respondents choosing the top boxes are discussed and factor analysis reduced the statements into five factors. Again, the Cronbach test is performed to test for internal reliability. The Pearson’s Correlation Coefficient Analysis for the ten emotional dimension is done and Regression is used to test the set hypotheses.

Briefly, good mood positively emotions purchase and the opposite is true for bad mood. Findings show no significant relationship between cognition and purchase. However, purchase is found to be affected by the subjective norm. The Pearson Correlation Matrix is performed on the Degree of Chineseness, Good and Bad Moods, Cognition and the Subjective Norm. The findings are that DFC is found to be positively correlated with Cognition and Subjective Norm but not for Emotion. Lastly, the proposed model is tested by EQS and the results only confirmed that the model holds true for the relationships between Chineseness with Subjective Norm, Emotion with Purchase and Subjective Norm with Purchase.
END NOTES:


CHAPTER 6

SUMMARY, CONCLUSIONS & RECOMMENDATIONS

6. INTRODUCTION

This final chapter presents a summary of the research problem and research objectives, a brief condensation of the literature reviewed, restatements of design and methodology, and key research findings, Conclusions are then drawn and recommendations proposed for marketers in light of the findings, Finally, possible future research areas are proposed.

6.1 Summary

6.1.1. The Research Problem
The purpose of this research is to assess the impacts of Emotion and related issues, that are: Cognition and the Subjective Norm on Purchase, and whether the Degree of Chineseness (DIG) influences Emotion, Cognition and the Subjective Norm. Further more, the author purported to test the proposed model incorporating all the above variables influencing purchase.

6.1.2. The research Objectives
Seven objectives were to be achieved:
1. To identify what emotional dimensions correspond to the act of purchase.
2. To ascertain the role of cognition that plays in influencing purchase.

3. To assess the role of the subjective norm in affecting purchase.

4. Particular to the Chinese culture or Chineseness, how Chineseness mediate the aforementioned interrelationships.

5. To compare the dimensions of emotion and cognition and subjective norm on purchase between Hong Kong Chinese and their counterparts in the greater China coastal city of Guangzhou.

6. Through research results, to attempt to build a model that may link purchase, emotion, cognition, the subjective norm and Chineseness for further research pursuits.

7. To enable marketers to understand emotion, cognition, and the subjective norm pertaining to Chinese purchase decision and therefore to build more effective marketing programs.

6.1.3. Brief Condensation Of the Literature Reviewed

Upon explaining why consumer satisfaction was so important to the marketer and having touched briefly on emotion and its related issues; That of cognition and attitude, Chineseness was then discussed amongst other concepts in the beginning chapter.

The literature review chapter contained six sections, A to F. Section A first explored the various definitions of emotion and no consensus could be found on its nature. Two broad categories could be broadly defined. The “cognitive” approach that depicted emotion as the end result of thinking or as a fusion of cognitive and autonomic reactions. The “realist” approach that looked upon emotion as innate biological mechanisms that facilitated survival (biological-evolutionary and neurophysiological). The above orientations were then elaborated in the next section that attempted to provide a framework as to what emotions represented in the broad historical perspective.

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In essence, the next section provided a concise description of emotion as responses of a physical nature, that of body and brain; as a biological-evolutionary or neurophysical orientation; as cognitive appraisals and action tendencies; as a psychological phenomenon and a combination of some of these elements. Section C then dealt with the central issue which was whether cognition and emotion were related or independent of each other and the concept of cognition pertaining to emotion theory was discussed. Section D delineated two syntheses for emotion and cognition: Firstly, orientations on emotion as a cognitive process, emotional processes as distinct from cognitive processes, or the affect of emotional processes on an otherwise cold thinking process. Secondly, orientation that emotion and cognition are two parallel systems that is staged in sequence and formed as feedback systems to regulate emotion and control of noxious experiences. The fifth section related the implications of emotion and cognition for marketers with respect to consumers. The value system was fully discussed, leading to the description of various attitudinal models. Positive and negative emotions and their implications on consumer behaviour were pointed out. Finally, a conclusion was given in the last section.

6.1.4. Brief Summary of the Conceptual Framework

Drawing upon the broad literature reviewed, the author developed a conceptual framework on how emotion, cognition and the subjective norm affected consumer purchase and how the extent of Chineseness differed in this context. Below shows the diagram of the proposed model.
The model suggests that the degree of Chineseness has a bearing on emotion, cognition and the subjective norm. It also suggests that emotion, cognition and the subjective norm affects purchase behaviour, which equates to buy or not buy.
6.1.5. Reiteration of Methodology Adopted

Both exploratory and descriptive research was employed. Firstly, exploratory research including literature review and a total of eight focus group studies (four in Hong Kong and four in Guangzhou) were used to generate insights on the chosen topic to form hypotheses for further testing. After reviewing the relevant literature, focus group interviews were conducted to generate ideas in constructing questionnaire and measuring scales, followed by descriptive research to describe the characteristics of the sample survey, such as the demographic variables like income, sex, age, occupation and so on for prediction of similar phenomena.

An item was selected that had to fulfil the criteria that both cities’ respondents were familiar about and would have an identical meaning for them. Casual wear was the object chosen and two retail chain stores, Giordano and Bossini were chosen because both were very popular in the two cities.

Person-to-person interviews were carried out just outside the two chain outlets using systematic sampling. Part A of the questionnaire used Izard’s (1997) DES II (Differential Scale II) measure of emotion on a five point Likert scale to measure respondent’s emotional responses during the past two days and the correlation with purchase. Part B dealt with cognition using Putrevu and Lord’s instrument (Putrevu and Lord, 1994). Part C measured the social norms and the influences of significant others on purchase. Part D measured the degree of Chineseness. The last part of the questionnaire asked for respondent’s demographics.

For the interpretation of the data, the following were used: Frequency and percentage
tabulations, mean rankings and percentages of respondents choosing the top boxes, factor analysis for grouping and reduction of data for more meaningful analysis, Cronbach Alpha test for checking reliability, Pearson’s correlation coefficient analysis to test relationships, Regression analysis to test the hypotheses, and lastly, linear structural equation modelling provided by EQS was used to test the proposed model.

6.1.6. Summary of Key Research Findings
The overall usable sample size contained 563 (280 from Hong Kong and 283 from Guangzhou) respondents who were predominantly young, single and from middle income homes and high school educated. The number of people who purchased in Giordano far exceeded those in Bossini but more people had just purchased in Bossini probably because of a selective item sale in the latter outlets at the time.

On findings of emotion during the past two days, the dimensions of guilt and shyness predominated with 50% of respondents from both cities feeling likewise. The ten dimensions were reduced into two factors labelled “good” and “bad” moods by Pearson’s Correlation Analysis. The Cronbach Alpha test was performed and found to possess internal reliability. It appeared that both groups were in a bad mood state.

On findings of cognition experienced inside the shops, most respondents did not agree with the statements asked. In other words, it can be postulated that the respondents in the purchase of casual wear did not consider “thinking” important. The only exception was that about 60% agreed that the garment should serve the functional purpose with a mean of 4.8 on a 7 point Likert scale.

On findings of the subjective norm, half of the respondents agreed that the opinions of friends, family members, people they respected, colleagues and schoolmates were important. Guangzhou people agreed more than their Hong Kong counterparts. Of the least importance for both cities were salesmen’s opinions and the respondent’s own
On findings of the degree of Chineseness, the results showed that the Chineseness dimensions of a formalised relationship with parents, considerations of family members, returning favours to others and "doctrine of the mean" (moderation in anything that one does) were very high. The last aspect was particularly so for Guangzhou with 74% of respondents agreeing at a mean of 5.3 on a 7 point Likert scale. As well, of interest is that conformity to the Guangzhou respondents agreed consensus of opinion very highly especially. Of much lesser agreement were the statements that women should stay at home and every family should have a son, although the latter was rated as of greater agreement by more Guangzhou people than Hong Kong Chinese. Respect for authority and not losing face were also agreed as important. The ten Chineseness statements were reduced to five factors by Varimax rotation that were labelled as Family; Relationship; Role; Face and Doctrine of the Mean. The Cronbach Alpha test confirmed that each dimension was internally consistent.

On findings of the relationship between the dependent variable purchase and the independent ones of emotion, cognition, subjective norm and the degree of Chineseness, hypotheses testing were performed by Regression analysis with t test significant at $\alpha \leq 0.05$. On emotion, it was found that good mood significantly affected purchase in a positive way whereas bad mood resulted in the negative direction for both samples, with greater variations for Guangzhou. On cognition, there appeared to be no correlation with purchase. On the subjective norm, the variation very significantly accounted for the variation of purchase, especially so for Guangzhou people. These findings are consistent with the findings on the aspects of Chineseness relating to the influences of significant others. On the degree of Chineseness (DFC), as the author wished to obtain a preliminary understanding of the interrelationships between the DFC and emotion, cognition and the subjective norm, the Pearson's Correlation Coefficient Matrix was performed. The results revealed that DFC was positively correlated with cognition, the subjective norm, but not
with emotion (both good and bad moods).

Lastly, to evaluate the overall performance of the proposed model, linear structural equation modelling provided by EQS was performed. The results confirmed that the model holds true for the relationships between DFC and the subjective norm but not for emotion and cognition. With regards to purchase, bad mood holds true negatively and good mood positively with purchase. Cognition had no significance while subjective norm was found to be very significant with purchase as revealed by the corresponding path coefficients.

6.2. Conclusions and Recommendations

In this part, the author simultaneously examines whether the set objectives have been achieved through this piece of research and at the same time discusses the recommendations and implications for marketers and managers.

Looking at the first objective, that is: To identify what emotional dimensions correspond to the act of purchase, it was found that most respondents (over 60%) were generally in a negative emotion state at the time of survey. The relationship identified between the act of purchase and emotion was such that “good mood” affected purchase positively and “bad mood” did the otherwise. The method used to study emotion in this respect was through personal interviews via public intercepts. One of the objectives of this study is to ascertain how emotion correlates with purchase. In this respect, the methodology used was determined very much by the criteria of feasibility and cost, such that other approaches like the Jamesians’s physiological patterns associated with various emotions; measures of heart rates, skin conductance and the electromyographic and others that test the accompanying emotional responses, or the use of “manipulation” studies whereby subjects are placed in a laboratory settings to “induce” certain emotions for self report or observation were beyond the scope and practicality of this study. The author realised that
to access memories of one's emotive state depends very much on memory and the willingness to accurately report those memories open to a lot of debate on the accuracy of such findings (Orne, 1962\textsuperscript{1}, Loftus & Loftus, 1980\textsuperscript{2}, Cornelius, 1996\textsuperscript{3}). Yet in the context of such a research, asking respondents to remember his emotive state over the last two days seemed justifiable and defended by Steinke and Shields, 1992\textsuperscript{4}). Having commented on the methodology used to achieve the objective, the dimensions of positive and negative emotion do have significance for marketers. Following are the implications of positive and negative emotion:

In Petty et al.'s (1993)\textsuperscript{5} experiment, subjects were exposed to a television advertisement of a pen and other consumer products aired in the context of a comedy and a more neutral program. One group was told that they would be allowed to select a pen afterwards (thus inducing a high involvement situation when the pen ad was aired) and another group an unspecified free gift from other product category (thereby inducing a low involvement situation when the pen ad was being aired to these subjects). Both groups were asked to record their mood, attitudes towards the pen in the advertisement and thoughts in connection with the advertising message after viewing the ad. Wegener and Petty (1996)\textsuperscript{6} commented that “Although mood had no impact on thoughts in the low-elaboration conditions, mood was found to influence thoughts, which in turn influenced attitudes under high-elaboration conditions, the more positive the mood induced by the television program, the more positive were the thoughts in response to the ad, the more favourable were attitudes toward the advertised product. Thus, the Petty et al. (1993) experiment shows that mood can influence attitudes by different processes under high- and low-elaboration conditions. When the likelihood of elaboration is low, the impact of mood on attitudes is relatively direct and unmediated by thoughts, but when the likelihood of elaboration is high, mood influences attitudes by biasing the cognitive activity taking place.”(pp.334). As such, marketers can enhance a positive mood in the context of purchase decisions, especially for low involvement products like casual wears or such other consumer goods. Gorn(1982)\textsuperscript{7}suggested that the television audience might generally
be an uninvolved group of potential customers rather than cognitively oriented problem solvers. Therefore, reaching them through positively emotionally arousing backdrop features may make the difference between purchase and non-purchase. Gorn further pointed out to the results of an experiment proving that hearing preferred or disliked music while being exposed to a product could directly influence product preferences. As reported in Chapter 2, Zajonc(1994) quoted an experiment that showed a rise in forehead temperature when the music was disliked and a fall when it was liked. In another finding, the major key was more preferable to the minor key and fast paced music more positive than slow ones. Kavanaugh et al. (1996) have shown that events correlating with the emotion of happiness or joy, which is a positive emotion, are distinctly different from the events that cues the negative emotions. Happy moods maps onto events of happiness. People are more likely to develop positive associations with the products they encounter when in a positive mood. Wilson et al. (1989) purported that adopting emotion as a theory-driven process has important implications for marketers, particularly in the arena of changing attitudes, tastes and preferences. For example, to elicit positive feelings about a consumer good, positive attributes and benefits of the good can be presented with persuasive arguments. The recommendation is to manipulate people’s emotive expectations for that product.

The second objective relates to the role of cognition that plays in purchase. In this respect, it was found that cognition in this case had no significant influence on purchase. As just discussed above concerning Petty et al.’s experiment, low involvement or low-elaboration situations are little mediated by thoughts. Common sense tells us that events unlikely to lead to substantial risk requires little information processing. Frijda (1994) separated cognition into two distinct meanings in the emotion literature: “Conscious awareness” and “complex information processing”. Cognition in this piece of research refers more to the latter. Involvement was viewed by Laurent and Kapferer (1985) in Bearden et al. as possessing five antecedents. These five antecedents or dimensions form an involvement profile applicable to any product category. These are: (1) “The
perceived importance and risk of the consequences of a mispurchase”. (2) “The subjective probability of a mispurchase”. (3) “The symbolic or sign value attributed”. (4) The hedonic value of the product class” and (5) “Interest”. Recalling the findings reported in Chapter 5 that of all the cognitive statements asked of the respondents, only the one that “decision was mainly based on whether the garment served the functional purpose” was most agreed by over 60% with a mean ranking of 4.8 on a 7 point Likert scale. This most corresponds to the third dimension “The symbolic or sign value attribute” that delineates functional risk from psycho-social risk. (Bearden et al. 1994). It is not known whether casual clothing is considered as a low involvement product in the strictest sense of the term. It is known that clothing as a whole category is a high-involvement one, according to Harrell(1986)13, who lumped clothing, automobiles and jewellery as high involvement goods. Yet Traylor (1981)14 commented that “The terms High-involvement product and Low-involvement product are imprecise. Strictly speaking, no product is inherently ego involving or uninvolving. Only consumers can be ego-oriented, and, for any given product class, one segment can be highly involved and another not”. It seems by logical reasoning that casual clothing such as T-shirts would not be too ego-oriented, so it is taken by the author as a low involvement good and confirmed as such in the focus group discussion studies. Overall, as far as cognition is concerned, cognition plays an insignificant role to the hedonic value or emotions in the influence of purchase of casual clothing and marketers may consider paying more attention to the emotional aspects of the product or the background layout of the outlet to enhance purchase.

The third objective is to assess the role of the subjective norm in affecting purchase. It was found that this variable had significant effect on purchase, particularly for the Guangzhou respondents. The subjective norm is one of the determinants of overt behaviour in Ajzen and Fishbien’s(1980)15 attitudinal model named the “Theory of Reasoned Action (TRA)”. The purpose of the subjective norm (SN) is to measure the social expectations on a person’s behaviour. “This recognises that there are some situations where behaviour is simply not under the attitudinal control of the individual;
rather, the expectations of relevant others are major factors in the ultimate behavioural performance. In this case, the behaviour is said to be under normative control. 

" (Lutz, 1991)". In this research, the social influences were identified as the salesperson’s, friends’, family members’, respected people’s, colleagues’, school mates’ and oneself’s. The results pinpointed that the “significant others” exerting significant influences on purchase included all the above people except salesman’s and oneself’s. SN is a significant predictor of behaviour and held up well under replication procedures (Lane et al., 1988). Perceptions of significant others as a subjective norm in many ways do influence behaviour besides purchase, such as: pro-union voting intentions (Youngblood et al. 1984); nurse’s intention to give up the profession (Lane et al., 1988); prediction of employment status choice intentions; on wage, salary or self-employed basis (Kolvereid, 1996); investment decisions in the application of company shares (East, 1993); predicting small business executive’s decisions to adopt information technology (Harrison et al.) In the low involvement hierarchy model using soft drinks to investigate the relationship between behaviour and attitudes, it was found that subjective norm affected behaviour in high brand committed consumers (Beatty and Kahle, 1988). In other areas of management, subjective norm was found to be a significant predictor of intention to benchmark (Benchmarking is a technique used to measure company performance against the best organisation in the same field). Even for managers with no knowledge of competitive Benchmarking, normative beliefs on opinions of key groups such as top management and employees, were also proved to be the strongest predictor of the Benchmarking intention (Hill et al., 1996). In the areas of marketing, Ho-Lau and Leung (1996), reported numerous decisions that were influenced by social norms and opinions of significant others indicating the importance relating to purchase decisions, from fast moving consumer goods to medical services and many other product categories. Chang et al. (1996) postulated that personal and interpersonal influences were considered simultaneously in researches of clothing choice. MacGillivray & Wilson (1997); May & Koester (1985) demonstrated people employ others: parents; family members; peers; friends and fashion consultants as important sources of information or
support in their decision making processes of buying casual wear. Marketers in this respect may want to explore the application of significant others in the development of marketing campaigns. Moschis (1985) advocated that with the many informal interpersonal communication processes in various settings, the most significant influence in consumer socialisation lay in the family context. Promotional messages advocating the approval of significant others in purchase decisions may therefore help in buying decisions.

The fourth objective is to ascertain how Chineseness mediate the aforementioned interrelationships concerning emotions, cognition and the subjective norm. The factor analysis performed for the ten Chineseness statements yielded five factors that explained 76.5% of the total variances and the Cronbach Alpha test done to make sure that each dimension was internally consistent. It would be meaningful to study how these factors can explain the degree of Chineseness (DFG) in relation to emotion (E), cognition (C) and the subjective norm (SN). Recall that in the findings, except for the factor labelled “family”, other DFC statements were found to be highly agreed, with nearly half and above of the respondents highly agreed with the other four factors labelled as “relationship”, “role”, “face” and “Doctrine of the mean”. In particular, the factors of relationship and face were highly agreed by 75% and 72% respectively with a mean of 5.3 and 5.1 for each of the two factors on a 7 point Likert scale.

Family values, such as parental relationship that is formalised and that consideration of family overrides all considerations, have been in transition in Hong Kong and Guangzhou over the decades. The “family” had been a popular research topic (Podmore and Chaney, 1974; Wong, 1975; Rosen, 1978; Tsui, 1984; LeClaire, 1992; Chan et al., 1997). These studies have confirmed the dilution and/or modification of certain Chinese family norms under the advent of modernisation and the two values as stated above certainly diminished in the two Chinese modern cities.
Yet, other values remain, such as the factor termed "relationship" that contained these two statements: "If you have been my teacher for a day, I will treat you as my father forever"; and "I feel strongly about returning favours to others.". Concerning the first belief, the traditional authority orientation still remains with the Chinese. Lau (1993)\textsuperscript{34} found that Hong Kong Chinese, young and old, placed great respect and trust in the educational institution. The authority of teachers was of paramount importance. In this respect, marketers may want to promote their products using teachers and the school authority as opinion leaders to build trust and loyalty of the customer. The second statement pertains to the principle of reciprocity. Terry(1984)\textsuperscript{35} noted that the importance of what worked in doing business in China was also based on favours owed by either parties. This is related to the concept of guanxi, which means a shared relationship and connotes a reciprocal obligation to oblige to requests. The literature on this concept is abundant (Brunner and Taoka, 1977\textsuperscript{36}; Jacobs, 1982\textsuperscript{37}; Yang, 1986\textsuperscript{38}; Lee and Lo, 1988\textsuperscript{39}; Tse, Lee, Vertinsky and Wehrung; 1988\textsuperscript{40}, Brunner et al. 1990\textsuperscript{41}; Leung et al. (1995)\textsuperscript{42}; Davies et al. 1995\textsuperscript{43}; Leung et al. 1996\textsuperscript{44}; Wong, 1998\textsuperscript{45}; Wong; 1997\textsuperscript{46}). In essence, marketers doing business in China should be aware of this tradition and as much as possible perform favours to the Chinese merchant within what the law permits. As Wong (1997)\textsuperscript{47} said: "Favour provided by guanxi is regarded as flexibility in transactions or contracting and is important in insuring against unforeseen contingencies beyond control. Even the most comprehensive contract will not cover all potential contingencies. Favours differs from Williamson's description of relationship contracting. The contradictory combination of people/organisations create the "favour" element of a relationship, which may imply unfair deals. Davies(1995)\textsuperscript{48} described the guanxi network as "the social interactions within the network place and its members in the equivalent of and infinitely repeated game with a set of people they know". These repeated favour-exchanges ensures some type of trust among the members of a guanxi network, which tends to minimise the risk of uncertainty and to minimise the inflexibility of asset-specificity"." Wong (1998) recommended that in "buyer-seller guanxi development", researchers might want to focus more on the research of other "emotive elements" which Wong referred to as satisfaction
(similar to the author’s meaning of consumer satisfaction discussed at length in Chapters 1 and 3). Psychological costs that included the negative feelings of aggression and worry. These emotions he postulated might lead to disruption of shared values related to joint venture programs and the perceived loss of face. Another of Wong’s perspective (1997) in a related area of research proposed that “At the association level, each party tends to favour a “heart” perspective. The former perspective views management as an art. The art is to deal with people by understanding their ever-changing situations. In such an environment continuity and consistency in maintaining the relationship to win the “heart” is of great importance.”. By the “heart”, Wong did not mean pure emotion or the pure form of emotions as postulated by the Evolutionary-Biological, Psychoanalytic or Psychophysiological approaches. It has more to do with the synthesis of the Activation, Motivational and Cognitive approaches to emotion studies that were each discussed in detail in the literature review section. Wong’s orientation of the “heart” perspective also spills over the theory of the subjective norm as he defined that the mutual acceptance of each other resulted in a “friend” situation that would be an important part in the consideration in negotiations and business relationships in Relationship Marketing. The concept of being an “outsider” of “insider” in a business relationship incorporated a meaning of shared information and a connotation of importance granted by a party on another. This leads to the concept of Face.

Face was found to be of utmost importance to the Chinese. McGregor(1993) said that “Hell hath no fury than a Chinese who has lost face.”. Face is as important as life itself. Young (1994) found that in persuasion techniques in business relationships, “assigning a non-face-threatening intention to the communication is essential.”. In other words, Mianzi (face-giving) must be incorporated in successful business communications (Ge et al., 1996).

Next in line is the concept of “role” that was labelled for the two statements that concerned women’s position should be relegated to household duties and that every family should have a son. Traditional Chinese culture usually accords males a status
superior to that of females. Baker (1979)\textsuperscript{53} summarised the traditional roles of Chinese women as the “three obeyings”. This means a traditional Chinese female is supposed to be firstly committed to her maternal family, then to her husband’s family and finally to her sons in widowhood (Chan et al., 1997).\textsuperscript{54} Yau (1988)\textsuperscript{55} cited the proverb that showed the importance of having a son. “Among the three unfilial duties, to have no heir is the greatest.” clearly depicts the principle of familial continuity among most Chinese. Yet, in this piece of research, both statements were less agreeable by most of the respondents. One interesting point that is worth mentioning is that Guangzhou people agreed more (almost double that of Hong Kong) to the two statements. In this case, perhaps the advertising message or setting for the Guangzhou market should conform more to these values than their Hong Kong counterparts.

Regarding the Doctrine of the mean that comprised of the two statements that one should not go to extremes in one’s behaviour and that in decision making, one should confirm to the majority’s opinion, the high agreement expressed by the majority of respondents denote that moderation in one’s behaviour is still highly considered by the Chinese. Leung and Lee(1996)\textsuperscript{56} said that any excess of emotion, even of positive ones, would be regarded as pathological. The moderation of activities, particularly of emotions, is believed to be able to avoid the extremes that may result in bad luck. The Doctrine of the mean best exemplifies this tradition. Legge(1986)\textsuperscript{57} interpreted the meaning as without inclination to either side. Yau(1986)\textsuperscript{58} said that the consequences of this belief led to significant moral self regulation and emotion control. The mean; Chung-yung in the Analects, denotes moderation and all that are universal and harmonious (Chan, 1973)\textsuperscript{59}. The Fishbein model has validity in the study of behavioural intentions in the Chinese Confucian culture, which is a collectivist one (Lee and Green, 1991)\textsuperscript{60}. With respect to this cultural value still highly regarded by most, it seems that the marketer should pay attention to collectivist views as opposed to individualistic ones. Managers as such may wish to seek for a major consensus of opinions and avoid extremes in management styles
and promotional messages. As well, promotional messages should display harmony or agreement in purchase decisions to target the Chinese customer.

The fifth objective is to compare the dimensions of emotion, cognition and subjective norm on purchase between Hong Kong Chinese and their Guangzhou counterparts. This objective has been achieved and has been clearly discussed in the fifth chapter on findings and analysis. As such, it does not seem necessary to replicate the conclusions once again. The only points worth mentioning are that for both samples, good mood correlates positively with purchase and bad mood negatively for emotion. Guangzhou people agreed more than Hong Kong people on the cognitive statements but results show that cognition does not significantly emotion purchase, as far as casual wear is concerned. For lower involvement products, the marketer perhaps need not pay particular attention to the thinking elements and the emotive aspects instead may be more appealing in enhancing purchase decisions. As far as the subjective norm is concerned, both groups generally highly agreed with the concept, with Guangzhou more so. Much has just been said about the subjective norm and the implications for managers that appeared in the earlier section of this chapter that need not be repeated here again.

For the objective of attempting to build a model that link purchase, emotion, cognition, the subjective and the degree of Chineseness with purchase, the proposed model now becomes revised with the research findings as follows that is shown in Diagram 6.2 on the next page.

In essence, the model shows that the Degree of Chineseness affects the Subjective Norm but not Emotion and Cognition. With regards to purchase, bad mood negatively influences purchase but good mood does the otherwise. Cognition has no significance on purchase while the Subjective Norm is very significantly linked to purchase. Therefore, the corresponding path coefficients shown in Diagram 6.2 reveal that DFC affects SN and P, while E affects P.
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**DIAGRAM 6.2**

A MODEL OF PURCHASE BEHAVIOUR

- **EMOTION (E)**
  - GoodMood/BadMood

- **DEGREE OF CHINESENESS (DFC)**

- **SUBJECTIVE NORM (SN)**

- **PURCHASE (P)**

**DIAGRAM 6.3**

THE MODEL OF THE THEORY OF REASONED ACTION

- Beliefs about consequences from the behaviour $b_i$
- Evaluations of the above consequences $c_i$
- Normative beliefs about relevant other's expectations $NB$
- Motivation to comply with the above expectations $MC$

- **Attitude toward the behaviour $A_B$**

- Behavioural intentions $BI$

- Subjective Norm $SN$

- Actual Behaviour

Equation: $AB - BI = A_B(W_i) + SN(W_2)$

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Notice that the revised Model as shown in Diagram 6.2 is similar to the TRA model of Ajen and Fishbein (1995) discussed previously and shown here again as Diagram 6.3. Comparing the two models, Emotion is similar to Attitude towards the behaviour. The Subjective Norm in both models are identical.

In summary, Emotion or Attitude which incorporates emotion (discussed extensively in previous chapters) and the Subjective Norm affects Purchase. Behavioural Intention in Diagram 6.3 is left out in the author’s model (Diagram 6.2) because the test was directly connected with real purchase and not purchase intentions.

6.3 Implications For Future Research.

The model implies that Chineseness affects Chinese people’s Subjective Norm, which impacts upon purchase. Good mood enhances purchase. Bad mood does the otherwise. The model needs to be tested again for validity and reliability to be adopted for future studies.

This study is the first of its kind to explore correlations amongst the variables and to establish causations by the development of a model. The efforts by the author represent only a very preliminary scratch on the surface on the complex concepts of emotion and its related issues. These phenomena and their interrelationships that are discussed in the thesis still remain question marks wide open for the disciplines such as Psychology and Sociology to explore and comprehend with respect to human behaviour. A consensus to the terminology of emotion and the need to resolve very basic issues such as whether emotion and cognition are intrinsically dissimilar or otherwise, or whether such fine
distinction is fundamentally necessary to the study of emotion and behaviour needed to be addressed. Only when the inconsistencies are ironed out and synthesis of the respective theories arrived at can more practical researches be implemented in the explanation of emotion and behaviour.

Consumer research on emotions impacting upon consumption benefits not only the marketer but the customer as well. As consumers, they benefit from the insights and motives into their own emotion-related consumption decisions. As marketers, it is crucial to understand why and how people arrive at consumption decisions, particularly when emotion plays an important role, so that marketers may be able to arrive at strategic decisions more accurately and forming more optimal marketing mixes. As researchers and scholars of human behaviour, they are much more interested with understanding emotions, norms, values, cognition and attitudes, with the objectives of obtaining insights into why people behave in certain emotion-related ways regarding consumption and with exploring both the internal and external factors influencing them to perform the manner they do. Interpretivists may want to research on the emotion-inducing situations on various aspects of behaviour such as “the roles of fantasy, of play, of rituals, even of sensory pleasures that certain products and services provide (Shiffman and Kanuk, 1997, pg 8)”\(^6\). This is so because of the very different set of variables in action in each purchase or consumption situation. Lastly, qualitative studies may be performed to explore the depth rather than just the breadth of the issues of emotion and its related issues on buying behaviour. The dual approach of both quantitative and qualitative methods should be adopted to provide a more robust picture of behaviour with regards to emotion.

The thesis focused on a relatively low-involvement product. Medium and high-involvement purchases and perhaps also purchase intentions can be included in future studies for obtaining deeper marketing insights into various product categories that involve higher “risk” which may impact upon purchase and purchase intentions. Another area worth investigating is the interaction of values on emotion that affects purchase. Not
just Chinese cultural values or "Chineseness" as included in this thesis but also global values, personal and product attribute values similar to that of Vinson et al.'s (1977)\textsuperscript{62}

With regards to international marketing, more research on global emotions and values may enable the marketer to devise an international strategy as opposed to individual market-driven ones. Besides cost saving benefits, the locus of control for the parent company thereby becomes greater. Lastly, researches may also want to keep a keen eye on the changing values and norms to alert marketers of future market trends and devise more accurate measuring scales to obtain data for prediction of marketing potentials in the arena of emotion and its related issues.

\textbf{6.4 Implications for Marketing Practitioners}

There are numerous areas that marketing practitioners can apply the research findings in optimising the intention to purchase.

Positive emotions enhance purchase. As such, provision of a happy store atmosphere may help in inducing good emotions. Store atmosphere includes the décor, the service of sales personnel, the merchandising layout and the music background. All may elicit emotions of the prospective buyer. Researches have demonstrated that happy, fast paced music in the major key lowers the temperature of the hypothalamus is preferred by individuals. Certain background colours provide good emotive connotations to the customer and a polite and relaxed service attitude communicates a positive message. These findings are not limited to clothing marketers. Marketers of other consumer goods may also want to pay particular attention to these aspects in the generation of more sales and satisfied customers. In the general sense, manipulation of people’s emotive states to create positive feelings has important implications to greater sales potential, especially in the areas of changing attitudes, tastes and preferences. When an innovative product or service is
launched, attempts can be made to induce expectations that the public will like it by means of advertising campaigns that depict positive expectations and likings. This is congruent with the theory of the “expectation-driven” mode that has been discussed in the literatures.

One more word on music before the author turns to discuss other implications relevant to marketers is the concept of “schema” or “categorisation”. This refers to the schematic assimilation of past experience. Present events bring upon past feelings that are congruent with the situation on hand. As such, music that is preferred in the past, particularly in the impressionable younger days, should elicit a positive emotive posture that may enhance buying or consumption tendencies.

To the industrial product marketer, the “heart” approach purported by Wong (1997) where by the theories of Activation, Motivational and Cognitive approaches to emotion studies are synthesised is useful to build up a positive and healthy business relationship. Sustained positive emotions shared by both the buyer and seller expedite the exchange process and enhance “relationship marketing” that has become a hot topic these days in the global business arena.

As the “Subjective Norm” plays a great influential role in affecting purchase, marketers can exploit this phenomenon by associating the product or service with the approval of the significant others. Promotional messages showing the product being acknowledged as a good buy, or depicting a situation where the important others share in the consumption of the goods may help the marketer in this respect. Needless to say, the marketer should make every effort to explore who the significant others are to his target customers and messages about the merits of the products and samples may be directed to them to create good “word of mouth” advertising.

Although cognition is found to be insignificant in this study, the construct may be very
important in the case of high-involvement purchases. Marketers of such goods may want to pay attention to this aspect.

These are the implications to the marketing practitioner that are derived from the finding of this research study. Numerous others such as emotions on helping behaviour, on the marketing of health care services and other marketing aspects have been described in great detail in the previous sections the principles of which marketers may like to adhere to in the pursuit of sales and profit.

Lastly, the marketer must remember that the marketing mix offered should be congruent with the values held by the target group and must not deviate from the norms held at large as values are difficult to change.

End-notes:


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APPENDIX---QUESTIONNAIRE

DEAR RESPONDENT,

The researcher is an Assistant Professor performing an academic research on feelings and thinking of consumers when purchasing a product. The aggregate results are for academic study only. All information will be kept strictly confidential and all questionnaires will be destroyed when the research is completed. Please kindly complete all questions. We gratefully thank you for your assistance in making this research possible.

SCREENING

S1. How old are you?
   17 or below .......... 1 - Terminated
   18-25 .................... 2
   Continuous
   26-35 .................... 3
   Continuous
   36-45 ................... 4
   46-55 ................... 5
   Continuous
   56 or above .......... 6 - Terminated

S2. Record Sex:  Male .......... 1  Female ............. 2

S3. Have you ever purchased at Giordano/Bossini? (Please read out the specified shop)
   Giordano
   Bossini

S4. Have you just bought casual wear from this store: Giordano/Bossini (Please read out the specified shop)?
   Yes
   No

MAIN QUESTIONNAIRE

PART A

Interviewer to say aloud:
(Below are different phrases that describe your emotions in the past 2 days).
Interviewer to read below:

Please try to remember your experience in the past two days before you stop at this store. Circle the number that best represents your feelings for each of the following affective statements below. 5 represents that feeling almost always happened for the past 2 days, 1 represents that feeling almost never happened for the past 2 days. (There are no right or wrong answers). [Interviewer to note: Complete the questionnaire 3pm or later].

In the past 2 days, I felt---------

<table>
<thead>
<tr>
<th></th>
<th>Almost</th>
<th>Very</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Often</td>
</tr>
<tr>
<td>a. attentive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. joy</td>
<td></td>
<td></td>
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<tr>
<td>c. surprise</td>
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<td></td>
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<tr>
<td>d. sad</td>
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</tr>
<tr>
<td>e. angry</td>
<td></td>
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</tr>
<tr>
<td>f. disgusted</td>
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<tr>
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<td>h. afraid</td>
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<tr>
<td>i. shy</td>
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<td>j. guilty</td>
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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>a.</td>
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<tr>
<td>b.</td>
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<td>g.</td>
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<tr>
<td>j.</td>
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PART B

Just now in the store, try to remember what you were thinking. For each of the following statements, circle the number that you think represents intensity of your thoughts for each of the statements below while you were in the store: (There are no right or wrong answers).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I think it was a very important decision.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>b. The decision required a lot of thought.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>c. There was quite a lot to lose if I bought the wrong garment.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>d. Decision was mainly a logical or objective one.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>e. Decision was mainly based on whether the garment served the functional purpose.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
</tbody>
</table>

PART C

Now, please try to ascertain whether the following persons would have somewhat influenced your choice of the garment you bought, or would like to buy but did not. (That is, the degree to which the following persons would have influenced your decision, regardless of whether you had made a purchase). The persons are listed in each of the statements below: Circle the number that represents the degree that person you think or feel can influence your decision: (There are no right or wrong answers).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The sales person’s opinion would be important.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>b. My friends’ opinions would be important.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>c. My family members’ opinions would be important.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>d. The opinions of people I respect would be important.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>e. My colleagues or school mates opinions would be important.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>f. No one’s opinion was important except my own.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
</tbody>
</table>
PART D

For each of the statements below, indicate the extent to which you agree or disagree by circling the number of your choice for each of the statements below: (There are no right or wrong answers).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Women should stay at home and take care of household duties.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>b. My relationship with my parents are formalized.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>c. When making important decisions, consideration of family comes first.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>d. Not losing face is important.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>e. I feel strongly about returning favors to others.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>f. Every family should have a son.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>g. If you have been my teacher for a day, I will treat you as my father forever.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>h. Showing affection openly is unacceptable.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>i. One should not go to extremes in one's behavior.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td>j. In decision making, one should conform to the majority's opinion.</td>
<td>1 2 3 4</td>
<td>5 6 7</td>
</tr>
</tbody>
</table>

PART E

The demographic information requested below are for statistical purpose only and will be kept strictly confidential. These data will be destroyed once the research is completed. Thank you for your kind cooperation.

D1 What is your marital status?

Single..................1    Divorced ..................3
Married ..................2    Widowed ..................4

D2 Which of the following best matches your education level?

No formal education.......1    Senior Secondary ..........................4
Primary ..........................2    Technical Institute/Vocational Training....5
Junior Secondary.............3    University or above..........................6
D3 Which of the following group best describes your personal income in each month?

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>HK$9,999 or below</td>
<td>1</td>
</tr>
<tr>
<td>HK$10,000-14,999</td>
<td>2</td>
</tr>
<tr>
<td>HK$15,000-19,999</td>
<td>3</td>
</tr>
<tr>
<td>HK$20,000-24,999</td>
<td>4</td>
</tr>
<tr>
<td>HK$25,000-29,999</td>
<td>5</td>
</tr>
<tr>
<td>HK$30,000-34,999</td>
<td>6</td>
</tr>
<tr>
<td>HK$35,000-39,999</td>
<td>7</td>
</tr>
<tr>
<td>HK$40,000-44,999</td>
<td>8</td>
</tr>
<tr>
<td>HK$45,000-49,999</td>
<td>9</td>
</tr>
<tr>
<td>HK$50,000-54,999</td>
<td>10</td>
</tr>
<tr>
<td>HK$55,000-59,999</td>
<td>11</td>
</tr>
<tr>
<td>HK$60,000 or above</td>
<td>12</td>
</tr>
</tbody>
</table>

D4 Which of the following group best describes your family income in each month?

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>HK$9,999 or below</td>
<td>1</td>
</tr>
<tr>
<td>HK$10,000-19,999</td>
<td>2</td>
</tr>
<tr>
<td>HK$20,000-29,999</td>
<td>3</td>
</tr>
<tr>
<td>HK$30,000-39,999</td>
<td>4</td>
</tr>
<tr>
<td>HK$40,000-49,999</td>
<td>5</td>
</tr>
<tr>
<td>HK$50,000-59,999</td>
<td>6</td>
</tr>
<tr>
<td>HK$60,000-69,999</td>
<td>7</td>
</tr>
<tr>
<td>HK$70,000-79,999</td>
<td>8</td>
</tr>
<tr>
<td>HK$80,000-89,999</td>
<td>9</td>
</tr>
<tr>
<td>HK$90,000-99,999</td>
<td>10</td>
</tr>
<tr>
<td>HK$100,000 or above</td>
<td>11</td>
</tr>
</tbody>
</table>

D5 Which of the following best describes your current work position?

**Government officials**
- Senior Management......1
- Dept. Head...............2
- Section Head...........3
- General official...... 4

**Private/Joint-venture Organization**
- Boss/managerial level....5
- Professional...............6
- Supervisory level....... 7
- White collar worker......8
- Technical blue collar....9
- Blue collar service worker......10

- Thank You for Your Cooperation -
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