

The ‘made-in’ effect: Effect of Country-of-origin on Consumers’ Buying Decision of Cloths (A Case of COO’s Effect on Mekelle University Students)

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Abstract - Globalization opened opportunities to cross-boundary trade where by customers can access various products which are made in different countries. For this fact customers’ evaluation of products has been affected by the image of the country at which the product is made, usually called country of origin. Because of expansion of international trade which involves cross country involvement of companies and emerging of multi-national companies, customers’ purchase decision becomes more complex. Nowadays, country of origin is affecting customers’ preference of products and their purchase decision. This research is concerned with assessing effect of country of origin on Ethiopian customers’ preference of products and their buying decision. The main targets of the study are students of Mekelle University. Data has been collected from 315 students of different departments of College of Business and Economics. In the sampling process a combination of probability and non probability sampling techniques are used to address the ultimate sample elements. The research design applied is descriptive research design. Moreover, descriptive analysis is used to analyze the data collected from the respondents. And the finding shows that country-of-origin has effect on university students buying decision.

Keywords - Country of Origin, university Students’ preference, buying decision

I. INTRODUCTION

In the 21st century globalization and the dynamic technological change and advancement are becoming the main actors in accelerating the development of international trade [1]. Globalization has opened the doors for various types of firms to do business across the globe. These firms have seized the opportunity and provided the customers with different types of products and services at the place where they are.

Customers have to make decision on which product to buy among similar products offered to the market from different international companies of various countries. Customers use country of origin as one input to make buying decision. And many customers attach the quality

and standard of products with the reputable image of country’s where the products are originated.

Nevertheless, such customers’ attachment of quality with country of origin cannot always be true. It depends on the nature of customers and the specific country of origin of products. Many researchers have been conducted about the effect of country of origin in countries’ customers buying decision [2][3][4].

As far as my knowledge is concerned there is no research conducted to deal with effect of country of origin on Ethiopian customers; and this research is, for this fact, basically concerned with assessment of effect of country of origin on Ethiopian customers particularly on university students and identifying main product attributes that customers attach with countries’ of origin.

1.1 The Definitions of Country of Origin (COO)

Literally country of origin can be defined as a country where something is originated; and in the context consumers’ behavior while buying products, country of origin is referred to the country where a product (particularly an imported product) is originated. Different scholars defined country of origin as the following.

- According to reference [5] country of origin is:
 - Country where the product is originally designed and manufactured.
- It is the country where the headquarters of the company marketing the product or the brand is located [6].
- Country of origin is the country of manufacture or country of assembly of products [7].
- Reference [8] also defined country of origin as the country of assembly of a product implying the products produced (assembled) either in their brands home country (uni-national product), in countries other than the brand home country.
- Reference [9] defined country of origin as the factor that reflects a consumer’s general perception about the quality of products made in a particular country and the nature of people from that country.
- For reference [10] country of origin is simply country of design.

As cited by reference [11] defining the concept of country of origin has become difficult in the past years due to the increasingly intensified global economy [12]. The increase in international trade has resulted in the

emergence of hybrid or bi-national products, which has provided a new momentum to country of origin research [7]. Products with multi-country affiliations questioned the role and relevance of the construct of country of origin. More importantly, as the borders between countries blur and international trade increases a new product evaluation tool is needed [13].

As we can see from the above definitions different researchers provide different definitions of country of origin based on the context of their research works; some scholars refer country of origin as country of design; others as country of manufacture, and some others as country of assembly and country where head quarter resides. In this research country of origin is taken as the country where the product is made; as it is expressed in the “made in” label of the product.

1.2. What is COO effect?

Country of origin effect can be defined as any influence that the country of manufacture has on a consumer’s positive or negative perception of a product [14]. With increasing availability of foreign goods in most national markets, the country of origin cue has become more important as consumers often evaluate imported goods differently than they do competing domestic products [15].

Every country has its own image for technological superiority, product quality, and product design and product value for various categories of products. However, consumers give same image of the country to a wide variety of product categories. This stereotyping is because of general attitudes towards a particular country [16]. Such image of countries affects the buying behaviour of consumers. The influence of country of origin on consumers’ product evaluation and buying decision is called ‘effect of Country-Of-Origin’ [17]. In this research, this effect of country of origin is termed as the “made-in effect’. It is called ‘made-in effect’ after the definition of COO’s that is adopted in this research.

According to reference [4] systematic research on the country-of-origin effect began since 1965 with the article by Robert Schooler. Now country-of-origin is one of the most widely studied concepts in marketing, international business and consumer behavior. It has been generally acknowledged that country of origin does influence consumers’ product evaluations and purchase decisions [15] [11].

1.3. COO and Consumer Behavior

Consumers’ buying behavior is directly affected by the country’s image. This means the consumers buying decision is affected by the place where the product is made. Reference [3] also found that the product’s country of origin has a positive or negative impact that defines the image of the country. This means the customers evaluate the country-of-origin equally with the image of the country. The image of a country is a cumulative result of country’s power of influence politically, economically, technologically and so on.

Other researchers also assured that customers are attached to a particular country’s products, reputation, identification, description and attitude patterns; and therefore, country-of-origin has proven to be determinant factor which affect consumer buying behavior. In other words the buying decision of consumers is largely affected by country where the products are made, country of origin [18] [17] [19].

1. OBJECTIVES OF THE STUDY

- Assessing effect of COO on consumers’ buying behavior.
- Explore product specific attributes that explain relationship between COO and buying decision
- To assess university students’ preference of textile products made in different regions of origin
- Assessing university students’ opinion towards countries’ of origin.

II. METHODOLOGY

2.1. Target Population

The target populations of the study are senior students of Mekelle University, College of Business and Economics.

2.2. Research Design

The research design used is a descriptive research design. Descriptive research design is used to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately" (Isaac & Michael, 1977). In this context the research basically describes the facts of university students regarding their preference and attitude towards country of origin of textile products.

2.3. Sampling Technique, Sample size and Sampling Procedure

Combinations of probability and non-probability sampling techniques are used in different stages of the sampling process. Among different colleges of Mekelle University, College of Business and Economics is selected because the researcher’s familiarity with this college will help to administer the data collection process effectively so that accurate data can be collected. All departments in the college are considered. From each department a section of senior students are considered in this study. Freshman students are not considered intentionally because they are not as stable as senior students as they are new for environment and they may not fill the questionnaire appropriately. Besides this since there is high homogeneity nature among students on issues concerned with the study area, considering only senior student will not affect the validity and reliability of data.

Accordingly, I have randomly selected one section from each of the second year and third year student of the five departments. And the last sample elements from which data has been collected are selected using complete

enumeration technique; where by all students with in the given classes are considered as sample elements.

As there are not less than 35 students per class, 35 questionnaires per class are distributed so that it will not be less than the sample size determined based on the sample determination formula as shown below.

To determine the sample size of the study, I have used following sample size determination formula (Yamane, 1967) which is most widely used by many researchers.

$$n_0 = \frac{N}{1 + N(e)^2}$$

Where n_0 = sample size

N = population size

e = sampling error/level of precision

There are 1360 senior students in Mekelle University, college of business and economics. And based on the above formula, the sample size is expected to be 309. The researcher distributed 350 questionnaires; among which 35 questionnaires are considered as non-response; because some are not actually filled and some others are incomplete and as a result avoided. The response rate which is 90%, by part guarantees the representativeness of the sample size; and the ultimate sample size after dropping the non-response and incomplete questionnaire is 315.

III. LIMITATION AND FUTURE RESEARCH

This research is conducted by taking university students as sample. It would have been better if the study comprises as many target populations as possible so that it would be better generalizable. But since, only students are taken as sample, it cannot be generalized to a large set of customers that are not university students as there may be difference among student and non-student customers' buying behavior. So other researchers may conduct researches having wider range of customers so that the finding can be generalizable to large set of customers.

Moreover, this study is conducted by requesting their preference towards regions (continents and sub continents) of origin. That is specific countries are not evaluated as COO of textile products. Although this is done for the reason that there are different textile products with much diversified COO, which makes it difficult to compare one with another, it has limitation in that generalization about region may not exactly explain what actually is in the specific countries with the domain of the region. Therefore further research, that considers a specific countries' of origin and specific cloth type, is very valuable.

This research is limited in dealing with the effect of country of origin as it is written in the made-in label of the cloths. But due to globalization, the concept of country of origin is getting more and more complex. The country of origin which is written in the made-in label may indicate where it is actually produced and does not indicate who the producers are. Because of foreign direct investment, different international companies open their branch plant in other countries. In this case the made-in label may not show actual information about country of origin. Therefore, researchers may be engaged in further research

that can be result in best understanding of definition of country of origin.

IV. DATA ANALYSIS

In this section, the survey results and analysis of the data are presented and interpreted in tables. There are eleven statements concerning the preference of the students and their general opinion regarding the country of origin information and they are also asked to indicate how strongly they agree or disagree with each of the statements that are used to know their opinion. Furthermore they are asked for their preference of cloths based on regions of origin. They are invited to compare and explain their preference among four regions namely African, Europe, Asia and North America. And Ethiopia is included to know how students compared their domestic textile products with foreign origin textile products.

2.4. Effect of COO on Students' Buying Decision

TABLE 1: STUDENTS' FREQUENCY OF LOOKING THE MADE-IN LABEL WHILE BUYING CLOTHS

	<i>Frequency</i>	<i>Percent</i>	<i>Cum.</i>
Every time	61	19.37 %	19.37%
Mostly	77	24.44	43.81%
Sometimes	145	46.03%	89.84%
Rarely	32	10.16%	100%
Total	315	100%	

Source: Primary data (2014)

As it is depicted in the above table all of students see the country of origin while buying cloths. But the frequency of these students in seeing the COO is quite different. The above table shows that only 19.37% of them see the 'made-in' label regularly while buying cloths. The rest see the label in most of their purchase (24.44%) and large number of students (46.03%) see the 'made-in' label only sometimes (in some of their purchases). There are also students who are experienced in looking for the COO rarely (10.16%). The students who check the country of origin irregularly may depend on the type and nature of cloths they buy and the amount of money they invest to purchase such cloths. This is supported by previous researchers like Ghazali (2008). That is if customers will buy less expensive products, they are not seriously concerned with the COO, but whenever they are going to buy expensive products that need more money investment, they seriously look where the product is made.

TABLE 2: DOES THE COUNTRY, AT WHICH THE CLOTH IS MADE, AFFECT YOUR BUYING DECISION?

	<i>Frequency</i>	<i>Percent</i>
Yes	209	66.35%
No	106	33.65%
Total	315	100%

Source: Primary data (2014)

In table 1 above, it is discussed that about all of respondents check the COO of the cloth. Such table doesn't necessarily imply that the COO will affect students' purchasing decision of a cloth at which they are interested. Table 2 answers for this inquiry. According to the information on table two, the purchasing decision of 66.35% of the total respondents is affected by the country of origin; where as 33.65% of they respond that they are not affected. The number of respondents who answered that COO affect their purchasing behavior are by large higher than those who answered as they are not affected.

2.5. Students' preference of cloth based on countries of origin

TABLE 3: STUDENTS' PREFERENCE AMONG CLOTHS MADE IN ETHIOPIA AND OTHER AFRICAN COUNTRIES

Gender	Ethiopia	Africa	Total
Male	134	82	216
	62.04	37.96	100.00
	66.67	71.93	71.93
Female	67	32	99
	67.68	32.32	100.00
	33.33	28.07	31.43
Total	201	114	315
	63.81	36.19	100.00
	100.00	100.00	100.00

Pearson chi2(1) = 0.935 Pr = 0.334

Source: Primary data (2014)

The above table shows students preference towards cloths made in Ethiopia and other African nations. 62.04% of male students respond that they prefer Ethiopian textile product where as the rest 37.96 % of them prefer any other African nation product to Ethiopian product. Similarly among female students 67.68% and 32.32% prefer Ethiopian and other African textile products respectively. Compared to males, females prefer Ethiopian made cloths to other African nations' cloths.

Collectively 63.81% of respondents expressed their preference of Ethiopian made products to textiles made in other African countries. As we can see from the p-value (chi2=0.9350, p>0.05), there is no significant difference among males and females students regarding their preference of Ethiopian or other African product. So the hypothesis will be accepted.

TABLE 4: STUDENTS' PREFERENCE AMONG CLOTHS MADE IN AFRICAN AND ASIAN CLOTHIERS

Gender	Asia	Africa	Total
Male	144	72	216
	66.67	33.33	100.00
	69.57	66.67	68.57
Female	63	36	99
	63.64	36.36	100.00
	30.43	33.33	31.43
Total	207	108	315
	65.71	34.29	100.00
	100.00	100.00	100.00

Pearson chi2(1) = 0.2767 Pr = 0.599

Source: Primary data (2014)

Table 4 above shows the customer's preference among cloths made in African countries and Asian

courtiers. 66.67% of male students respond that they prefer cloths made in Asian countries; and the rest 33.33% prefer cloths made in African countries. Among the female respondents 63.64% of them prefer Asian products and 36.36% prefer African made cloths. In either of the cases cloths made in Asia are preferred to cloths made in African countries. Generally 65.71 % of respondents prefer Asian products to African made products. The chi-square test (chi2=0.2767, p>0.05) assures that there is no significant difference in the preference of students based on gender. That means being male or female doesn't affect their preference of African or Asian product.

TABLE 5: STUDENTS' PREFERENCE AMONG CLOTHS MADE IN AFRICAN COUNTRIES AND NORTH AMERICA

Gender	North America	Africa	Total
Male	170	46	216
	78.70	21.30	100.00
	71.43	59.74	68.57
Female	68	31	99
	68.69	31.31	100.00
	28.57	40.26	31.43
Total	238	77	315
	75.56	24.44	100.00
	100.00	100.00	100.00

Pearson chi2(1) = 3.6880 Pr = 0.055

Source: Primary data (2014)

As we may see from table 5, most of the students (75.56%) are interested in cloths made in North America and only 24.44% of them expressed that they are interested in cloths made in Africa. Among male students 78.7% of them prefer cloths made in North America and the rest 21.3% prefer African origin cloths. Similarly, 68.69% of female students prefer North American origin cloths to African origin cloths and only 31.31% of them prefer African origin cloths to cloths. Besides this the chi-square result show that there is no significant difference between female and males students regarding their preference among North American and African origin cloth products.

TABLE 6: STUDENTS' PREFERENCE AMONG CLOTHS MADE IN EUROPEAN AND ASIAN COUNTRIES

Gender	Europe	Asia	Total
Male	177	39	216
	81.94	18.06	100.00
	69.14	66.10	68.57
Female	79	20	99
	79.80	20.20	100.00
	30.86	33.90	31.43
Total	256	59	315
	81.27	18.73	100.00
	100.00	100.00	100.00

Pearson chi2(1) = 0.2055 Pr = 0.650

Source: Primary data (2014)

The percentage of males and females preference towards Europe and Asian products is very similar. 81.94% of male students and 79.80% of female students prefer cloth products whose origin is Europe; and the percentage of male and female students who prefer Asian origin cloths to Europe origin cloths is 18.06% and 20.2% respectively. In other words a total of 256 respondents

(out of the total number under study, 315) prefer cloths made in Europe to cloths made in Asia. 256 respondents (81.27%) prefer to purchase cloths made in Europe and the rest 18.75% of them are interested in Asian origin cloths. Moreover, the chi square result ($\chi^2=0.2055$, $p>0.05$) also strengthens this idea. That is there is no significant difference of preference of cloths of different countries of origin just because of gender difference.

TABLE 7: STUDENTS' PREFERENCE AMONG CLOTHS MADE IN NORTH AMERICAN AND ASIAN COUNTRIES

Gender	North America	Asia	Total
Male	183	33	216
	84.72	15.28	100.00
	71.21	56.90	68.57
Female	74	25	99
	74.75	25.25	100.00
	28.79	43.10	31.43
Total	257	58	315
	81.59	18.41	100.00
	100.00	100.00	100.00

Pearson $\chi^2(1)= 4.4962$ Pr = 0.054

Source: Primary data (2014)

Table 7 above demonstrates the preference of male and female students among North American and Asian made cloths. Similar to the above situations, majority of male and female students prefer cloths from the same origin. As it can be seen from the above table 84.72% of male students and 74.75% of female students are interested in cloths made in North America; whereas only 15.28% male and 25.25% and female students are interested in Asian origin products. Among the total respondents 81.59% prefer North American made products where as only 18.41% prefer Asian made products. Being male or female doesn't affect students' preference of North American or Asian origin products ($\chi^2=4.4962$, $p>0.05$).

TABLE 8: STUDENTS' PREFERENCE AMONG CLOTHS MADE IN NORTH AMERICAN AND EUROPEAN COUNTRIES

Gender	North America	Europe	Total
Male	126	90	216
	58.33	41.67	100.00
	68.11	69.23	68.57
Female	59	40	99
	59.60	40.40	100.00
	31.89	30.77	31.43
Total	185	130	315
	58.73	41.27	100.00
	100.00	100.00	100.00

Pearson $\chi^2(1)= 0.0447$ Pr = 0.833

Source: Primary data (2014)

The purchasing preference of students among North American and European countries cloth products is depicted in table 6 above. According to the results, males and females have similar percentage preference towards cloth products made in North America and Europe. That is 58.33% of male students and 58.73% of female students answered that they prefer North American origin cloth products where as 41.67% of male students and 41.27% of female students answered as they are interested in European origin products. Although most of the students (185, 58.73%) prefer North American made

products to European made products, the difference on preference of students among cloths which are made in North America or Europe is not large. Besides this the chi square result shows that there is no significant difference on male and female students' preference of purchasing North American or European countries' products.

TABLE 9: STUDENTS' PREFERENCE AMONG CLOTHS MADE IN AFRICAN AND EUROPEAN COUNTRIES

Gender	Europe	Africa	Total
Male	170	46	216
	78.70	21.30	100.00
	69.39	65.71	68.57
Female	75	24	99
	75.76	24.24	100.00
	30.61	34.29	31.43
Total	245	70	315
	77.78	22.22	100.00
	100.00	100.00	100.00

Pearson $\chi^2(1)= 0.3409$ Pr = 0.559

Source: Primary data (2014)

The above table is about students' preference among African and European cloth products. Most of the students (245, 77.78%) are interested in European products and only 70 (22.22%) students out of total of 315 students answered that they prefer African made products. The majority of both male and female students are interested in cloth products that are made in Europe. Among males students 78.7% answered that they prefer European made cloths to African made cloths; where as 21.3% answered they prefer African made cloth products to European made cloths. Similarly 75.76% of female students are interested in European made cloths and only 22.22% are interested in African made products. The chi square result show that there is no difference on male and female students' preference among African and North American origin cloths. That is their gender doesn't have any effect on their preference of countries' of origin. Summary of students' preference of cloths from different COO

- Students prefer cloths made in Ethiopia to cloths made in any other African countries.
- Students prefer cloths made in North America, Europe or Asia to cloths made in Africa.
- They prefer cloths made in North America to cloths made in other regions (Europe, Asia and Africa)
- The students prefer cloths made in Europe to cloths made in Africa or Asia.

Generally the students' preference of cloths, according to COO, can be ranked as follows.

TABLE 10: RANK OF REGIONS ACCORDING TO CUSTOMERS' PREFERENCE OF COO

No	Rank of Choice/preference	Country of Origin
1	1 st choice	North America
2	2 nd choice	European countries
3	3 rd choice	Asian Countries
4	4 th choice	Ethiopia
5	5 th choice	Other African countries

Source: Primary data (2014)

The above table shows rank of students’ preference of countries’ of origin. As you may see from the table, the rank of regions seems according to their economic development. Of course customers have positive attitude towards developed countries and believe that products made in these developed countries have better quality and standard. According to previous studies, the attitudes and behaviors of consumers for developing and developed countries were different, although the goods coming from a developing country with a strong image may still succeed (Goudge and Ivanov, 1999).

According to the view of the researcher Ethiopia is ranked fifth not because it is economically better than other African nations like South Africa but because of some ethnocentric behavior of students (Bilkey and Nes 1982; Han and Terpstra 1988). Of course ethnocentric behavior of customers is an area that needs to be investigated (particularly in Ethiopian context).

2.6. Factors Affecting Students’ choice of Cloth

TABLE 11: FACTORS THAT LEAD STUDENTS’ TO PREFER DIFFERENT COUNTRIES OF ORIGIN

Product Attributes	Does these product attributes item affect your purchasing behavior					
	Yes	percent	No	percent	Total	percent
Quality	216	68.57%	99	31.43%	315	100%
Design and style	164	52.06%	151	47.94%	315	100%
Price	137	43.49%	178	56.51%	315	100%
Fashionability	124	39.37%	191	60.63%	315	100%
Known Brand name	119	37.78%	196	62.22%	315	100%
Attractiveness	94	29.84%	221	70.16%	315	100%
Durability	92	29.21%	223	70.79%	315	100%
Fade resistance	85	26.98%	230	73.02%	315	100%
Social Acceptance	70	22.22%	245	77.78%	315	100%
Ease of access	26	8.25%	289	91.75%	315	100%

Source: Primary data (2014)

Students have agreed that they are interested in the above mentioned factors. But as you may see from the table, the priority that students give to these factors while purchasing cloths is different. The table shows cumulative result of the students’ level of priority. Quality and Design & Style of cloths are product attributes with highest frequencies. This implies that most of the customers are interested in the quality and design of cloths. The next product attributes which get due concern by buyers are price, Fashionability, brand name, attractiveness, durability, fade resistance and social acceptance.

Items	N	Mean	SD	Min	Max
I feel that it is important to know the country of origin before purchase decision	315	3.57	1.32	1	5

Knowing the country of origin gives an idea about the product quality	315	3.67	1.15	1	5
Knowing where a cloth is made can help to predict about the general strength of the cloth	315	3.46	1.18	1	5
If a cloth is made in developed country, I feel that it is made with a better technology	315	3.64	1.16	1	5
I feel that cloths made in developed countries will have better quality than cloths made in developing countries	315	3.57	1.36	1	5
The design and style of cloths differ based on the country where they are made	315	3.55	1.23	1	5
The high price of foreign products is probably due to its high quality	315	3.40	1.27	1	5
To buy long lasting (durable) cloth, it is advisable to check where the product is made	315	3.38	1.16	1	5
When I buy a cloths made in highly developed countries, I feel confident that the cloth has standard quality	315	3.37	1.34	1	5
I will leave to buy a cloth if the cloth has no information that explain where it is made	315	3	1.22	1	5

Source: Primary data (2014)

In the above table, respondents are provided with different items so that they will reflect their opinion about the country of origin. The questions were formed using the five rating likert scale and the mean and standard deviation of the students’ response are shown in the table above. Students believe that it is important to know country of origin before purchase decision (mean=3.568254, SD=1.317789). They strengthened their idea that knowing the country of origin can provide some idea about the product quality (mean=3.663492, SD=1.154236). This shows students’ belief in that country of origin has implication on the quality of cloth.

They also perceive that cloth products that are made in developed countries will probably have better quality compared to cloths made in developing countries (mean=1.154236, SD=1.357917); and developed countries are assumed to use better technology in making cloths (mean=3.64127,SD=1.159925). Generally students perceive that it is really important to know the country of origin since it has implication on the standard of many product attributes. Besides this students seem to prefer cloth products whose countries of origin are developed countries hoping that these developed countries are technologically strong and able to make quality, durable and attractive product.

V. CONCLUSIONS

Effect of COO on customers buying behavior is a concept that gets little attention by researchers in Ethiopia. This research is conducted so as to know effect of country of origin on students buying behavior. It is found that the country of origin actually affects the buying decision of students. Most of the students agreed that the country of origin affect their buying decision because of different reasons. In this research it is discovered that product specific cues like quality and design of cloths, which differ according to the country of origin, significantly affect their buying behavior. More than half of the respondents agreed that the main product attribute which causes them to prefer different countries of origin are the cloth quality and design. Other product specific cues which get little concern by students' include price, durability, fade resistance and so on. Ease of access and social acceptance/status of the cloths get the least attention and do not significantly affect the buying decision of students.

The students' preference cloths based on countries of origin is also discussed. It is discovered that there is no difference between male and female students on their preference of cloths based on country of origin. It is the above mentioned reasons that affect them in their buying decision. So, gender has no impact on students' preference and doesn't result in any difference of students' preference. The students rank their cloth preference based countries' of origin; and cloths made in North America, Europe and Asia are the top three priorities. Ethiopia and other African countries are the least.

Moreover the students' opinion towards country of origin s discussed. Students perceive that it is really important to know the COO before purchase decision. They perceive that knowing the COO will give some clue about the quality, design and style of cloths to be bought. Cloths made in developed countries are perceived to have standard quality, better design and style as well as durability. The students associate the quality of the product with the price, particularly if the cloth is made in developed courtiers. Nevertheless students explain that they may hesitate to decide to leave a cloth with no explanation about where it is made.

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