ARE QUEBEC'S VALUES CLOSER TO FRANCE OR ENGLISH CANADA'S VALUES?

by

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ABSTRACT

Many articles in the academic literature show frequent differences between English-speaking and French-speaking people living in Canada in terms of Lifestyle, Product consumption, and Attitudes. However, few studies have made the effort to understand where these differences come from and it is in this regard that this study was conducted. One of the most plausible explanations of the differences observed is the historical differences that exists between French and English Canadians. Even today, the majority of French Canadians living in Québec originate from France. On the other hand, English Canadians are a mix of people originally from England and other European countries, and more recently Asian countries. Some people argue that French Canadians were able to retain their ancestral culture by having their own political and legislative system. The aim of this research is to determine whether French Canadians, living mainly in Québec, are more similar to their French ancestors or to their English Canadian neighbours.

This study was conducted using business students from across Canada and France. The List of Values (LOV), product consumption, and lifestyle variables were used to identify differences and similarities among the groups. The results offer no clear patterns that French Canadians living in Québec are closer, in terms of values, lifestyle, and product consumption, to either English Canadians or French living in France. Some results similar with previous findings show that all groups equally ranked "Warm relationships with others", Sense of accomplishment", "Self-fulfillment", and "Fun and enjoyment in life/Excitement" as being the most important values in their life. As expected, significant differences were observed with the variables "Languages spoken"

and "Internet" with English Canadians knowing a fewer number of languages and using the Internet more often than both French-speaking samples. On the other hand, expected differences such as the French being more interested in fashion and cosmetics and drinking beer less often than Canadians were not found. In total, forty-five percent of variables used did not identify any significant differences among the three groups studied.

DEDICATION

To my parents, Micheline and André,
and my sister Sonia who has inspired me
to continue through the obstacles
and who have also been my most fervent
supporters during all these years.

QUOTATION

"Every day we slaughter our finest impulses ... stifled because we lacked the faith to believe in our own powers, our own criterion of truth and beauty. Every man, when he gets quiet, when he becomes desperately honest with himself, is capable of uttering profound truths. We all derive from the same source. There is no mystery about the origin of things. We are all part of creation, all kings, all poets, all musicians; we have only to open up, only to discover what is already there."

Henry Miller

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INTRODUCTION

Proponents of the standardisation approach to marketing and advertising argue that a single advertising message with only minor modifications (language) can be used in all countries. The reasoning is that buyers everywhere in the world share the same, or very similar, wants and needs and, therefore, can be persuaded by universal advertising appeals (Levitt 1983). Opponents of this approach contend that insurmountable differences (e.g., cultural, economic, legal) between countries and even between regions in the same country necessitate the adaptation or development of new/different advertising strategies. An advertising strategy should therefore, be adapted to the beliefs and traditions (Kanso 1992), the cultural and marketing characteristics (Hornic 1980), and traditional cultural values (Mueller 1987) of the citizens of each country or region, in order to be effective. These arguments and the resulting controversy raises many interesting questions. For example, "is it practical to create separate advertising strategies and alter products to fit variations in each country? Or is it possible to standardise products and marketing across diverse cultures and still see results? (Piirto 1991, p. 143)"

Past experience shows that some companies have had difficulties trying to replicate marketing action across ethnic groups. For example, Parker Pen Company (US) discovered quickly in 1984 that their new standardised strategy with one worldwide campaign was not working. The company decided to shift back to their multi-domestic marketing strategy with specific ads and pens designed for each country (Root 1994, p. 282). This problem can be seen not only between two countries but also within the same country.

In his article *Values, Not Language, Make The Canadians In Quebec Different,* Alex Sakiz (1991) argues that Quebecois are different not because they speak a different language but because they have a different lifestyle. "As a result, humour is different, drama is different, interest in ads are triggered by different stimuli ...(p. 6)". The author argues that linguistic factors alone should not be a reason to have different advertising campaigns. "If we make the assumption that advertising must both communicate and sell to be effective, then to create advertising that sells, one must go beyond language into the realm of values, customs, and beliefs (Alex Sakiz 1991, p. 6)".

To be effective, an advertising strategy should adapt to the traditional cultural values of the citizens of each country or region (Hornic 1980; Kanso 1992; Mueller 1987). Howard and Woodside (1984) also determined that studying values is useful for marketing management in designing new products that conform to specific sets of choice criteria. Values are important because it is the goodness of product that lies at the heart of the whole communication (Pollay 1984). Dichter (1984) mentioned that "the examination of values provides a more meaningful and interpretative analysis of the underlying motives that structure attitudes and behaviour (p. 139)". Munson (1984) pointed out that "marketers must view such value-related knowledge as simply a critical first step toward increasing their own understanding and appreciation of the functionings and inner workings of the foreign culture (p. 24)".

In that sense, the study of values should be essential to companies and advertising firms trying to understand the consumers' behaviour in any particular region or country. Unfortunately, the majority of studies on consumers' values are done in an American environment. The few studies that are specific to Canadians focused only on lifestyles

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and product consumption and not directly on values. Many researchers have pointed out the advantages of studying consumers' values, and as such it would be important to study Canadian consumers' values.

Many have pointed out that when compared to English Canadians, French Canadians have a lot of differences in various aspects of consumption and lifestyle. Researchers have always found differences in purchase patterns between the two groups in terms of food and beverage consumption (Joy, Kim, and Laroche 1991; Mallen 1973; Tigert 1973). Differences have also been found in terms of media behaviour and makeup and clothing (Hui et al. 1993). Understanding where these consumption differences come from can help the marketers in designing products and advertising campaigns.

If the Québec population is really different in terms of values, where do these differences come from? Is it because they really are French? If so, their values and lifestyle should be more similar to the French than to English Canadians. Obtaining similar findings between the French and French Canadians could be the first demonstration of potential success in the transfer of similar products and mix marketing between the two geographic areas (Québec and France).

This research will compare the list of values (LOV)(Kahle 1983) and activities between the two main cultural groups in Canada and compare the findings with a comparative French sample. The aim of this research it to give an explanation of the consumption and lifestyle differences found in previous studies and identifying a potential source of the differences observed.

REVIEW OF THE LITERATURE

GLOBALIZATION

The major economic transformations of the last 20 years have changed the way companies do business. Levitt (1983) explains that advances in communication, transportation, and technologies, and increased travel are all factors which contribute to the globalization of markets. The fall of trade barriers, globalization of brands, and integration of markets into regional trading blocks (NAFTA, ASEAN, and EU) create homogenising effects on markets and all contribute to converging consumer tastes (Yip 1996). Along the same line, Ohmae (1985) suggests that standardisation has become feasible in the converging markets of the Triad economies (Western Europe, US, and Japan), which represent the bulk of world market potential. Supporters of global integration argue, in the same way, that although differences between countries and/or cultures may exist, basic human needs are becoming increasingly homogeneous worldwide.

Reasons presented in favour of a standardised approach include four suggested by Papavassiliou and Stathakopoulos (1997). These are: 1) maintaining a consistent image and identity worldwide, 2) minimize confusion among frequent travellers, 3) develop a single, co-ordinated advertising campaign across different markets, and 4) substantial saving in media costs, advertising production costs. Levitt (1983) adds that global integration has many benefits such as economies of scale and scope in production, faster accumulation of learning, reduced costs of design and modification, and reduced managerial time and effort. Daniels and Radebaugh (1995) define the ethnocentric companies as being "so imbued with the belief that what worked at home should work

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abroad that environmental differences are ignored (p.71)". The preceding authors argue that differences among countries are limited and insignificant. Moreover, the advantages of the globalization of marketing strategies outweigh the small differences observed among countries.

In contrast, the polycentric company "feels that differences in a foreign country, real and imaginary, great or small, need to be accounted for management decisions (Daniels and Radebaugh 1995, p.70)". The proponents of multi-domestic strategies argue that, while basic human needs may be similar everywhere, differences in cultural and other environmental factors influence the buying behaviour of people in different countries. Media characteristics and economic similarities alone are not enough to guarantee successful standardisation. Factors such as linguistic and cultural similarities also play a major role in the adaptation of the message (Sriram and Gopalakrishna 1991). Other factors such as domestic legal regulations, tax regimes, human resource issues, language requirements, and political and economic differences among nations may often make standardisation strategies unfeasible. It is also claimed that product adaptation, whether mandatory or discretionary, can strengthen a company's competitive position (O'Farrel et al. 1998).

As conditions in the company, industry, and foreign markets dictate, managers should seek a certain degree of adaptation of their marketing mix, and supervise the decision over time (Cavusgil et al. 1993). The process of combining the advantages of both global and local operations has become known as "Glocalization" (think global, act local) (Segal-Horn 1996). Such strategy uses a product/brand distributed worldwide that

is advertised differently among the countries/regions in the world presenting significant differences.

ETHNICITY AND LANGUAGE ISSUES

Ethnicity

Since it is believed that consumption behaviour is primarily a cultural phenomenon, it is critical that marketers try to better understand the concept of ethnicity, how it is defined and measured (Hirschman 1981; Schaninger et al. 1985; Wallendorf and Reilly 1983). Ethnicity often refers to a group of people emphasising and sharing common cultural values in a field of communication and interaction, which members are thought by themselves and/or by others to constitute a distinguishable category (Barth 1969;Yinger 1985). The concept also refers to people's sense of pride toward their own cultural group (Barth 1969).

The first problem encountered is the methodological issues behind the concept of ethnicity (Cohen 1978). Joy, Kim, and Laroche (1991) add that the validity of the ethnic studies, to a great extent, depend on the fit of the ethnic classification method used.

Measurement

Even if a general consensus seems to be shared among researchers on the concept of ethnicity, less agreement has been reached with respect to the operationalisation. There are basically two schools of thought whose perspectives are in disagreement and whose methods obtain different results.

The fervent of the "etic" or "objective" approach consider that researchers should personally decide which variables should be used to classify all respondents and not let

the decision in the individual's hands. The problem with this approach is to select the criteria that will be used since the selection can become more "subjective" than "objective". The criteria regularly used are cultural attributes such as religion, family name, country of origin, mother tongue, or language spoken at home (Wallendorf and Reilly 1983). The etic approach ignores individual perceptions and mental states (Stayman and Deshpande 1989).

On the other hand, in the "emic" or "subjective" approach, ethnicity is viewed as a matter of personal belief and its usual mean of classification is the respondent's self-identification. Cohen (1978) argues that "self-identification" is the best way to classify respondents in a particular ethnic group. He argued that ethnic categorisation should be seen by a person's own identity or identification with a particular ethnic group. Behaviours, values, beliefs, or material culture, are all to be understood in their own context, otherwise their meaning and significance escapes the researchers, who are not part of this particular ethnic group.

Barth (1969) mentioned that the degree of identification the individual feels with a given ethnic group may largely determine the level of commitment. Going in the same direction, Hui et al. (1997) mention that sharing cultural traits is what generates solidarity or loyalty among the ethnic groups. Following Barth's argumentation, Hirschman (1981) was the first one to include this concept of "degree of affiliation" in her study on Jewish ethnicity. She used "religion" to measure the degree of affiliation of Jewish people. However, the problem is that "religion" might not be a good indicator of affiliation for all ethnic groups. Greenberg et al.'s findings (1983) suggest that the use of Spanish can help Spanish people living in the United States to reinforce their cultural values and beliefs.

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As people are less acculturated "linguistically" there are fewer possibilities that they will become acculturated "culturally". Cohen (1978) also argues that "language" is a good ethnicity variable giving the example of French in Québec. "...*promotion to top management positions, political ideology, type of schooling, religious differences, historical experience, and cultural values are all reflected in native language grouping"* *(Cohen, p. 396)*. For decades the French and English population living in Québec had none or very limited interaction with each other. Each cultural group had their own school system, religious affiliation, and neighbourhoods. If a company was owned or managed by English people, the opportunities for French speaking people to be part of the management team were limited and vice versa. This "invisible clusterazation" limited the opportunities that these two cultural groups had to interact together and exchange ideas.

Laroche et al. (1991) obtained strong support to the employment of language in different communication contexts as an alternative operationalisation of ethnicity. These researchers have adapted Lieberson's scale (1973) asking respondents to estimate the percentage of times they use French, English and other languages in 11 mass media and interpersonal communication contexts. Therefore, it gives a better idea on what is the language most frequently used compared only to language spoken at home or mother tongue alone. Laroche et al.'s findings (1991, 1998) show that language used in various social communication contexts and "self-identification" are the two best indicators of ethnicity among the six indicators used. These indicators were language, social interactions, religion, upbringing and background, ethnicity of spouse, self-labelling. The use of "language" and "self-identification" has also the advantage of using a combination

of subjective and objective assessments of ethnicity. The use of "language" as measure of ethnicity also joins Barth's definition of ethnicity (1969) on the element of "common field of communication and interaction".

More over, previous studies have consistently showed "language" to be the best and most widely used indicator of the acculturation construct. Some researchers based their acculturation scale strictly on language dimensions (Faber, O'Guinn, and McCarty 1987; Laroche et al. 1998).

Acculturation

Communication is the fundamental method by which individuals develop and understand a new culture (O'Guinn and Faber 1985). Communication, by definition, involves interaction with the environment. Kim (1977) explained that communication and acculturation are interdependent and inseparable. In accordance with Kim, a person can not acculturate to another culture without communicating with it in written or oral format.

In other words, the language people use to interact with their family, peers, and other adults, watch television, listen to the radio, and read newspapers or magazines affects their propensity to learn from another culture, as the language used to do these different activities might not always be the same (Berry et al. 1992). Another argument to be in favour on the used Laroche et al.'s scale (1991) using various mass media and interpersonal communication contexts instead of only mother tongue or language used at home.

On the other hand, the use of the "host" language for an immigrant will not necessarily mean the acculturation to the "host" culture. The interaction potential,

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language competence, acculturation motivation, and mass media availability are four

variables that potentially affect the individual's level of knowledge of a new culture (Kim

1977, 1979). Laroche et al.'s results (1998) indicate that as one acculturates

linguistically, there then occurs an increasing marginal loss of ethnic identity, but not in a

linear way. Many different ways can be used to study the acculturation process of a

cultural group. The study of values, lifestyle, and product consumption are all elements

that can be used in this regard.

VALUES

Rokeach's definition (1973) of values is "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" (p.5). "People develop values based

on their heritage and life experience, and those values in turn influence subsequent

behaviours. (...) In some respects values are individual representations of societal goals

(Kahle, Poulos, and Sukhdial 1988, p. 35)".

Influences on consumer behaviour

It is widely accepted, among both academics and practitioners, that values

influence consumer behaviour (Kahle 1984; Kahle, Poulos, and Sukhdial 1988; Pitts and

Woodside 1984). Kamakura and Novak (1992) explained that "there has been renewed

interest among consumer researchers in the use of human values as the basis for market

segmentation. This interest is driven by the view that values are more closely related to

behaviour than are personality traits and that values are less numerous, more central, and

more immediately relate to motivations than are attitudes (p. 120)". Rokeach (1973)

argued that behaviour can be viewed as the consequence or manifestation of the individual's underlying values and attitudes. Ditcher (1984) also mentioned that examining the values provides a more meaningful and interpretative analysis of the underlying motives that structure attitudes and behaviour. The values have also been related to a person's choice between work and leisure activities in Jackson's findings (1973) (Munson 1984). Rokeach argued that all attitudes are value-expressive and if one focuses on attitudes specific attitudes must be examined. On the other hand, an examination of values provides both an overall picture of the individual, as well as means of linking central beliefs to attitudes. "Values are more stable and occupy a more central position than attitudes, within a person's cognitive system (Kamakura and Novak 1992, p. 119)". Based on this argument, the study of value is more relevant than studying A.I.O.

Moreover, Leigh and Martin (1988) mentioned "the correct mix of media and advertising copy, based on both demographic and value information, would more effectively reach the identified target market (p. 153)". Global products and strategies can still allow for local modifications, a good example would be mass-customisation. Glocalization calls for global strategies in which adaptations are limited to features that will cost effectively add value to the customers of a specific country (Keegan and Seringhaus 1996; Yip 1996). Therefore, if French-Canadians and English-Canadians show different values preferences, these two groups should have different advertising messages. However, Kamakura and Novak (1992) argued that values are fairly remote from decisions made by the consumer, which are also affected by many other more immediate (but also less stable) environmental influences, such as price, sales

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promotions, exposure to advertising messages. This explains why the study of values

alone can not always predict the consumers' behaviour.

LOV values

One commonly used instrument for the measurement of values is the Rokeach's

Value Survey (RVS), which consists of 18 instrumental values (ideal modes of

behaviour) and 18 terminal values (end states of existence). Kamakura and Novak (1992)

mentioned "the RVS covers collective and societal domains that might not be of direct

interest for consumer research (p. 121)". Therefore, Kahle (1983) and researchers at the

University of Michigan Survey Research Center have developed the List of Values called

LOV. Its theoretical base is from Feather's (1975), Maslow's (1954), and Rokeach's

(1973) work on values in order to assess adaptation to various roles through value

fulfilment.

A list of nine terminal-values was selected because of their applicability to all of

life's major roles (Kahle 1984; Kahle, Beatty, and Homer 1986; Kamakura and Novak

1992). Howard (1977) suggests that terminal values guide product category choice while

instrumental values only guide choice among brands (Kamakura and Novak 1992).

Howard and Woodside (1984) argue that instrumental values are more stable than

attitudes but lest stable than terminal values. Kramer (1984) mentions that cultural

factors strongly affect the development of terminal values.

One of the most important concepts in Rokeach's theory (1973) of human values

is that, once a value is learned, it becomes part of a value system in which each value is

ordered in priority relative to other values. Rokeach (1973) also argue that situations

encountered in life rarely activate only one value. Most situations involve a conflict

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among several values to be resolved in accordance to the person's value system (Kamakura and Novak 1992). These values can be used to classify people on Maslow's hierarchy (1954), and they relate more closely to the values of life's major roles (i.e. work, leisure, and daily consumption). Kahle, Beatty, and Homer (1986) mention that many of the hundreds of findings from previous research provide evidence of the validity of LOV (Beatty et al. 1985; Kahle 1983, 1984, 1986).

Munson and McIntyre (1979) found that Rokeach's values could successfully discriminate consumers from three culturally diverse groups (Thailand, Mexico, US). Munson also mention that the Rokeach's values system (RVS) could be employed to develop value profiles for either the general population or individualised segment of a specific culture. Other advantages are its relatively low-cost to administer in comparison to VALS system and easily understood by most respondent groups in rating and ranking formats (Kahle 1984, Munson 1984). On the assumption that values really affect lifestyle and can predict the consumption differences that exist between the French and English-Canadians, the use of LOV will be used in this research. But, why should we see different lifestyles in Canada?

Variations in values due to Culture

Powell and Valencia (1984) suggested that since values lie at the core of culture, a prerequisite for examining the effects of culture on consumer behaviour differences is to demonstrate differences in value orientations between culture. The first use of the word "culture" in an anthropological work was by Tylor (1871). He defined culture as "that complex whole which includes knowledge, belief, art, morals, laws, customs, and any

other capabilities and habits acquired by man as a member of society" (Berry et al. 1992, p. 165).

Powell and Valencia (1984) mentioned:

"Cultural factors shape our personality and behaviour from early childhood. Each member of a culture is not only distinguished from outsiders by a different language and different customs, but also thinks differently, perceives his world differently, dreams differently, and has his emotions shaped by the norms of his culture. It is no wonder that a person's behavioural traits, which have been moulded by cultural forces, are difficult to change in later years (p.240)".

CULTURAL GROUPS

Historical perspectives explaining why French Canadians could be different

The Colonisation of *La Nouvelle France* (1534-1763) really began in 1604 with Champlain's expeditions. The territory had been propriety of France until 1759 when the English under General Wolfe were able to conquer *La Nouvelle France*. The British were officially granted the territory of New France by the terms of the Treaty of Paris in 1763 (Daigle 1982). The society that remained was seen as being fairly differentiated from the British both in terms of rural and urban activities, and in terms of social class and the Church hierarchy, including rural peasants and *Seigneurs*, urban-based small merchants and professionals, as well as artisans and the working class.

The British, moved into the positions vacated by the military and administrative élite and took over control of the fur trade and other commercial activities based in the urban centres, particularly in Montreal. The arrival of the Loyalists coming after the American War of Independence, added a large and militantly British population, especially in Acadia and what has become Ontario (Heller 94). "Canada was settled by

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British immigrants who (...) maintained a close connection with British society as it once was (Daigle 1992, p. 43)".

In 1774, the Québec's act recognised the use of French civil law and seigniorial system in French-speaking Canada and in 1791, the Constitution Act retained the right, in the Lower Canada (now Québec), of subsistence of the French and the Catholic Church in this territory. The French population were able to find political means for pursuing their interest, thereby helping the French Canadians to conserve their own religion, language, and judicial system (Daigle 1982). Since the church was an important actor in the transmission of Catholic's values in the society, it is assumes that many aspects of the French culture have been preserved because of that. In the meantime, the heartland and western part of Canada has been populated mostly with big influxes of immigrants seeking a better life coming mainly from European countries such as United Kingdom, Germany, Poland, Ukraine, and Netherlands.

In 1967, a resurgence in French nationalism occurred after the visit by the French President Charles de Gaulle. In 1977 Québec's Bill 101 declared French the official language of Québec and required governments, schools, and businesses to use French. Thirty years after the visit of the President Charles de Gaulle the economic and cultural relations between Québec and France continue to intensify. After the United States and inter-provincial exchanges, France is the second single market of Québec (Québec Government 1999). Québec is North American by virtue of its geographic location, French in origin and British from the standpoint of its parliamentary system. So, how the Quebecois' values have been affected in this environment is not clear.

The development of mostly two parallel cultures (inside and outside Québec) has led researchers to compare the two populations and found constant and significant differences. But what makes the French Canadians different? Is it their cultural background that links them to France culture? Is it a partial acculturation to the English Canadians culture? Or a completely different group of people emerges from the influence of French history and English Canadian geographic location?

French Canadians

Garreau (1981) pointed out that "one of the reasons that Québec is a nation, rather than merely a cultural subgroup, like the Boston Irish or the San Francisco Chinese, is that there are so many of them relative to the population of the rest of Canada" (p.380). Québec has a population of 7.3 million habitants that account for nearly 25% of the Canadian population. The size of Québec population makes this market of equal size to Switzerland and bigger than Hong Kong, Denmark, and Finland. Québec's GDP ranks 17th among OECD countries and ranks 16th in term of per capita income, ahead of the United Kingdom, Sweden, and New Zealand (Québec Government 1999). These statistics show the importance of considering different advertising campaigns if significant differences in lifestyle and values are observed between Québec and the rest of the country.

Quebecois are meeting the challenge of maintaining a French-speaking society and culture, in North America, which is home to 290 million English-speaking Canadians (see Table 1). Marchak (1980) mentioned "the isolation (...) of Québec is even more evident because the local populations are ethnically and linguistically different from the outsiders (p. 197)".

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TABLE 1

HOME LANGUAGE OF CANADIANS

	Québec	Rest of Canada	USA
English	8.3%	75.9%	86.2%
French	81.0	4.4	.8
Non-official Languages	9.3	18.3	13.0*
Multiple responses	1.4	1.4	

* Include Non-official Languages and Multiple responses.
Source: Statistics Canada (Census 1996) and U.S. Census Bureau (Census 1990).

Despite the North American environment, the French language is still the major mode of communication in the province of Quebec. In 1996, there were 12 newspapers including only two English publications. Of the 870 radio and television channels in Québec, 76.6% are Francophone, 13,3% Anglophone, and 7.8% bilingual or multi-languages (OFQJ 1997).

Differences in Consumption

Various studies done on different aspects of Canadians' consumption patterns through the 70s, 80s, and 90s have always found significant differences between English and French Canadians. A summary of some of the previous results can be found in Table 2. Some of these results will be tested again in this research to observe if similar results are found, particularly with beverages, makeup and clothing, media behaviour, sports, social, and cultural activities.

Previous research shows that French Canadians drink more alcohol than English Canadians, except for mixers and hard liquor. French Canadians usually read less newspapers, and watch more television than English Canadians. French Canadian women have been seen to have a larger interest in makeup and fashion than their English

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counterparts. Previous studies have not identified significant differences between the two Canadian groups in terms of sports and out-door activities.

The majority of previous studies compared the two groups (English and French Canadian) without trying to identify the origin of the differences found. Hénault (1971) mentioned some cultural characteristics that might explain the differences observed. As it has been shown in the historical section, the roots of the two major groups in Canada come from different countries. This research study, comparing the French Canadian findings with a French sampling will fill a previous void, giving a first insight on the truly resemblance or not of these two groups. Historically, these two groups were the same people. But in the last 200 years the populations of the two regions have been under the influences of different political and economical events. It might therefore be possible that these historical events have differently affected the two ethnic groups. What is still similar between these two groups in not clear and unknown.

TABLE 2

CONSUMPTION DIFFERENCES OF FRENCH AND ENGLISH-SPEAKING CANADIANS

Food consumption (Hui et al. 1993; Mallen 1973; Tigert 1973, Vickers, & Benson 1972)		Beverages (Barnes & Bourgeois 1977; Mallen 1973; Schaninger, Bourgeois & Buss 1985)	
Kitchen concern	(+)	Soft drinks	(+)
Cooking, baking	(+)	Beer, ale	(+)
Frozen convenience foods	(−)	Wine	(+)
Home-made soup	(+)	Distilled liquor	(+)
Butter and regular milk	(+)	Mixers	(−)
Margarine & low fat milk	(−)	Hard liquor	(−)

Banking (Chebat, Laroche, & Malette 1988; Hui et al. 1993; Joy et al. 1991)		Makeup and clothing (Hui et al. 1993; Mallen 1973; Tigert 1973; Vickers & Benson 1972)	
Risk taking behaviour	(−)	Concern with:	
Credit card usage	(−)		
Owning stock and bonds	(−)	Fashion	(+)
Own RRSP, Personal life insurance	(+)	Personal appearance	(+)
Dislike credit	(+)	Clothing	(+)
		Cosmetics	(+)

Media behaviour (Mallen 1973; Schaninger, Bourgeois, & Buss 1985; Tigert 1973; Vickers & Benson 1972)		Sports (Kim, Laroche, & Lee 1990)	
Newspaper reading	(−)	Teams sports	(●)
Television viewing	(+)	Individual sports	(●)
		Wilderness activities	(●)
		Attending sports events	(●)

Social and cultural (Kim, Laroche, & Lee 1990)		Attitudes (Hui et al. 1993)	
Go to parties	(−)	Oriented toward:	
Visit family	(●)	Home	(+)
Take courses/Attend lecture	(+)	Family	(+)
Visit cultural display	(●)	Children	(+)
Go to plays or concerts	(●)	Kitchen	(+)
		Health conscious	(+)

A positive sign (+) indicates greater usage or attitudinal concern for French families. A negative sign (−) indicates lesser usage or attitudinal concern for French families. A neutral sign (●) indicates no difference has been found between English Canadians and French Canadians.

The French

The French population is still very similar in many ways to the Quebecois.

France ranked 12th in term of per capita income among the OECD countries in 1995, as

opposed to 16th for Québec. Seventy-five percent of French live in urban region

compared to 77.6% in Québec. Eighty-one percent of the French population is Roman

Catholic (86% in Québec) and 100% of the population speak French with declining

regional dialect and languages (Provencal, Breton, Alsatian, Corsican, Catalan, Basque,

and Flemish) (CIA 1999).

In terms of studies involving values, there are been very few studies which used

the List of Values (LOV) with the Canadian or French population. There is one article

found in the marketing literature comparing Rokeach's values and a French sample but it

was not suitable for the present research. Here, Valette-Florence and Jolibert (1990)

show a list of ten groups from factor analysis. But, the authors did not show nor explain

which values each group emphasised. Furthermore, the studies found in sociology

looking at values in France do not use the same measurements found in the marketing

field, making comparisons or development of hypotheses very difficult (Gundelach 1994;

Listhaug 1990).

Summary of literature review

As it has been argued previously, the debate between the supporters and

opponents of standardisation approach are still present in the marketing and advertising

literature. The opponents argue that in order to be effective the marketing strategy should

be adapted to the beliefs, traditions, and cultural values of the citizens of each country or

region. It is also argued that the study of values is essential in trying to understand consumer behaviour in any particular region or country.

The linguistic factor alone should not be a reason for having different advertising campaigns as argued by Sakiz (1991). But the study of language has many other advantages since it was found to be a good indicator of ethnic affiliation and acculturation process. Many findings seem to suggest that French-Canadians and English-Canadians are different not only because they speak different languages, but also because they belong to two distinct cultural groups, each one having its own realm of values, customs, and beliefs. It is also argued that differences in values result in different lifestyles and behaviours. Since many studies have shown the two groups to have different consumption patterns and lifestyle it would be assume that studying values would show a differences in the two groups too. However, the understanding of these differences has been neglected in consumer behaviour.

The two main cultural groups in Canada have different roots. One group is mainly French in origin, while the other one is coming from a mix of British and other European countries. For some marketers, this argument is still relevant in explaining the differences observed. Are they right when they do so?

HYPOTHESES

Values

As explained previously, no studies have been found using the Rokeach Value Survey (RVS) or the List of Values (LOV) with the Canadian or French population. However, some results found in studies done with the American population can be useful in predicting which values are deemed most important to Canadian and French students. Different segments of the population have been studied in Kahle (1983, 1984) and Kahle, Poulos, and Sukhdial (1988) and some of the results may be transferred when studying Canadians and French students.

First of all, differences have been found in terms of age and income (Kahle 1983; Kahle, Poulos, and Sukhdial 1988). The two previous studies segmented their sample on the basis of age and education level. When we compare the young and the most educated segments compared to the general population, similar and consistent results are observed. The age categories used are 21-24 years old (Kahle 1983) and less than 30 years old (Kahle, Poulos, and Sukhdial 1988) and the category observed in Education level is "College or higher". These studies laid the framework for the present study in terms of age and education level.

Taken separately, educated and young people, place less emphasis on "Security", "Being well Respected", and "Sense of belonging" than the average person. On the other hand, the young and educated people value more the internal values "Warm relationship with others", "Sense of accomplishment", "Self-fulfilment", and "Fun and Enjoyment in life/Excitement" (Kahle 1984). Since, the sample surveyed will be young and educated

people it is assumed that the similar results will be found in the three groups. But, it is difficult to predict the order of the values in every group.

The only contradictory result between the two studies is the value "Self-respect" being more important for educated people and less important for young people. It is therefore, difficult to predict how the segment of young and educated people will respond.

> **H1a:** *The four values most preferred among the students population are the internal values: "Warm relationship with others", "Sense of accomplishment", "Self-fulfilment", and "Fun and enjoyment in life/Excitement".*

Kahle (1983) analysed the differences of values among different religions and two major differences were found between the Catholics and the Protestants. Catholics preferred "Fun and Enjoyment in life/Excitement" more than Protestants (6.2% vs 3%). On the other hand, Protestants have a bigger preference for "Self-respect" (22% vs 18.4%). Similar results are expected with the French and French Canadians being mainly Catholic and the English Canadians being mainly Protestant.

> **H1b:** *French and French Canadians emphasize the value "Fun and enjoyment in life/Excitement" more than English Canadians do.*

It has also been shown that French Canadians own fewer credit cards, stocks and bonds, and dislike credit (Chebat, Laroche, and Malette 1988; Hui et al. 1993; Joy, Kim, and Laroche 1991). Joy, Kim, and Laroche (1991) suggested that bank and retail credit cards would do better among English Canadians because of French Canadian's lower assessment toward risk and greater need for security.

> **H1c:** French Canadians emphasize "Security" more than English Canadians.

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Concerning the Canadian population, previous studies have shown that French Canadians are more oriented toward their home, family, and children (Hui et al. 1993). The authors explain that French Canadians usually develop strong links with their parents and siblings, perhaps they will do the same with their friends. Consequently, French Canadians (FC) are expected to value "Warm relationships with others" higher than English Canadians (EC). This is consistent with Kahle (1984) who found that people who value "Warm Relationships with others" are the same people who think marriage and parenting are important. French Canadians also defined themselves as having a good social support network. Therefore, the following hypothesis is formed.

H1d: *French Canadians emphasize "Warm relationship with others" more than English Canadians do.*

Product consumption and lifestyles

Studies done in the 70's have shown consumption differences between English and French Canadians (Mallen 1973; Tigert 1973; Vickers and Benson 1972). But, some critics argued that demographic variables have not been controlled, therefore not really explaining cultural differences. Consequently, Schaninger, Bourgeois, and Buss (1985) replicated some of these studies making sure to control for the social class and income effects. Their results show that differences found were due to cultural differences and not to lower social class backgrounds as argued by Lefrançois and Chatel (1966). Later, Hui et al. (1993) and Kim, Laroche, and Lee (1990) also found significant differences on different lifestyle aspects when controlling for demographic variables. Even when demographic variables were controlled, which is often a source of variation, significant differences were always found.

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The uniqueness of this research is that the Canadian findings will be compared to

a matched French sample to better define French Canadians. A small number of cross-

cultural studies have used French Canadian and English Canadian samples. When

compared with the French sample, these studies have usually found similarities between

French Canadians and the French.

Media behaviour

In this study a comparison will also be made, among the three groups, in terms of

media behaviour. Previous studies regularly show that French Canadians read less

newspapers and watch more television than English Canadians (Mallen 1973;

Schaninger, Bourgeois, and Buss 1985; Tigert 1973). No studies have used the variable

"magazines" in a Canadian setting; therefore, no prediction is made with this variable.

French people present a lower newspaper readership than Canadians, but on the other

hand the French are the first in the world in magazine readership (OFQJ 1999). In 1998,

it was found that French and French Canadians were watching, on average, more than

three hours of television every day (OFQJ 1999). Therefore, the following hypothesis

will be tested.

> **H2a:** *French Canadians read less newspapers than English Canadians.*
> **H2b:** *French and French Canadians watch more television than English Canadians.*
> **H2c:** *French read fewer newspapers and more magazines than Canadians (French and English).*

Beverages

Previous studies on beverage consumption show similar results between the

English and French Canadian population. French Canadians drink more soft drinks, beer,

wine, and distilled alcohol than English Canadians. On the other hand, French Canadians

drink less mixers and hard liquor than English Canadians (Barnes and Bourgeois 1977;

Mallen 1973; Schaninger, Bourgeois, and Buss 1985). As shown in Table 3,

international studies have shown that France is a big fervent of wine in comparison to

Canada who favour beer (Euromonitor 1996, 1997).

TABLE 3

CONSUMPTION OF ALCOHOLIC BEVERAGES
(litres per capita per year)

Country	Spirits	Wine	Beer
Canada (1995)	4.4	7.0	67.8
France (1994)	3.2	47.2	24.7

Source: Euromonitor (1999).

Based on these findings it is expected that French will be the biggest drinkers of

wine and English Canadians the lowest drinker. In terms of beer consumption, French

Canadians should drink beer more often while the French should consume beer less

frequent.

H3a: *French Canadians drink more soft drinks, beer, and wine than English Canadians.*
H3b: *French Canadians drink less hard liquor and mixers than English Canadians.*
H3c: *French drink more wine than French Canadians and English Canadians.*
H3d: *French drink less beer than French Canadians and English Canadians.*

Fashion

Previous studies have also shown significant differences between French

Canadian and English Canadian women in terms of cosmetic purchases and fashion

concerns (Hui et al. 1993; Mallen 1973; Tigert 1973; Vickers and Benson 1972). Past

researches show that French Canadian women are more oriented toward fashion and personal appearance and buy more cosmetics than English Canadian women. This could be explained by the historic interest of fashion in France. Even today, the French are internationally known for their interest in fashion.

> **H4a:** *French Canadian women are more interested in cosmetics and fashion than English Canadian women.*
> **H4b:** *French women are more interested in cosmetics and fashion than French Canadian women.*

Cultural, social, and sporting activities

Kim, Laroche, and Lee's study (1990) shows no differences in term of frequency of sports, out-door activities, cultural and music events between the French Canadians and English Canadians. The only significant results found by Kim, Laroche, and Lee (1990) are that French Canadians attend fewer parties.

> **H5a:** *There are no differences in the frequency of cultural, social, and sporting events between English Canadians and French Canadians; except for the variable "attend parties".*
> **H5b:** *French Canadians attend fewer parties than English Canadians.*

Internet

A study done in 1992 and 1995 shows that more people in Canada use the Internet than in France (see Table 4). This is partially explained by the fact that the Internet is mainly written in English, making it easier to use in English-speaking countries. Based on this study, it is estimated that within Canada English-speaking people use the Internet more than French-speaking people do. Even if in general, the students have access more

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easily and are more used and willing to browse on Internet, the same result is expected

with this segment.

H6a: *English Canadians use the Internet more often than French Canadians and French.*

H6b: *French Canadians use the Internet more often than French.*

TABLE 4

INTERNET USERSHIP

(Users per 100,000 inhabitants)

Country	1992	Worldwide Ranking	1995	Worldwide Ranking
Canada	184.83	7	1,259.51	7
France	43.13	17	260.37	21

Adopted from: Euromonitor 1999.

Other activities

As no study has been done using the lifestyle variables: Where do you live, Hours

of sleep, and Time of meals, no predictions are attempted. No predictions are attempted

either with the product consumption variables: Compact Disc, Travel on vacation,

Cellular, Pager, and Computer. In the last category, no findings give the basis to predict

the activity variables: Play games, Do recycling, Outdoor life, Cultural events, and Go

out with friends.

RESEARCH METHODOLOGY

Sampling procedure

One of the most critical factors in doing research is controlling for demographic variables, especially since previous studies have shown that differences observed can be due to cultural differences (Powell and Valencia 1984; Schaninger, Bourgeois, and Buss 1985). Other studies show that groups of people sharing the same values showed diversity in consumption behaviours based on differences in their ages (Kahle, Poulos, and Sukhdial 1988). Rokeach (1973) maintains that while ethnic and cultural background is the predominant source of personal value preferences, income, education, age, and gender should also be taken into consideration. Therefore, special attention was directed toward making sure the three groups surveyed were comparable on the basis of demographic variables. Consequently, if differences are found in term of values, lifestyle, or product consumption among demographically similar samples it should be due to cultural factors as opposed to demographic dissimilarities.

As discussed earlier, the variables "self-reported ethnicity" and "language" were used to discriminate between the respondents and ensure suitability for inclusion in the study. In the Canadian sample, 44% of the students surveyed in Québec identified themselves directly as French Canadian or Quebecois. However, for the majority of students who identified themselves as Canadian without a distinction between French Canadians or English Canadians, the construct "language" was used to categorise between the two Canadian groups as this construct has been shown many times to be both reliable and valid in a Canadian setting (Hui et al. 1997; Laroche et al. 1991).

For the purpose of this research, different universities were surveyed to ensure a better representation of English Canadian, French Canadian, and French business students. Participating universities were pre-selected and the Professors were then contacted and asked to collaborate on this project by distributing the questionnaires to their students. At the professor's discretion, the students were asked to either complete the questionnaire during class or return the completed questionnaire the following week. Only the filled questionnaires were then sent back to the researcher. The Canadians universities who participated in this study are: Queen's University, Simon Fraser University, University of Alberta, and York University representing English Canadians and the Université du Québec à Montréal, the Université of Laval, and the Université de Sherbrooke representing French Canadians. The French sample is constituted of the following three universities: ESC-Montpellier, l'Institut Universitaire de Technologie de Dijon, HEC-Paris. The data was collected between June and November 1999.

Development of the Questionnaire

First of all, the questionnaire was developed and tested in an English setting. Once the final version of the questionnaire was decided, the French version for the Québec and the French sample were translated. Two bilingual MBA students from Québec were used to insure the congruence of the vocabulary used. Marketing books were even used to identify proper wording for the values and the anchors used in the scales. As potential problems were expected with only one version for the Québec and French samples, a separate questionnaire was developed for the French market. Once this version was developed a French professor who lives in France revised it and changes

were once again made. Some adaptations were made for the letter of introduction, questions 7, 11, and the variable "Education level" in the demographic section.

Even if special care was taken when designing the questionnaire and research instruments for the French sample some problems were observed. A total of nine students wrote in the "comments section" that the questionnaire was not adapted to the French market for different reasons. The reasoning that the questionnaire should always be pre-tested in every market where the study is conducted is once again confirmed.

Measures

Data collection was done through a self-report questionnaire divided into four sections (see Appendix 1). The first section of the questionnaire compared a list of values called LOV (Kahle 1983). The list of eight terminal-values used in this study include external values (sense of belonging, being well respected, and security) and internal values (warm relationships with others, sense of accomplishment, self-fulfilment, self-respect, fun and enjoyment in life/Excitement) (Kamakura and Novak 1992). The collapse of "Fun and enjoyment in life" with "Excitement" into one variable was done as previous researchers found that few people generally select excitement as a value (Kahle 1983; Kahle, Beatty, and Homer 1986; Kamakura and Novak 1992). People who choose "Fun and enjoyment" as their most important value have generally ranked "Excitement" at their second choice (Kamakura and Novak 1992). Participants were asked to rank only the top two values as experience has shown that it is often the top two values that have greatest significance in people's lives (Kahle 1984) and it also has been shown to be easier for respondents. All values were also rated using a seven-point Likert scale from

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"extremely unimportant" to "extremely important" to double check the ranking and also to get a measure of importance of all the value variables.

The second section of the questionnaire included 16 statements that were found throughout previous studies' (Kahle 1983, 1984). These statements were intended to act as a check on the LOV measurement. Grunert and Muller's findings (1996) indicate that different results are obtained if respondents think in terms of "ideal" as opposed to "real" life. This in turn may result in faulty conclusions that will affect marketing decisions such as product design, segmentation, and the refinement of marketing communications. These 16 statements were trying to capture and limit this problem. The respondents might be more willing to answer "totally disagree" to a particular statement rather than select "totally unimportant" for a value. The social desirability could play an important factor in this regard. Nobody would like to identify him/herself as a person who does not value "self-fulfilment" or as a person who does not value "sense of accomplishment". This is why it might be important to develop a construct that will indirectly ask the respondent his/her values preference. Respondents were asked to rate each statement on a seven-point Likert scale from "totally disagree" to "totally agree". The 16 statements can be found in Table 9 and in the Appendix 1 under question 2 of the questionnaire.

The third section of the questionnaire included 74 questions on lifestyle and product consumption found in previous studies and that would be most suitable to university students (Kamakura, Wagner, and Mazzon 1991; Mitchell 1983; Novak and MacEvoy 1990). The complete list of variables studied can be found in Appendix 1, questions 3 and 4. Some of the variables studied and not already identified in the hypotheses section are frequency of food consumption and use of personal-care products.

This section also includes ten questions on product ownership and lifestyle such as ownership of cellular phones, pagers, computers, and the time students usually eat their breakfast, lunch, and supper. Subjects had to identify the frequency at which they were engaging in the activities and consuming the products listed on an eight-point Likert scale from "never" to "several times a week".

The fourth section includes a question asking respondents to identify which language they most often use in different inter-personal and mass-communication contexts. As explained previously, "language" is a major factor in the transmission of cultural aspects (Kim 1977, 1979) and it has been shown to be a good indicator of ethnicity in a Canadian context (Hui et al. 1997; Laroche et al. 1991). The second part of this section includes demographic variables and the "self-labelling ethnicity" variable that ensured the respondents' suitability for the purpose of this study.

RESULTS AND DISCUSSION

The sample

The professors willing to participate received 50 questionnaires each. From the ten universities participating, a total of 412 questionnaires were received. From all the questionnaires received, data from 78 English Canadian, 18 French Canadian, and 31 French students was eliminated due to one or more of the following reasons: 1) not reporting self-ethnicity, 2) not identifying themselves as one of the three categories studied, 3) important portion of the questionnaire incomplete, 4) part-time students, and/or 5) students not studying Business administration. A total of 285 students or 69 percent of surveys received were suitable for this study (English Canadian (n = 89), French Canadian (n = 96), or French (n = 100)).

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All participants were full-time students at the university level studying in Business administration. The majority of French participants (97%) are in a Business program one or two years after the completion of their "Bacc", the equivalent of High school in Canada. The French Canadian group is composed of students (97%) who are in their first, second, or third year of undergraduate studies. The English Canadian sample is composed of students in their third or fourth year of undergraduate studies.

Only full-time students were included in this study. Rokeach (1973) argues that income, education, and age could have an effect on value preference. Confining the sample to full-time students in administration amounted to indirectly controlling for the variables age, personal income, and education. Comparison of full-time and part-time students using t-test shows that the later group was significantly older and was therefore rejected from the database. Even though "income" has not been registered in this study, it is assumed that since only full-time students were included in the study, there should not be a significant difference among the three groups.

The demographic profile of the samples is shown in Table 5. There is no significant difference among the groups in terms of gender and number of siblings. On the other hand, the three groups show significant differences in age with the French sample being younger than the two Canadian samples. Differences were also observed with the variable "number of languages known" with English Canadians knowing fewer languages than French Canadians and the French knowing more languages than both Canadian samples. This difference among the three groups is easily justifiable and difficult to control. English-speaking people are usually less intent on learning a second language. A previous study had shown that managers in Australia, Britain, Canada, and

United States generally do not believe that learning a second language is important

(Perrin 1992). The author argues that these managers from English-speaking countries

already speak the "international" language they often do not learn other languages. On

the other hand, managers whose mother tongue is not English have the necessity to learn

a second language such as English to be able to work and communicate in the

international arena. More over, people living in Europe have this opportunity to live in

an area of the world where countries with different languages are very close in proximity.

People are exposed "very young" to these different cultures and languages and it is not

rare to hear a European speaking four, five and six languages.

TABLE 5

DEMOGRAPHIC PROFILES OF STUDENTS SAMPLED

		English Canadian (n = 89)	French Canadian (n = 96)	French (n = 100)
Gender	Male	55%	47%	39%
$(\chi^2 = 4.9; df = 2; N.S.)$	Female	45	53	61
Age	18-20	8%	6 %	58%
$(\chi^2 = 107.2; df = 6; p \leq .001)$	21-23	79	61	38
	24-26	8	19	3
	27 or more	5	14	1
Number of Siblings	0	1%	8%	10%
$(\chi^2 = 10.6; df = 6; N.S.)$	1	57	44	53
	2	31	34	23
	3 or +	11	14	14
Number of Languages	1	59%	22%	11%
$(\chi^2 = 155.2; df = 4; p \leq .001)$	2	35	71	21
	3 or +	6	7	68

Values

The first section of the questionnaire asked the respondent to rank the primary

values in their life among the List of Values (LOV). The objective of this exercise was to

understand which values are most important for Canadian and French students. The

following hypothesis was tested.

> **H1a:** *The four values most preferred among the students population are the internal*
> *values: "Warm relationship with others", "Sense of accomplishment", "Self-*
> *fulfilment", and "Fun and enjoyment in life/Excitement".*

Results of this ranking are found in Table 6. Although no statistical tests were

done, by looking at the percentage in Table 6, we can say that hypothesis 1a is supported

for the French Canadians. If we look at the total percentage in the right columns, we can

observe that French Canadians ranked the four internal values first and/or second in

72.5% of the cases (21.5% + 15.1% + 20.4% + 15.5%). The hypothesis 1a is also

supported with the French sample as French students choose the four internal values at

their first and/or second choice in 79.1% of the cases. We can notice that the value

"Being well respected" is equal with the value "Self-fulfilment" for the fourth position.

On the other hand, the hypothesis 1a is supported with three values in the English

Canadian sample. The only value that does not support the hypothesis is the value "Self-

fulfilment" ranked 6th only, with the values "Security" and "Self-respect" being more

important for the English Canadian students.

TABLE 6

MOST IMPORTANT VALUE BY CULTURAL IDENTITY

VALUES	Most Important Value			Second Most Important Value			Total of Two Most Important Values		
	EC (n= 85)	FC (n= 93)	F (n= 91)	EC	FC	F	EC	FC	F
Being Well Respected	3.5%	15%	16.5%	3.5%	5.4%	5.5%	3.5%	10.2%	11%
Fun and Enjoyment in Life/ Excitement	21.2	23.7	38.4	28.2	19.4	16.5	24.7	21.5	27.5
Security	14.1	9.7	6.6	16.5	8.6	6.6	15.3	9.2	6.6
Self-fulfilment	10.6	11.8	7.7	5.9	18.3	14.3	8.3	15.1	11
Self-respect	14.1	5.4	1.1	10.6	9.7	1.1	12.3	7.6	1.1
Sense of Accomplishment	12.9	18.3	6.6	14.1	22.5	17.6	13.5	20.4	12.1
Sense of Belonging	2.4	1.1	1.1	1.2	0	3.3	1.8	.5	2.2
Warm Relationships with Others	21.2	15	22	20	16.1	35.2	20.6	15.5	28.5

The total of each column is 100%.

Note: EC = English Canadians, FC = French Canadians, and F = French.

An additional testing of hypothesis 1a was done with the rating format. Repeated measures were performed within each cultural group. Unfortunately, the results obtained with the rating format are not conclusive. The means of each value are so close to each other that no value is significantly higher than the remaining values. There is only the French sample where the values "Warm relationships with others" and "Fun and enjoyment in life" stand out from the rest of the values. As identified earlier, social desirability may lead students to over inflate the emphasise that they actually give to some values. Since most of students only used the positive part of the scale, the data was recoded to a four point scale 1 (neutral) to 4 (extremely important).

No previous studies were found using LOV in a Canadian setting. Nonetheless, some inferences were made from American studies, and consequently some differences among the three groups were hypothesised. The following hypotheses were tested.

H1b: *French and French Canadians emphasize "Fun and enjoyment in life/Excitement" more than English Canadians do.*
H1c: *French Canadians emphasize "Security" more than English Canadians.*
H1d: *French Canadians emphasize the values "Warm relationship with others" more than English Canadians do.*

As it can be observed in Table 7, hypotheses 1b, 1c, and 1d are not supported.

The fact that no significant differences were observed in terms of "Fun and enjoyment in life/Excitement", "Security", and "Warm relationships with others" might be explained by the relatively homogeneous samples in terms of the demographic variables.

Therefore, the three groups emphasize the same values.

TABLE 7

VALUES PREFERENCES

		Means and Standard Deviations			
	Variables	English Canada (n = 89)	French Canada (n = 96)	French (n = 100)	Univariate F or t-test
H1b	Fun and enjoyment in life/ Excitement	3.33 (.77)	3.35 (.73)	3.45 (.72)	N.S.
H1c	Security	2.97 (.86)	2.83 (.77)	Not tested	N.S.
H1d	Warm relationship with others	3.27 (.88)	3.14 (.82)	Not tested	N.S.

Data was recoded as (1= Neutral to 4= Extremely important).

Second test of hypotheses one

A second way to test hypotheses 1 was to identify the usefulness of the 16 statements, which express the eight values, in terms of how they represented the eight values. The first way used to evaluate construct equivalence or reliability of these statements was to look at the Cronbach alphas of the two different statements were to represent each value. An alpha was measured for each value within each cultural group for a total of 24 alphas (eight values * three groups). As the cut-off .7 was used to identify a reasonable level of reliability, only the statements developed to represent the value "Being well respected" obtained acceptable results (Hair et al. 1998). The test-retest reliability conducted with the statements obtained Cronbach's alphas of .70 for the French sample, .74 for the French Canadian sample, and .81 for the English Canadian sample. The three statements are "I always do things that my friends, family, and colleagues will approve", "What people think of me is really important", and "I always do things that conform to social expectations". In the subsequent analysis, these three statements were taken out of the statement section and were replaced by the construct "being well respected". As the remaining statements had test-retest alphas lower than .7, they were rejected as being good measures of the List of Values (LOV). It was decided that looking at each individual statement would be more reliable than grouping them as initially planned.

Factor analyses including the 16 statements were also run within each group to identify potentially important grouping variables. But the test-retest of each factor gave low reliability scores confirming that continuing further tests on individual statements would be better than trying to regroup them. The only three statements loading on the

same factor showing a high alpha were the same statements that were previously identified to define the variable "Being well respected".

Following the reliability tests on the statements, two multiple discriminant analyses were run among the eight values (Table 8) and the 14 statements (Table 9). The two main objectives here were to identify which variables or characteristics differ significantly across the groups and could be used to predict membership of an individual in a particular psychographic segment. Prior to running these tests, certain conditions have to be respected for proper application of discriminant analysis. The two conditions that are listed as most important are: 1) the multivariate normality of the distributions and 2) equal dispersion and covariance structures for the groups (Hair et al. 1998; Mitchell 1994).

Mitchell (1994) suggests that the easiest way to look for multivariate normality is to examine the distributions of each of the variables individually. Doing this exercise identified some potential problems with the eight values. As explained previously, it is hypothesised that individuals may have rated their value preferences through "social desirability" and/or "ideal life" screens which in this case might over inflate the average or skew the data toward the higher numbers. But we also have to understand this is a limited set of eight values that influence almost everybody's life involuntary. As explained in the hypothesis section, it was already expected that some means scores would be over inflated since non-probabilistic and very homogeneous samples were used. For example, the values "warm relationships with others" and "Fun and enjoyment in life" were expected to have high averages since the populations studied are all young and educated. The observation of the output actually shows the data to be skewed. On the

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other hand, the observation of the statement outputs does not identify any problems of this kind. The data are generally distributed normally.

In terms of equality of covariance, it is suggested that the observation of the Box's M's result is appropriate. The Box's M's value in Tables 8 and 9 is 97.88 (sig. 0.061) and 298.27 (sig. 0.007) respectively leading us to reject the hypothesis that covariance matrices in Table 9 are equal (Mitchell 1994). Since in both cases there is one of the two assumptions that is not supported, the analysis and interpretation of the results will have to be taken parsimoniously.

Looking at Table 8, we can notice the composition of both functions discriminating among the three groups. Interestingly enough, the four variables loading on function 1 are the four values Kamakura and Novak (1992) defined as "External values". On the other hand, the four values loading on the function 2 helping to discriminate French Canadians from French and English Canadians are the internal values: "Fun and enjoyment in life/Excitement", "Self-fulfilment", "Sense of accomplishment", and "Warm relationships with others". Even though the function 1 is supposed to discriminate between the French and Canadians, in reality it only discriminates between the French and English Canadians. As it can be seen in the left section of Table 8, significant differences are observed between English Canadians and the French with the variables "Being well respected", "Self-respect", and "Sense of belonging". No differences are actually observed between French Canadians and the French. On the other hand, the four values in function 2 are supposed to discriminate between French Canadians and the two other cultural groups. However in fact, there is only the two variables "Warm relationships with others" and "Sense of accomplishment"

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that discriminates between French Canadians and the French. No differences are actually observed between English Canadians and French Canadians.

The high Wilks' Lambda obtained in Table 8 indicates that only 40% (1-.602) of the total variance is explained by the two functions. Consequently, the power of these eight variables to explain the variance is low and other unknown variables account for 60% of the remaining variance. Even though no strict rules exist on how much higher the probability of group membership should be, Hair et al. (1998) suggest that the classification accuracy should be at least one-fourth greater than the accuracy achieved by chance. Since in this case chance alone could classify 33% of respondents, it is suggested that the accuracy rate should be at least 41.25% (33%*1.25). As can be seen at the bottom of Table 8, the probability of group membership with the two functions is approximately 55% indicating a good predictive accuracy.

TABLE 8

DISCRIMINANT ANALYSIS OF STUDENTS' VALUES PREFERENCES

Values variables	Means and Standard Deviations				Function 1 (Separate French from Canadians)		Function 2 (Separate FC from French and EC)	
	English Canadian (n=89)	French Canadian (n=96)	French (n=100)	Univariate F	Standardised Function Coefficient	Correlation Within Function (Rank)	Standardised Function Coefficient	Correlation Within Function (Rank)
Being Well Respected	2.72 (.66)ab	3.13 (.81)a	3.17 (.91)b	5.72•••	.357	2		
Fun and enjoyment in life/Excitement	3.41 (.74)	3.24 (.78)	3.47 (.67)	N.S.			.326	3
Security	3.07 (.83)	2.73 (.90)	2.74 (.84)	N.S.	-.245	4		
Self-fulfilment	3.03 (.77)	3.24 (.76)	3.15 (.84)	N.S.			-.218	4
Self-respect	3.38 (.71)b	3.05 (.89)	2.74 (.92)b	8.24•••	-.473	1		
Sense of accomplishment	3.05 (.88)	3.32 (.80)c	2.92 (.92)c	3.18•			-.45	2
Sense of belonging	2.57 (.81)b	2.32 (.88)	2.09 (.97)b	4.23•	-.339	3		
Warm relationships with others	3.28 (.82)	3.00 (.84)c	3.58 (.72)c	7.71•••			.637	1
Chi-square; df; p					86.33; 16; .000		26.50; 7; .000	
Wilks' Lambda					.602		.856	
Canonical Correlation					.545		.379	

Probability of group membership: 57.6%; Cross-validation: 54.8%

Rating categories were used (1= Neutral to 4= Extremely important).

abc Denotes significant difference at $p \leq 0.05$ with means with same letter. • $p \leq 0.05$, ••$p \leq 0.01$, •••$p \leq 0.001$.

In Table 9, similar results are obtained with the 14 statements. Functions 1 and 2 can significantly discriminate among the three groups with a p-value of .000 and .003 respectively. But, the high Wilks' Lambda indicates once again that only 40.7% (1-.593) of the variance is explained by these two functions. As it can be noticed in the middle

section of the Table 9, only four variables have a significant Univariate F indicating differences in the means of at least two groups. Even if nine variables are included in function 1, only the statements "I would like to have many accomplishment in life" and "I would like to be professionally successful" significantly discriminate the French from English Canadians and/or French Canadians. Only two statements in function 2 significantly discriminate French Canadians from the two other cultural groups. The statement "I prefer intellectual and cultural activities" is significantly preferred by English Canadians than French Canadians and the statement "It is very important for me to have job security" is significantly preferred by the French than French Canadians.

As it can be noticed at the bottom of Table 9, the probability of group membership of the two functions is 61% with a cross-validated accuracy of 50.6%. This result is also higher than Hair et al.'s rule of theoretical accuracy plus 25%.

Many researchers would argue that these results have to be taken carefully since the assumptions are violated in both cases. But, it would be difficult to have perfectly normal distributions in terms of value preferences. We are talking about variables that to a certain extent are all important to the participants. It would be foolish to expect a "normal" distribution for many of these variables. For example, more than 50% of students (145/285) identified the value "Fun and enjoyment in life" to be extremely important in their life. If the results were "normally" distributed we would expect to have 2.5% of the respondents in this category, based on a seven-point Likert scale. This would represent only 7 candidates in a supposedly "normal" world. The problem is that the three groups were expected to emphasize this value since they are demographically young and educated (Kahle 1984).

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TABLE 9

DISCRIMINANT ANALYSIS OF STUDENTS' AGREEMENT TO STATEMENTS

	Means and Standard Deviations				Function 1 (Separate French from Canadians)		Function 2 (Separate FC from French and EC)	
Values variables	English Canadian (n=89)	French Canadian (n=96)	French (n=100)	Univariate F	Standardise Function Coefficient	Correlation Within Function (Rank)	Standardised Function Coefficient	Correlation Within Function (Rank)
Job Security is important	5.55 (1.06)	5.13 (1.1)c	5.81 (.94)c	6.24**			.377	2
Leisure and sporting activities are important	5.83 (1.16)	5.56 (1.43)	5.49 (1.19)	N.S.			.187	5
Having close friends I can share with is important	6.14 (.85)	6.05 (1.06)	6.43 (.75)	N.S.	.282	3		
Prefer job with self-direction	5.78 (.86)	5.72 (1.14)	5.57 (1.08)	N.S.	.133	7		
Family and kids priority number 1	4.72 (1.62)	4.75 (1.57)	4.91 (1.4)	N.S.	.09	9		
Financial situation concerns me	5.4 (1.06)	5.23 (1.37)	4.89 (1.48)	N.S.	.245	4		
Would prefer managerial position	4.6 (1.47)	4.48 (1.59)	4.36 (1.48)	N.S.	-.081	8		
Would like to have many accomplishments in life	5.79 (1.09)b	6.02 (.90)c	5.11 (1.1)bc	11.57***	.572	1		
Enjoy making decisions and doing things by myself	5.6 (.99)	5.84 (1.05)	5.6 (1.04)	N.S.			-.207	4
Prefer activities I can be with Friends/Family	5.43 (1.2)	5.08 (1.1)	5.15 (.95)	N.S.			.285	3
Prefer intellectual activities	5.12 (1.13)ab	4.28 (1.48)a	4.36 (1.4)b	6.914***			.556	1
Often give gifts for no special occasions	4.21 (1.55)	4.11 (1.61)	4.45 (1.55)	N.S.	-.138	6		
Would like to be professionally successful	6.19 (.74)b	5.95 (.99)	5.62 (.99)b	5.39***	.371	2		
Being Well respected	3.94 (1.01)	3.73 (1.12)	3.51 (.94)	N.S.	.241	5		
Chi-square; df; p					84.97; 28; .000		31.85; 13; .003	
Wilks' Lambda					.593		.822	
Canonical Correlation					.528		.422	

Probability of group membership: 61%; Cross-validated groups membership: 50.6%

Rating scales were used (1= Totally disagree to 7= Totally agree).

abc Denotes significant difference at $p \leq 0.05$ with means with same letter. * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$.

Media Behaviour

In terms of media behaviour, the results are partially similar with previous studies and the hypotheses developed in this study. Based on previous studies, the following hypotheses were tested.

H2a: *French Canadians read less newspapers than English Canadians.*
H2b: *French and French Canadians watch more television than English Canadians.*
H2c: *French read fewer newspapers and more magazines than both Canadian groups.*

French Canadians read significantly fewer newspapers than English Canadians in three of four categories but in only one of seven magazine categories (see Table 10). It is clear that French Canadians read newspaper less often than English Canadians. Since previous studies have used only the variable newspapers and not the variable magazines in a Canadian setting, it was not clear if similar behaviours with "magazine" and "newspaper" were to be observed. Further studies are necessary to identify if similar or different behaviours between these two variables should be observed.

In terms of television behaviour, French and French Canadians were found to watch television more frequently than English Canadians in two of the four categories. Concerning the hypothesis 2c, it was expected that the French would read fewer newspapers and more magazines than both Canadian groups. It was found to be supported in two of the four categories with the variable "newspapers" but no significant results were obtained with magazines.

Based on these findings, hypotheses 2a and 2b are both partially supported and hypothesis 2c is not supported. Even if no hypotheses have been shown to be completely

true, "newspapers readership" was shown to generally be a better discriminant variable than "magazines readership" for the three cultural groups.

TABLE 10

MEDIA BEHAVIOUR

	Means and Standard Deviations			
Variables	English Canada (n = 89)	French Canada (n = 96)	French (n = 100)	Univariate F
Newspapers readership				
Business	6.19 (1.92)ab	5.42 (2.03)a	4.93 (1.94)b	9.78***
Politics	5.24 (2.50)b	4.59 (2.46)c	3.76 (2.18)bc	9.15***
Sport section	5.40 (2.65)	5.18 (2.74)	4.70 (2.61)	N.S.
Entertainment/Arts	6.33 (1.68)ab	4.72 (2.45)ac	3.34 (2.08)bc	47.76***
Magazines Readership				
Sport	4.00 (2.31)	3.59 (2.31)	3.90 (2.43)	N.S.
Human interest/History	3.53 (2.01)a	2.84 (2.09)a	3.38 (1.81)	3.12*
Health/Nutrition	4.09 (2.01)	3.63 (2.10)	3.45 (2.02)	N.S.
Fashion	4.06 (2.18)	3.90 (2.23)	4.20 (2.16)	N.S.
Business/Economy	4.85 (2.08)	5.15 (1.87)c	4.36 (2.04)c	3.86*
Novels Readership				
Scientific	1.31 (.64)b	1.70 (1.49)	1.87 (1.55)b	4.09*
Fiction	3.28 (1.88)a	2.29 (1.87)ac	3.44 (2.26)c	8.82***
Television				
Movies	6.28 (1.31)ab	7.13 (.82)a	7.38 (1.26)b	23.22***
News	7.20 (1.52)a	7.76 (.63)ac	6.89 (1.93)c	8.77***
Sports	6.08 (2.40)	5.51 (2.72)	6.06 (2.26)	N.S.
Sitcom/Series	7.57 (.89)ab	6.18 (2.33)a	6.42 (2.23)b	13.26***

abc Denotes significant difference at $p \leq 0.05$ with means with same letter. * $p \leq 0.05$, **$p \leq 0.01$, ***$p \leq 0.001$. Rating scales were used (1 = Never to 8 = Several times a week).

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Beverages

In terms of beverage consumption, the results shown in Table 11 are for the most part not similar with previous results. The following hypotheses were tested.

H3a: *French Canadians drink more soft drinks, beer, and wine than English Canadians.*
H3b: *French Canadians drink less hard liquor and mixers than English Canadians.*
H3c: *French drink more wine than French Canadians and English Canadians.*
H3d: *The French drink less beer than French Canadians and English Canadians.*

The only two results similar with previous studies are that French Canadians drink more beer than English Canadians (hypothesis 3a), and the French drink more wine than English Canadians (hypothesis 3d). Hence, hypothesis 3a is supported by one of three variables, hypothesis 3c is supported by one of two variables, and hypotheses 3b and 3d are not supported.

TABLE 11

CONSUMPTION OF BEVERAGES

Variables	Means and Standard Deviations			
	English Canada	French Canada	French	Univariate F
Soft Drinks	6.57 (1.89)	6.23 (2.37)	6.82 (1.95)	N.S.
Wine	4.63 (2.12)b	5.27 (2.17)	5.53 (2.40)b	3.99*
Hard Liquor	4.73 (2.27)	4.33 (2.05)c	5.15 (2.49)c	3.17*
Liqueurs	3.33 (2.16)	3.43 (1.92)	3.21 (2.30)	N.S.
Beers	4.91 (2.58)a	6.11 (2.1)a	5.39 (2.46)	6.00**

abc Denotes significant difference at $p \leq 0.05$ with means with same letter. * $p \leq 0.05$, **$p \leq 0.01$, ***$p \leq 0.001$. Rating scales were used (1 = Never to 8 = Several times a week)

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Fashion

Previous studies show that French Canadian women are more oriented toward fashion and personal appearance and buy more cosmetics than English Canadian women. Therefore, the following hypotheses were tested.

H4a: *French Canadian women are more interested in cosmetics and fashion than English Canadian women.*

H4b: *French women are more interested in cosmetics and fashion than French Canadian women.*

As can be seen in Table 12, this study analysed interest in fashion through four different variables. As Cronbach alphas of .61 and .63 show that these four variables combined do not measure the concept of fashion very well, the four variables were tested individually. Only two of the four variables turned out to identify significant differences among the three groups and the results obtained are not similar with previous studies. Previous studies have regularly shown French Canadian women to be more interested in cosmetics and fashion than English Canadian women. Contrary to expectations, English Canadian female students consume more perfume and eye make-up/lipstick than their French Canadian counterparts. English Canadian female students also consume more eye make-up/lipstick than Female French students. The only result similar with the hypotheses studied is that French female students consume perfume more often than French Canadian female students. Consequently, hypothesis 4a is not supported and hypothesis 4b is supported only with the variable "Eye make-up/Lipstick".

TABLE 12

FEMALES INTEREST IN FASHION

Variables	Means and Standard Deviations			
	English Canada (n = 40)	French Canada (n = 51)	French (n=60)	Univariate F
Magazine–Fashion	5.13 (1.70)	5.06 (1.76)	5.30 (1.46)	N.S.
Perfume	7.40 (1.32)a	6.10 (2.72)ac	7.52 (1.62)c	7.97***
Eye make-up/ lipstick	7.83 (.45)ab	6.10 (2.34)a	6.52 (2.17)b	9.40***
Buy clothes	5.25 (.98)	4.96 (1.15)	5.33 (1.07)	N.S.

abc Denotes significant difference at p ≤ 0.05 with means with same letter. * p ≤ 0.05, **p ≤ 0.01, ***p ≤ 0.001. Rating scales were used (1 = Never to 8 = Several times a week)

Cultural, social, and sporting activities

The only research study found in the literature using cultural, social, and sporting activities between English Canadians and French Canadians found no significant differences, except for the variable "attend parties" (Kim, Laroche, and Lee 1990). As it was the first time French and Canadian samples were compared on these variables, there was no way to predict how the French sample would stand compared to English Canadians and French Canadians.

The two following hypotheses were tested.

H5a: *There are no differences in the frequency of cultural, social, and sporting events between English Canadians and French Canadians; except for the variable "attend parties".*
H5b: *French Canadians attend fewer parties than English Canadians.*

Contrary to previous studies, differences were observed on 13 of the 21 variables (see Table 12). Seven of these thirteen variables identify differences between English Canadian and French Canadian samples including the variable "attend parties or social functions" (hypothesis 5b). As expected, French Canadian students attend significantly

fewer parties or social functions than their English Canadian counterparts. French Canadians also go to movies or fancy restaurants with their friends less often than English Canadians. On the other hand, French Canadians seems to do more exercise than English Canadians as they go swimming and alpine/cross country-skiing more often than English Canadians. French Canadians also go hiking more often than English Canadians. Based on these results, hypothesis 5a is not supported but hypothesis 5b is.

As observed in Table 13 below, of the 13 variables which identify significant differences among the three groups, 11 variables identify differences between the French sample and one or both Canadian samples. Differences between English Canadian and French students can be observed on 10 variables and differences between French Canadians and French can be observed on nine variables. Based on these findings, the French seem to be generally less active than Canadians, particularly with activities such as bicycling/jogging, swimming, alpine/cross-country skiing, and hockey. The French also engage in less activities such as camping/backpacking, hiking and going out to fancy restaurants than their Canadian counterparts. French also participate in activities such as "movies" and "poker/bridge" less often than English Canadians.

On the other hand, French students engage in cultural events more often than Canadians, especially in activities such as arts galleries, Museums and arts and crafts shows. If we take the three "cultural events" category to develop a construct of "culture" in general, we obtain split-half alphas of .78 twice, showing a good reliability of the construct "culture". However, if we take all the variables to compute a construct "culture" no more differences are observed among the three groups. The new single

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variable gives an average of 2.28 (1.05), 2.07 (1.09), and 2.35 (1.13), respectively for

English Canadians, French Canadians, and French.

TABLE 13

CULTURAL, SOCIAL, AND SPORTING ACTIVITIES

Variables	Means and Standard Deviations			
	English Canada (n = 89)	French Canada (n = 96)	French (n = 100)	Univariate F
Exercises				
Bicycling/Jogging	5.70 (2.49)b	5.95 (2.13)c	4.75 (2.31)bc	7.31**
Martial arts	1.69 (1.85)	1.38 (1.45)	1.27 (1.04)	N.S.
Racquet sports	3.44 (2.57)	3.28 (2.59)	3.16 (2.13)	N.S.
Swimming	3.47 (2.07)a	4.49 (2.28)ac	3.67 (2.05)c	5.92**
Skiing/Cross-country skiing	2.74 (1.91)a	3.64 (2.28)ac	2.10 (1.06)c	17.63***
Soccer	2.48 (2.16)	2.09 (1.97)	2.63 (2.46)	N.S.
Hockey	2.78 (2.54)b	2.45 (2.23)c	1.06 (.61)bc	20.58***
Play games				
Poker/Bridge	2.36 (1.63)b	1.85(1.66)	1.76 (1.55)b	3.64*
Chess/Checkers	2.00 (1.28)	2.11 (1.61)	2.20 (1.62)	N.S.
Board Games	3.16 (1.53)	3.24 (1.78)	3.48 (1.70)	N.S.
Outdoor Life				
Camping/Backpacking	2.52 (1.18)b	2.79 (1.50)c	1.93 (1.02)bc	12.02***
Hiking	2.51 (1.40)ab	3.31 (1.95)ac	1.93 (1.01)bc	20.90***
Hunting/Fishing	1.60 (1.13)	1.84 (1.34)	1.56 (1.34)	N.S.
Cultural Events				
Go to arts and crafts shows	1.99 (1.19)b	1.95 (1.15)c	2.51 (1.52)bc	5.59**
Theatre, Opera, Ballet dance	2.54 (1.31)a	2.01 (1.13)a	2.30 (1.59)	3.50*
Arts galleries, Museums, Arts exhibits	2.17 (1.16)b	2.11 (1.21)c	2.64 (1.37)bc	5.19**
Going out with Friends				
Parties or social functions	6.60 (1.42)a	5.94 (1.74)a	6.49 (1.67)	4.49*
Movies	6.04 (1.21)ab	5.46 (1.35)a	5.45 (1.16)b	6.94**
Live music shows	3.20 (1.73)	2.67(1.39)	2.80 (1.58)	N.S.
Dine out in fast-food restaurants	6.09 (1.31)	6.06 (1.26)	6.13 (1.38)	N.S.
Dine out in fancy restaurants	5.10 (1.37)ab	4.33 (1.51)ac	3.60 (1.63)bc	23.12***

abc Denotes significant difference at $p \leq 0.05$ with means with same letter. *$p \leq 0.05$, **$p \leq 0.01$, ***$p \leq 0.001$. Rating scales were used (1 = Never to 8 = Several times a week).

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Internet

Based on studies done previously, the following hypotheses were developed

(Euromonitor 1999).

H6a: *English Canadians use the Internet more often than French Canadians and French.*
H6b: French Canadians use the Internet more often than French.

As it can be seen in Table 14, significant differences were obtained with three of

the four variables. To capture the "Internet usership" in general, a new variable was

created using the variables "browse for information", "browse for entertainment", and

"Send/receive email". The variable "buy-sell things on the web" was not included as

very few students have actually bought or sold on the web, and therefore this variable

was deleted due to low reliability. The split-half alphas of the three variables selected are

.88 and .83 showing that it is a good measure of "Internet usership" among the three

cultures. This new variable identifies that the three groups are distinct from each other

with English Canadian students being the more frequent users and French students being

the less frequent users. Based on these results, hypotheses 5a and 5b are supported.

TABLE 14

INTERNET USERSHIP

Variables	Means and Standard Deviations			
	English Canada	French Canada	French	Univariate F
Browse for information	7.28 (1.01)ab	6.35 (1.86)ac	5.35 (2.78)bc	18.51***
Browse for entertainment	6.41 (2.00)b	5.86 (2.12)c	4.91 (2.81)bc	9.86***
Buy/Sell things on the web	2.09 (1.95)	2.00 (2.02)	1.79 (1.84)	N.S.
Send/Receive-email	7.79 (.78)ab	6.86 (1.81)ac	4.22 (3.19)bc	67.59***
Construct–Internet[1]	7.14 (.9)ab	6.36 (1.62)ac	4.83 (2.66)bc	32.85***

abc Denotes significant difference at p ≤ 0.05 with means with same letter. *p ≤ 0.05, **p ≤ 0.01, ***p ≤ 0.001. Rating scales were used (1= Never to 8= Several times a week)

Other Lifestyle variables

Concerning the lifestyle variables listed in Table 15, no hypotheses could be

developed as no studies were found using these variables in a Canadian or French

environment. The only contribution expected from the results was in terms of helping to

answer the same question that has been at the genesis of this research: Are French

Canadians "closer" to English Canadians or to the French from France? This was

accomplished by identifying if French Canadians have a lifestyle more similar to English

Canadians or to the French. These variables, when used in previous studies, have shown

to discriminate between different segments of the population in the U.S. It was hoped

that these variables could help to identify if French Canadians are closer in terms of

behaviour and lifestyle to English Canadians or to the French from France.

In terms of recycling, English Canadians seem to be more environmentally

conscious as they recycle significantly more often than French Canadians and French. As

the alphas obtained with the three "recycling" variables were .92 and .93, the rest of the

paper will consider recycling as only one variable by developing a new variable that is

the average of the three previous variables. The results indicate that English Canadians recycle significantly more often than both of the French speaking samples with the French from France recycling less often than French Canadians. English Canadians also go to the Church/Synagogue more often and do more frequently volunteer work than the two French speaking samples.

Food consumption

The only other variable to demonstrate a significant difference was the variable "Eat vegetables" where English Canadians are eating vegetables more frequently than French Canadians. The rest of the significant differences observed were between French and Canadians in general. French students eat poultry and whole wheat bread less often than Canadians. On the other hand, French eat more often fish than Canadians. Looking at these results is it very difficult to define if French Canadians are "closer" or more similar to English Canadians or French.

TABLE 15

LIFESTYLE AND PRODUCT CONSUMPTION DIFFERENCES

	Means and Standard Deviations			
Variables	English Canada	French Canada	French	Univariate F
Do recycling				
Paper	6.97 (1.70)ab	5.85 (2.72)ac	3.31 (2.71)bc	55.95***
Glass	6.78 (1.89)ab	4.51 (3.17)ac	2.92 (2.64)bc	50.22***
Cans	6.72 (1.98)ab	5.70 (2.80)ac	2.93(2.67)bc	57.34***
New variable: "Recycling"	6.82 (1.69)ab	5.34 (2.59)ac	3.05 (2.47)bc	64.16***
Personal-care products				
Deodorant	7.89 (.78)	7.92 (.72)	7.64 (1.50)	N.S.
After-shave lotion*	5.41 (3.13)	4.89 (3.19)c	6.92 (2.19)c	5.33**
Shampoo	7.97 (.32)	7.96 (.25)	7.97 (.17)	N.S.
Travel for Vacation				
Inside the country	3.40 (1.27)	3.79 (1.42)	3.66 (1.17)	N.S.
Outside the country	2.02 (.72)	1.95 (.98)	2.15 (.95)	N.S.
Food consumption				
Eat tofu	2.49 (2.34)b	1.92 (1.73)	1.22 (.90)b	12.35***
Eat red meat	6.37 (1.85)	6.48 (2.15)	6.95 (1.88)	N.S.
Eat poultry	7.39 (1.07)b	7.45 (.82)c	6.93 (1.30)bc	6.69***
Eat fish	5.62 (2.05)b	5.47 (2.26)c	6.40 (1.94)bc	5.62**
Eat fruits	7.67 (.64)	7.69 (.95)	7.59 (.71)	N.S.
Eat vegetables	7.80 (.53)a	7.43 (1.46)a	7.71(.77)	3.34*
Eat whole wheat bread	6.09 (2.46)b	6.15 (2.60)c	5.01 (2.48)bc	5.96**
Eat brown rice	5.00 (2.53)	4.96 (2.69)	4.82 (2.71)	N.S.
Miscellaneous				
Go to church/ Synagogue	2.92 (2.25)ab	1.95 (1.12)a	2.00 (1.56)b	9.59***
Buy lottery tickets	2.75 (1.86)	2.93 (1.85)	2.54 (1.91)	N.S.
Buy compact discs	4.27 (1.53)	4.21 (1.56)	4.43 (1.39)	N.S.
Wear jeans	7.57 (.93)	7.44 (1.09)	7.23 (1.58)	N.S.
Do volunteer work	3.55 (2.17)ab	2.24 (1.76)a	2.37 (2.00)b	11.91***

* Men only.
abc Denotes significant difference at $p \leq 0.05$ with means with same letter. * $p \leq 0.05$, **$p \leq 0.01$, ***$p \leq 0.001$.
Rating scales were used (1= Never to 8= Several times a week).

Technology ownership

No previous studies using the "technology" variables were found in the literature.

As it can be seen in Table 16, significant differences can be observed with the variables

"cellular phone", "Own a computer", "Own a computer with modem", and "Credit card

ownership and usage". French is the group who has the highest proportion of people owning a cellular phone compared to English Canadians and French Canadians with respectively 31.5% and 10.4% of students owning a cellular phone. On the other hand, French students have the lowest proportion of computer ownership with only 63.6%, in comparison of 93.3% and 82.1% respectively for English Canadians and French Canadians. It is found that in terms of "Credit card ownership", English Canadians own a credit card more often than French Canadians and the French. A chi-square with only the two French samples shows that the French own a credit card significantly more often than French Canadians. In terms of credit card usership, French Canadians use their credit card significantly less often than English Canadians and the French. Just under 50% of the French Canadian sample use it 5 times of less. On the other hand, the French used it significantly more often than Canadians with 48% of the sample using it 11 times or more in the last month, in comparison to only 22.3% and 23.9% for English Canadians and French Canadians respectively.

TABLE 16

TECHNOLOGY OWNERSHIP

		English Canadian (n = 89)	French Canadian (n = 95)	French (n = 99)
Own Cellular Phone	Yes	31.5%	10.4%	76.8%
$(\chi^2= 98.6;\ df= 2;\ p\le .001)$	No	68.5	89.6	23.2
Own Pager	Yes	11.2	9.6	7.1
$(\chi^2= 1.0;\ df= 2;\ N.S.)$	No	88.8	90.4	92.9
Own Computer	Yes	93.3	82.1	63.6
$(\chi^2= 25.7;\ df= 2;\ p\le .001)$	No	6.7	17.9	36.4
$(\chi^2= 41.0;\ df= 2;\ p\le .001)$ Modem	Yes	91.8	82.3	50.8
	No	8.2	17.7	49.2
$(\chi^2= 1.1;\ df= 2;\ N.S.)$ CD-ROM	Yes	91.8	89.6	90.5
	No	8.2	10.4	9.5
Car ownership	Yes	50.6	66.3	61.6
$(\chi^2= 5;\ df= 2;\ N.S.)$	No	49.4	33.7	38.4
Credit Card usage	No Credit Card	9.1	25.3	19.2
$(\chi^2= 8.21;\ df= 2;\ p\le .01)$	< 5 times	36.3	49.3	18.5
$(\chi^2= 25.40;\ df= 6;\ p\le .001)$	5-10 times	42.4	26.8	33.4
	11-15 times	8.8	14	25.9
	16 times or more	12.5	9.9	22.2

Another interesting result in the percentage of "modem ownership" among people who actually own a computer. Only 50.8% of French students actually own a computer with a modem. This low percentage, compared to Canadians students, might explain why the French students have the lowest score on the new variable "Internet" (hypotheses 6a and 6b). Consequently, a new test was done this time only using students who own a computer equipped with a modem. Surprisingly, the mean differences among the three groups were not significant anymore. The result of this new test would indicate that the main reason why French students navigate less frequently on the Internet than Canadians is because French students do not have the technology to do so and not because of

language reasons as anticipated in the hypotheses section. Since there was not enough

students who did not have a computer and/or a modem at home it could not be

determined if a significant difference exist, in terms of "Internet usership", between

people who do and do not have the technology required to use the Internet.

Concerning the variable "credit card", the first chi-square reported in Table 16 is

to identify credit card ownership among the three groups. Only 9.1% of English

Canadians students do not have a credit card, as opposed to 25.3% and 19.2% for French

Canadians and French respectively. The result showing that French Canadians own

fewer credit cards than their counterpart English Canadians is similar with previous

findings (Hui et al. 1993; Joy et al. 1991). The second reported chi-square is concerning

the credit card usage. When doing pair-comparison chi-square tests, significant results

were obtained with "Credit card usage" indicating that each group is distinct from each

other but significant results with "Credit card ownership" was obtained only between

English Canadians and French Canadians students.

The last variables that were studied tried to identify the similarities and

differences among the three groups are listed in Table 17. Once again, these results do

not clearly identify if the groups are similar or distinct from each other. On the variable

"breakfast", French students stand separately from the two other groups as they are the

group eating the earliest. Concerning the variable "Lunch", the French Canadian group is

significantly distinct as they are eating earlier than the two other groups and concerning

the variable "Supper" each group is significantly different from each other. With the

variable "Hours of sleep" the only significant difference is observed between English

Canadians and French Canadians.

TABLE 17

DEMOGRAPHICS AND LIFESTYLE VARIABLES

		English Canadian (n = 88)	French Canadian (n = 94)	French (n = 100)	Univariate F
Time of eating Breakfast	Avg. (Std D.)	7h14 AM (2h49)b	7h01 PM (2h53)c	6h26 PM (2h35)bc	_14.2_***
Time of eating Lunch		12h31 PM (1h.38)a	12h16 PM (0h55)ac	12h41 PM (0h21)c	_8.7_***
Time of eating Supper		6h29 PM (0h55)ab	6h01 PM (1h02)ac	7h41 PM (0h35)bc	_99.1_***
Number of Hours of Sleep Average (hr)		7h05 (1h00)a	7h27 (1h02)a	7h23 (0h51)	_3.7_*

abc Denotes significant difference at $p \leq 0.05$ with means with same letter. * $p \leq 0.05$, **$p \leq 0.01$, ***$p \leq 0.001$.

SUMMARY AND CONCLUSIONS

This questionnaire is divided into two main sections. In the first section of the questionnaire only 12 significant differences are observed among the three cultural groups with only two significant differences between English Canadians and French Canadians. English Canadians emphasize "Being well respected" less than both French-speaking groups. The other significant differences are between the French group and one of the Canadian groups. French students emphasize "Self-respect" and "Sense of belonging" less than English Canadians. French students emphasize "Sense of Accomplishment" less and emphasize "Warm relationships with others" more than French Canadians.

Looking at the Table 9 (p. 43), we can observe that there are also only six significant differences among the three groups. Once again, there is only one significant

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difference between the two Canadian groups with English Canadians being in agreement with the statement "I prefer intellectual and cultural activities" more often than both French-speaking groups. The other significant differences are the French being in agreement with the statement "I would like to have many accomplishment in life" less often than both Canadians groups. The French also agree to "I would like to be professionally successful" less often than English Canadians and agree to "It is very important for me to have job security" more often than French Canadians. The previous differences in terms of emphasis of "values" and "agreement to statements" could be taken into consideration when transferring marketing strategies from one cultural group to another. But the low number of differences among these groups and especially between the two Canadian groups suggests that such adaptation should be minimal if not non-existent.

As it can be observed in Table 18, the hypothesis (1a) that the three groups would emphasize "Fun and enjoyment in life/Excitement", "Self-fulfilment", "Sense of accomplishment", and "Warm relationships with others" more than the external values was supported. The value "Self-fulfilment" was the only value that was not supporting the hypothesis in the English Canadian group has the students ranked "Security" and "Self-respect" more important than "Self-fulfilment". The fact that in majority the three cultural groups emphasize the internal values is consistent with Kahle's findings (1983) that young or educated people emphasize these four values. Not similar with previous results were the hypotheses 1b, 1c, and 1d. Based on Kahle's studies (1983-1984), it was expected that these values would be supported.

TABLE 18

HYPOTHESES AND FINDINGS

	Hypotheses	Supported	Partially supported*	Not supported
H1a	The four values most preferred among the three groups of students are the four internal values.	✓		
H1b	F and FC emphasize "Fun and enjoyment in life/Excitement" more than EC.			✓
H1c	FC emphasize "Security" more than EC.			✓
H1d	FC emphasize "Warm relationship with others" more than EC do.			✓
H2a	FC read less newspapers than EC.		✓	
H2b	F and FC watch more television than EC.		✓	
H2c	F read fewer newspapers and more magazines than Canadians (FC and EC).			✓
H3a	FC drink more soft drinks, BEER, and wine than EC.		✓	
H3b	FC drink less hard liquor and mixers than EC.			✓
H3c	F drink more wine than FC and EC.		✓	
H3d	F drink less beer than FC and EC.			✓
H4a	FC women are more interested in cosmetics and fashion than EC women.			✓
H4b	F women are more interested in cosmetics and fashion than FC women.			✓
H5a	There are no differences in the frequency of cultural, social, and sporting events between EC and FC; except for the variable "attend parties".			✓
H5b	FC attend fewer parties than EC.	✓		
H6a	EC use the Internet more often than FC and F.	✓		
H6b	FC use the Internet more often than F.	✓		

* Only one or two variables support the hypothesis.

In the second section of the questionnaire a more important number of significant differences were observed among the three groups including between the two Canadian groups, but for a lot of these variables it was the first time they were tested in a Canadian setting. As it can be observed in Table 18, the majority of hypotheses tested in a Canadian setting previously were not supported except for the hypotheses "Media behaviour" and "the Internet". The findings that the French and French Canadians watch

television more frequently and that English Canadians read newspapers more often could be used by companies who try to reach these cultural groups. For example, if a promotion is intended to target specifically the English Canadians it might be more efficient to advertise in newspapers than on television. The opposite would be also true. If a promotion is intended to target French Canadians or the French, using television as a medium might be a better investment to reach and target these two cultural groups even if more expensive than the written media.

The other significant differences observed in terms of product consumption and frequency of activities suggest that some products or activities will be preferred in specific cultural groups, and therefore will potentially be more successful if launched and promoted in these geographic regions (see Table 11, 12, 13, 15, and 16). For example, the activities "Camping/Backpacking" and "Hiking" are done more frequently by French Canadians than English Canadians and the French (see Table 13). These results suggest that outdoors companies could target the province of Québec as their first market since this is where the frequency of participation is the highest among the three cultural groups. However, as we have observed in the first section of the questionnaire, there are relatively no differences in the "values preference" among the three cultural groups suggesting that the adaptation of the marketing strategies might not be necessary for outdoor companies. This analysis can also be done with the other differences observed in terms of product consumption or frequency of activities. Section two of the questionnaire also identified that some markets are more appealing than others. However, the adaptation in terms of marketing strategies should be limited or non-existent as few differences are observed in "values preference".

Concerning the hypotheses not supported, it is suggested that one main reason

why these hypotheses are not supported is because of the segment of the population used

in this study. Previous Canadian studies used "probabilistic" samples drawn from the

entire population, in comparison this study only used one segment of the population,

undergraduate, Business students. As many of these hypotheses have been tested many

times in Canada and similar results were always observed, it is suspected that Business

students do not have behaviours similar to the "average" Canadian. This could therefore

account for the differences observed between this study and previous ones.

IMPLICATIONS

In terms of marketing contributions, such findings can help companies to segment

their markets. As it can be seen in Table 6, Business students in Canada and France

emphasize more the "internal values" than the "external values". This is similar with

Kahle's studies showing that young and educated people emphasize more "Fun and

enjoyment in life/Excitement", "Self-fulfilment", "Sense of accomplishment", and

"Warm relationships with others" than the four "external values".

As many researchers argue that to be effective an advertising strategy should

adapt to the cultural values of the citizens, it is suggested that companies who want to

target this segment of consumers (business population) should emphasize the "internal

values" in their advertising strategy (Hornic 1980, Kanso 1992, Mueller 1987). Alex

Sakiz (1991) also developed his argumentation in the same direction arguing that to

create advertising that sells, one must go beyond language into the realm of values,

customs, and beliefs. Leigh and Martin (1988) mentioned "the correct mix of media and

advertising copy, based on both demographic and value information, would more

effectively reach the identified target market (p. 153)". All these researchers argue that observing differences in terms of values should be used to the company advantage in their efforts to reach the potential customer effectively.

In terms of transferring advertising strategies from one ethnic studied to another, few significant differences were found in terms of "values" and "agreements to statements/values" that would require companies to make major changes. Among the 22 variables in Tables 8 and 9 there are only two significant differences between the English Canadian and the French Canadian groups. English Canadians emphasize less "Being well respected" than French Canadians and agree more to the statement "I prefer intellectual and cultural activities". This low number of significant differences between the two Canadian samples suggests that these two populations might be less different than argued by many people, and therefore few adaptations of the advertising strategies are really necessary between these two groups. Unfortunately, previous studies have almost always used product consumption to sustain that English Canadians and French Canadians are two distinct groups. This study is one of the few done in a Canadian setting using "values" as discriminant variables. Further studies using "values" as discriminant variables will be necessary before concluding that different results are obtained in a Canadian setting when using "values" instead of "product consumption". Presently, the results using "values" suggest that two groups are similar as opposed to studies using "product consumption" who suggest that English Canadians and French Canadians are different.

Observing the French sample's results in Table 8 and 9 identify six significant differences with English Canadians and four significant differences with French

Canadians. These significant differences between the two countries could be taken into consideration before using the exact same advertising strategy within the two countries. For example, the English Canadian sample is more often in total agreement with the statements "I would like to have many accomplishments in my life" and "I would like to be professionally successful" than the French sample. Such findings could be used to advertise differently between the two groups with a message for English Canadians emphasising "success" and "achievement" more than in the French message.

But the relatively low number of differences found among the three groups challenge the proponents of multi-domestic strategies who argue that differences in cultural and other environmental factors influence the buying behaviour of people in different countries. Many significant differences exist among the three groups in terms of "product consumption", but this is not the case in terms of "values". Therefore suggesting that the study of values should take less importance than expected in explaining the differences in terms of "buying behaviour". Academics have for decades tried to understand and predict human behaviour. Researchers have used psychographic studies, constructs such as VALS (Mitchell 1983) or RVS (Rokeach 1973) to help them in their market segmentation. The results in this study show that significant differences between English Canadians and French Canadians were observed in 34% of the cases with the variables "product consumption", but only in 9% of the cases in the categories "values" and "statements reflecting values". Such comparison can suggest the low relation between "values" and "buying behaviour".

Other environmental factors such as price and product and technology availability may be factors that explain more buying behaviour that values. Therefore for a Canadian

company would like to enter the French market, an examination of product availability and domestic legal regulations might be a first good indication of potential success in the "new country" before adapting the advertising as argued by some advocates of multi-domestic strategies. As the majority (66%) of the variables studied did not show significant differences, such findings support the proponents of globalization strategies, but O'Farrel et al. (1998) would argue a company can still use these differences to strengthen its competitive position.

In the academic literature, many researchers have argued that ethnicity is a good predictor of behaviours with "self-identification" being the best single item. The results in this study suggest that using "self-ethnicity" alone might not define ethnicity well enough to be a good predictor of people behaviours in a marketing setting. Since 42 students who are born in Canada did not identified themselves as Canadian it was decided to reject them on the basis of "self-identification" criteria. For the purpose of this discussion these students will be called "unidentified". Further analyses were conducted only with the students who identified their ethnicity to be Canadian but it was still suspected that these 42 students born in Canada who have interacted and live in a Canadian environment are their life would have similar behaviours than English Canadians. A comparison between the 42 unidentified students with the 89 English Canadians determined that the former group is not very different from the latest one. In fact, only nine variables observed significant differences between English Canadians and the unidentified group. There was no significant difference in the values (section 1) and only one variable in the statements representing values (section 2). The nine variables are: "I would prefer to have a job with self-direction", "Eye make-up/Lipstick",

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"Camping/Backpacking", "Eat brown rice", "Buy CD", "Language speak", "Number of siblings", "Cell phone ownership", and "Pager ownership". This low number of significant differences may make researchers consider that even if these people did not identify themselves as Canadians, they might be very much so. Therefore, even if the students did not consider themselves Canadians and they might not "feel" like Canadians, in fact they grew up and interacted with Canadians all their life and this might affect their behaviours and way of thinking more then these students believe. Such results suggest that other variables should be used to define the concept of ethnicity as "self-identification" alone might not be a good indicator of ethnicity in some environments. The same exercise could not be conducted with the students in Québec who did not identified themselves as Canadian as this group was too small to run further tests in comparison with the 96 French Canadian students.

LIMITATIONS

Jowell (1998) argues that "social scientists contemplating or engaged in cross-national studies should be as open about their limitations as they are enthusiastic about their explanatory powers (p. 175)". One of the most important issues when conducting research is whether people understand the categories, scaling, and definitions used in the questionnaire. If the reliability of the measurement varies across markets and is not detected, conclusions may not be valid. A reliability test was conducted on the construct or scale used whenever possible. Some differences were always observed among the three groups but as explained in the results section, only the variables showing alpha of .7 or higher with the three cultural groups were used. If a group of variables showed alphas of .7 in only one or two cultural groups, it was considered preferable to look at the

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comparison of each individual variable instead since the new variable did not show high reliable scores in the three groups.

Ideally a cross-national survey should be developed and tested in all participating nations; otherwise claims of construct equivalence are always suspect (Parameswaran and Yaprak 1987). As argued by Singh (1995), the notion of "construct equivalence" examines if the construct or response categories are interpreted similarly with cross-national stimuli. The low reliability of a particular construct increases the chances of "invalid substantive inferences, perpetuates unsound measures and hinders the systematic accumulation of research findings" (p. 606). The impact of a cross-national study concluding that markets are "similar" or "different" may be very important and at the same time risky as the results of such a study may influence how a company will strategically enter a foreign market or adapt its product/service (Kaynak and Wikström 1985).

A second limitation would be in terms of the generalizability of the findings. The generalisation should always be limited to the types of consumers explicitly examined. Attempts to extend the findings to others cohorts are unjustified and potentially misleading (Hirschman 1981). As Hirschman pointed out before, present findings should be generalised only to Business students. It is hoped that similar studies will be conducted with more diverse samples and other segment of the population, so that those findings can be generalised to the entire population and not only one segment of consumers.

We also have to be careful in the interpretation of the data since significant differences might not be related directly to culture. In some instances, significant

differences between Canadians and the French might be due more to structural

constraints such as unavailability of products instead of cultural differences (Wallendorf

and Reilly 1983). In the case of this research, the variable "tofu" would be a good

example. This product is known to the majority of Canadians due to the high number of

Canadians who do not eat meat for health, personal or religious reasons. On the other

hand, this product is almost never used and in some occasions unknown to the French.

The composition of the French population is different than in Canada and people are less

aware of the existence of this product and they often never even use it. These limitations

have to be taken into account, but other aspects have also to be considered in further

research.

FURTHER RESEARCH AND DISCUSSION

Since it was the first time that the "language" scale developed by Laroche and

colleagues was used in an international setting and with participants who had the

possibility to speak other languages than French and/or English, it was important to

verify its validity. A method used by Kim, Laroche, and Lee (1990) is used to measure

the predictive accuracy of the language items. Since the goal of this exercise was to

validate the construct and not each single item, only the predictive accuracy of the entire

scale was calculated.

It could have been expected that since French Canadians and the French share the

same language, the "language" scale would have found it difficult to discriminate

between these two groups. However, the results do not indicate this. When a 3-group

discriminant analysis was run, the step-wise discriminant analysis identified accurately

89.5%[1] of the respondents with only nine of the twenty "English/French language" variables. If only two groups were considered by joining French Canadians and French together, the accuracy increases to 99.3% with only five of the twenty original "language" variables. The five variables are "Friends-English", "Shopping-English", "Home-French", "School-English", and "School-French".

Even if the variable language has been shown to be a good indicator of ethnicity in studying Canadians and Hispanics, Hui et al. (1997) clearly explain that an ethnicity measure based solely on language might not show convergent validity. The authors present the case where studying Jewish ethnicity with such a measure would lack validity. This is why the authors mentioned that the measure capable of extending across more ethnic boundaries is "self-identification". This is where the difficulty resides in developing a measure of ethnicity that could be used in different cultures. Hui et al. (1997) argue that an approach that combines self-identification with one or more objective facets represents a better alternative in the measurement of various ethnic identities. The results in this study also maintain such argumentation. Other variables should be used to capture the complexity of "ethnicity" as the results in this study show that even if many students did not identified themselves as Canadian they where very much so in terms of values, lifestyle, and product consumption.

The general tendency in the literature, especially in American studies, has been to assume that the main culture in terms of population as given. The researchers looked at the adaptation made by newcomers to the pre-existing system such as Mexican-Americans (Wallendorf and Reilly 1983). Now, some researchers mention that we should look at the acculturation model rather than assimilation. Consequently, when

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[1] Cross-validated grouped cases correctly classified.

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considering the data analysis of these three cultural groups it would be important to understand that French Canadians are not expected to always "fall" between English Canadians and the French. They can have their own buying behaviours and "sets of values". Further studies comparing the three same cultural groups might identify that in some categories French Canadians are more similar to English Canadians and that in some other categories they are more similar to the French. Such results could identify that some behaviours are more difficult to change than others.

APPENDICES

1. ENGLISH QUESTIONNAIRE DISTRIBUTED IN ONTARIO, ALBERTA, AND BRITISH COLUMBIA

Dear Fellow Business Student,

I am an MBA student a Simon Fraser University and as part of my degree I am writing a thesis on the lifestyles of Business Students. I would appreciate if you would help me with my data collection by filling out the attached questionnaire. There are no right or wrong answers. The objective is to gain insight to lifestyle and values to better understand consumer consumption.

This research is purely academic. It is not associated with any commercial company. The questionnaire will take approximately 15 minutes to complete. Your name will never be recorded on any part of the questionnaire and any information given will be kept strictly confidential. If you feel uncomfortable answering some of the questions, you may choose not to answer those questions, and you may withdraw from the survey at any time.

Please don't hesitate to contact us should you have any questions or concerns about the questionnaire and the survey. We would be happy to provide a copy of the research results.

Thank you for your assistance.

Sincerely,

Eric Larocque
MBA Candidate
Simon Fraser University
Email: elarocqu@sfu.ca

Dr. Judith L. Zaichkowsky
Director of MBA program
Simon Fraser University

#1) Here are a list of values that people all over the world live by. Which two do you find most

important in your life based on your own beliefs and convictions? Rank them 1 and 2.

To assure that everyone has the same meaning of the subsequent values, here are lists of

synonyms.

VALUES	Pick two And rank.	
a) Being well respected = Conformity to social expectations		
b) Fun and enjoyment in life/ Excitement = Pleasure, comfortable life, Happiness		
c) Security = Financial, Family, and National Security		
d) Self-fulfilment = Autonomy, Self-sufficiency.		
e) Self-respect = Self-esteem, Self-direction.		
f) Sense of accomplishment = Achievement, Competence.		
g) Sense of belonging = Affiliation, Altruism.		
h) Warm relationships with others = True Friendship, Close companionship.		

2nd: Give a rating for each value based on the importance you accord in your life in general

VALUES	Extremely unim-portant	Unim-portant	Somewhat Unim-portant	Neutral	Somewhat Important	Important	Extremely Important
a) Being well respected	1	2	3	4	5	6	7
b) Fun and enjoyment in life/ Excitement	1	2	3	4	5	6	7
c) Security	1	2	3	4	5	6	7
d) Self-fulfilment	1	2	3	4	5	6	7
e) Self-respect	1	2	3	4	5	6	7
f) Sense of accomplishment	1	2	3	4	5	6	7
g) Sense of belonging	1	2	3	4	5	6	7
h) Warm relationships with others	1	2	3	4	5	6	7

#2) Indicate your AGREEMENT with the following statements.

Statements	Totally disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Totally Agree
It is very important for me to have job security.	1	2	3	4	5	6	7
Leisure and sport activities are ... my life.							
Having close friends with whom I can share and talk is very important.	1	2	3	4	5	6	7
I would prefer to ... job with self-direction							
Having a family and kids is my number one priority in life.	1	2	3	4	5	6	7
My future financial situation is something that concerns me very much.							
I always do things that my friends, family and colleagues will approve.	1	2	3	4	5	6	7
What people think of me is really important.	1	2	3	4			
I would prefer to hold a managerial position instead of being an independent worker.	1	2	3	4	5	6	7
I would like to have many accomplishments in my life.	1	2	3				
I always do things that conform to social expectations.	1	2	3	4	5	6	7
I enjoy making decisions and doing things by myself.	1	2					
I prefer activities where I can be with my friends and family.	1	2	3	4	5	6	7
I prefer intellectual and cultural activities.	1	2	3	4	5	6	7
I often give gifts to my friends and family for no special occasions.	1	2	3	4	5	6	7
I would like to be professionally successful.	1	2	3				

#3) How often do you?

Activities	Never	Once a year	Twice a year	4 times a year	Once a month	Twice a month	Once a week	Several times a week
READ NEWSPAPERS								
• Business	1	2	3	4	5	6	7	8
• Politic	1	2	3	4	5	6	7	8
• Sport section	1	2	3	4	5	6	7	8
• Entertainment	1	2	3	4	5	6	7	8
READ MAGAZINES								
• Sport	1	2	3	4	5	6	7	8
• Humor/Interest	1	2	3	4	5	6	7	8
• Health/Nutrition	1	2	3	4	5	6	7	8
• Science	1	2	3	4	5	6	7	8
• Business/Economy	1	2	3	4	5	6	7	8
READ NOVELS								
• Scientific	1	2	3	4	5	6	7	8
• Fiction	1	2	3	4	5	6	7	8
• Other	1	2	3	4	5	6	7	8
WATCH TELEVISION								
• Movie	1	2	3	4	5	6	7	8
• News	1	2	3	4	5	6	7	8
• Sport	1	2	3	4	5	6	7	8
• Sitcom/Series	1	2	3	4	5	6	7	8
DO EXERCISE								
• Bicycling/Jogging	1	2	3	4	5	6	7	8
• Martial Arts	1	2	3	4	5	6	7	8
• Tennis/Squash/Racquetball	1	2	3	4	5	6	7	8
• Swimming	1	2	3	4	5	6	7	8
• Alpine/Cross-country skiing	1	2	3	4	5	6	7	8
• Soccer	1	2	3	4	5	6	7	8
• Hockey	1	2	3	4	5	6	7	8
• Others :	1	2	3	4	5	6	7	8
PLAY GAMES								
• Poker/Bridge	1	2	3	4	5	6	7	8
• Chess/Checkers	1	2	3	4	5	6	7	8
• Board Games	1	2	3	4	5	6	7	8
• Others :	1	2	3	4	5	6	7	8
DO RECYCLING								
• Paper	1	2	3	4	5	6	7	8
• Glass	1	2	3	4	5	6	7	8
• Cans	1	2	3	4	5	6	7	8
DRINK BEVERAGES								
• Soft Drinks	1	2	3	4	5	6	7	8
• Wine	1	2	3	4	5	6	7	8
• Hard Liquor	1	2	3	4	5	6	7	8
• Liqueur	1	2	3	4	5	6	7	8
• Beers	1	2	3	4	5	6	7	8
USES PERSONAL-CARE PRODUCTS								
• Deodorant	1	2	3	4	5	6	7	8
• Cologne/Perfume	1	2	3	4	5	6	7	8
• After-Shave lotion	1	2	3	4	5	6	7	8
• Shampoo	1	2	3	4	5	6	7	8
• Eye make-up/lipstick	1	2	3	4	5	6	7	8

#4) How often do you?

Activities	ever	Once a year	Twice a year	4 times a year	Once a month	Twice a month	Once a week	Several times a week
TRAVEL FOR VACATION								
◆ Inside the country								
◆ Outside the country	1	2	3	4	5	6	7	8
OUTDOOR LIFE								
◆ Camping/Backpacking								
◆ Hiking	1	2	3	4	5	6	7	8
◆ Hunting/Fish								
CULTURAL EVENTS								
◆ Go to arts and crafts shows	1	2	3	4	5	6	7	8
◆ Theatre/Opera								
◆ dance								
◆ Art galleries/museums/Art exhibits	1	2	3	4	5	6	7	8
GO OUT WITH FRIENDS								
◆ Parties or social functions	1	2	3	4				
◆ Movies	1	2	3	4	5	6	7	8
◆ Live music show	1	2	3	4			7	
◆ Dine out in fast-food restaurants	1	2	3	4	5	6	7	8
◆ Dine out in fine restaurants	1	2	3	4				
INTERNET								
◆ Browse for information	1	2	3	4	5	6	7	8
◆ Browse for Entertainment	1							
◆ Buy/Sell things	1	2	3	4	5	6	7	8
◆ Send/Receive email	1	2	3	4	5	6	7	8
FOODS								
◆ Eat tofu	1							
◆ Eat red meat	1	2	3	4	5	6	7	8
◆ Eat poultry	1	2	3	4				
◆ Eat fish	1	2	3	4	5	6	7	8
◆ Eat fruits	1	2	3	4				
◆ Eat vegetables	1	2	3	4	5	6	7	8
◆ Eat whole wheat bread	1	2	3	4				
◆ Eat brown rice	1	2	3	4	5	6	7	8
MISCELLANEOUS								
Go to church	1	2	3	4	5	6	7	
Buy lottery tickets	1	2	3	4	5	6	7	8
Buy Compact Discs	1	2	3	4	5	6	7	8
Buy clothes	1	2	3	4	5	6	7	8
Wear Jeans	1	2	3	4		6	7	
Do volunteer work	1	2	3	4	5	6	7	8

#5) Last month, how many times did you use a credit card?
No credit card ❑   less 5 times ❑   5-10 times ❑   11-15 times ❑   16-20 times ❑   21 or more ❑

#6) Do you own a cellular phone?   No ❑   Yes ❑

#7) Do you own a pager?   No ❑   Yes ❑

#8) Do you have a computer at home?   No ❑   Yes ❑ (answer sub-questions)
                     With a modem?   No ❑   Yes ❑
                     With a CD-ROM? No ❑   Yes ❑

#9) Do you own a car?   No ❑   Yes ❑

#10) How many hours of sleep do you get each night? (e.g. 6¼ hrs) _____ Hrs

#11) Do you live? (choose one ONLY)

♦	With your parents	❑
♦	With your companion	❑
♦	With friends	❑
♦	Alone	❑

#12) On weekdays, at what time do you usually have Breakfast? _____

Lunch? _____

Supper? _____

#13) In the following inter-personal and mass-communication context, estimate the percentage of times you use French, English or any other language. (It is IMPORTANT that the TOTAL percentage of every single ROW is 100%.)

Context	French (%)	English (%)	Others (%)	TOTAL
a) When at home				= 100 %
b) When at work (if existent)				= 100 %
c) When watching television				= 100 %
d) When at school				= 100 %
e) When listening to radio				= 100 %
f) When reading newspapers				= 100 %
g) When reading magazines or books				= 100 %
h) When shopping				= 100 %
i) With close friends				= 100 %
j) When using the Internet				= 100 %

DEMOGRAPHICS

a) **Age:**   < 18 ❑   18-20 ❑   21-23 ❑   24-26 ❑   27-29 ❑   > 30 ❑

b) **Education Level:** Undergraduate: 1st year ❑   2nd year ❑   3rd year ❑   4th year ❑
Other: _____

c) **Status:**   Full-time student ❑   Part-time student ❑

d) **Gender:**   Male ❑   Female ❑

e) **Field of study:**   Business/Administration ❑   Others: _____

f) **Your Father's ethnicity:** _____

g) **Your Mother's ethnicity:** _____

h) **What is your ethnicity:** _____

i) **How many languages do you fluently speak/read:**   1 ❑   2 ❑   3 ❑   4+ ❑

j) **Number of brothers and sisters:** 0 ❑   1 ❑   2 ❑   3 ❑   4 ❑   5 ❑   6 ❑   7+ ❑

k) **Country of birth:** _____

2. FRENCH QUESTIONNAIRE DISTRIBUTED IN QUÉBEC AND

FRANCE (minor modifications)

Cher étudiant(e) en administration,

Je suis un étudiant au programme MBA de l'Université Simon Fraser (Colombie-Britannique, Canada). Afin d'obtenir mon diplôme, je suis présentement à l'écriture d'une thèse sur les styles de vie des étudiants en administration. J'apprécierais que vous participiez à cette étude et que vous complétiez ce questionnaire afin de m'aider dans ma collecte de données. Il n'y a pas de bonnes ou de mauvaises réponses aux questions. L'objectif de cette recherche est d'améliorer nos connaissances sur les styles de vie et valeurs des étudiants pour mieux comprendre le comportement des consommateurs.

Cette recherche est purement académique et n'est associée à aucune organisation. Compléter ce questionnaire devrait nécessiter environ 15 minutes de votre temps. Votre participation demeure entièrement anonyme et toute information fournie est strictement confidentielle. Si une question vous semble inappropriée, vous pouvez décider ne pas y répondre. Vous pouvez cesser de répondre au questionnaire en tout temps.

Si vous le souhaitez, n'hésitez pas à nous contacter si vous avez des questions relatives à ce questionnaire ou à cette étude. Il nous fera plaisir de vous fournir une copie des résultats de cette recherche.

Merci à l'avance pour votre coopération.

Eric Larocque
Candidat au MBA
Université Simon Fraser
Email: elarocqu@sfu.ca

Dr. Judith L. Zaichkowsky
Directrice du programme MBA
Université Simon Fraser

* *La forme masculine a été utilisee dans ce questionnaire dans le seul but d'alléger le texte.*

#1) Voici une liste de valeurs que partagent les gens à travers le monde. Quelles sont les deux valeurs que vous considérez les plus importantes dans votre vie, selon vos propres croyances et convictions.

Pour s'assurer que vous comprenez les valeurs suivantes, une liste de synonymes a été ajoutée.

VALUES	Placez en ordre les deux valeurs que vous considérez les plus importantes.	
a) Être respecté = Se conformer aux attentes sociales.		
b) Plaisir, bonheur, excitation = Plaisir, Vie confortable, Bonheur		
c) Sécurité = Sécurité financière, familiale, et nationale.		
d) Réalisation de soi / Autonomie, Auto-suffisance.		
e) Respect de soi = amour-propre.		
f) Sentiment d'accomplissement = Réussite, Être Compétent.		
g) Sentiment d'appartenance = Affiliation, Altruisme.		
h) Relations chaleureuses avec autrui = Amitiés, camaraderie, liens solides.		

2ième: **Indiquez pour chacune des valeurs suivantes l'importance que vous leur accordez dans votre vie en général.**

Valeurs	Absolument sans importance	Sans importance	Légérement sans importance	Neutre	Légérement important	Important	Absolument important
a) Être respecté	1	2	3	4	5	6	7
b) Plaisir et bonheur							
c) Sécurité	1	2	3	4	5	6	7
d) Réalisation de soi							
e) Respect de soi	1	2	3	4	5	6	7
f) Sentiment d'accomplissement	1	2	3	4			
g) Sentiment d'appartance	1	2	3	4	5	6	7
h) Relations Chaleureuses	1	2	3	4			

#2) Indiquez à quel degré vous êtes D'ACCORD avec les déclarations suivantes.

Phrases	Extrême- ment en désaccord	En désaccord	Assez en désaccord	Neutre	D'accord	Très d'accord	Extrê- mement d'accord
Il est très important ... une sécurité d'emploi							
Loisirs et activités sportives sont une partie importante de ma vie.	1	2	3	4	5	6	7
Avoir des amis ... avec qui je peux ... partager ... important							
Je préférerais avoir un emploi où je peux agir de façon autonome.	1	2	3	4	5	6	7
Avoir une famille et des enfants est une priorité ... plus importante dans la vie							
Ma situation financière future me préoccupe beaucoup.	1	2	3	4	5	6	7
Je fais toujours les choses que ma famille, mes amis ... collègues approuvent							
Ce que les gens pensent de moi est très important.	1	2	3	4	5	6	7
Je préférerais avoir un emploi de niveau ... qu'être à mon propre compte							
J'aimerais avoir plusieurs réalisations dans ma vie.	1	2	3	4	5	6	7
Je fais toujours des choses qui se conforment aux attentes de mon entourage							
J'aime prendre des décisions et faire des choses par moi-même.	1	2	3	4	5	6	7
Je préfère les activités où je peux être avec ma famille et mes amis							
Je préfère les activités culturelles et intellectuelles.	1	2	3	4	5	6	7
Je donne souvent des cadeaux à mes amis et ma famille sans occasions spéciales							
J'aimerais avoir une carrière professionnelle couronnée de succès.	1	2	3	4	5	6	7

#3) À quelle fréquence effectuez-vous les activites suivantes?

Activities	Jamais	1 fois par an	2 fois par an	4 fois par an	1 fois par mois	2 fois par mois	1 fois par semaine	Plusieurs fois par semaine
LIRE DES JOURNAUX								
◆ Économie	1	2	3	4	5	6	7	8
◆ Politique	1	2	3	4	5	6	7	8
◆ Sports	1	2	3	4	5	6	7	8
◆ Arts et lettres	1	2	3	4	5	6	7	8
LIRE DES MAGAZINES								
◆ Sport	1	2	3	4	5	6	7	8
◆ Histoire/Société	1	2	3	4	5	6	7	8
◆ Santé/Alimentation	1	2	3	4	5	6	7	8
◆ Mode	1	2	3	4	5	6	7	8
◆ Affaires/Économie	1	2	3	4	5	6	7	8
LIRE DES ROMANS								
◆ Scientifique	1	2	3	4	5	6	7	8
◆ Fiction	1	2	3	4	5	6	7	8
◆ Autres	1	2	3	4	5	6	7	8
REGARDER LA TELEVISION								
◆ Film	1	2	3	4	5	6	7	8
◆ Nouvelles	1	2	3	4	5	6	7	8
◆ Sport	1	2	3	4	5	6	7	8
◆ Téléromans/Séries	1	2	3	4	5	6	7	8
FAIRE DE L'EXERCICE								
◆ Bicyclette/Jogging	1	2	3	4	5	6	7	8
◆ Arts martiaux	1	2	3	4	5	6	7	8
◆ Sport de racquette	1	2	3	4	5	6	7	8
◆ Natation	1	2	3	4	5	6	7	8
◆ Ski Alpin/Ski de fond	1	2	3	4	5	6	7	8
◆ Soccer	1	2	3	4	5	6	7	8
◆ Hockey	1	2	3	4	5	6	7	8
◆ Autres : _____	1	2	3	4	5	6	7	8
JOUER								
◆ Poker/Bridge	1	2	3	4	5	6	7	8
◆ Échec/Dames	1	2	3	4	5	6	7	8
◆ Jeux de sociétés	1	2	3	4	5	6	7	8
◆ Autres : _____	1	2	3	4	5	6	7	8
RECYCLER								
◆ Papier	1	2	3	4	5	6	7	8
◆ Vitre	1	2	3	4	5	6	7	8
◆ Conserves et canettes	1	2	3	4	5	6	7	8
BOIRE								
◆ Boissons Gazeuses	1	2	3	4	5	6	7	8
◆ Vin	1	2	3	4	5	6	7	8
◆ Alcool forte	1	2	3	4	5	6	7	8
◆ Liqueur (digestif)	1	2	3	4	5	6	7	8
◆ Bières	1	2	3	4	5	6	7	8
UTILISER PRODUITS PERSONNELS								
◆ Eau de Cologne/Parfum	1	2	3	4	5	6	7	8
◆ Déodorant	1	2	3	4	5	6	7	8
◆ Shampooing	1	2	3	4	5	6	7	8
◆ Lotion Après-rasage	1	2	3	4	5	6	7	8
◆ Surligneur/Rouge-à-lèvre	1	2	3	4	5	6	7	8

#4) À quelle fréquence effectuez-vous les activités suivantes?

Activities	Jamais	1 fois par an	2 fois par an	4 fois par an	1 fois/ mois	2 fois par mois	1 fois par semaine	Plusieurs fois par semaine
VOYAGE DE PLAISANCE								
Intérieur du pays	1	2	3	4				
• Extérieur du pays	1	2	3	4	5	6	7	8
ACTIVITÉS DE PLEIN-AIR								
Camping/Backp...	1	2	3	4				
• Marche en montagne	1	2	3	4	5	6	7	8
Chasse/Pêche	1	2	3	4				
ÉVÉNEMENTS CULTURELS								
• Exposition d'art	1	2	3	4	5	6	7	8
Théâtre/opéra	1							
• Galleries d'art/Musées	1	2	3	4	5	6	7	8
SORTIR AVEC DES AMIS								
Fête/Réunion	1	2	3	4				
• Cinéma	1	2	3	4	5	6	7	8
Concert de musique	1	2	3	4				
• Restauration rapide	1	2	3	4	5	6	7	8
Restaurant chic	1	2	3	4				
INTERNET								
◆Naviguer pour de l'information	1	2	3	4	5	6	7	8
Naviguer par plaisir	1	2	3	4		6		
• Acheter/Vendre des choses	1	2	3	4	5	6	7	8
Envoyer des e-mail	1	2	3	4				
ALIMENTATION								
Manger du tofu	1	2	3	4				
• Manger de la viande rouge	1	2	3	4	5	6	7	8
Manger du poulet	1	2	3	4		6	7	
• Manger du poisson	1	2	3	4	5	6	7	8
Manger des fruits	1	2	3	4				
• Manger des légumes	1	2	3	4	5	6	7	8
Manger du riz brun	1	2	3	4				
• Manger pain à blé entier	1	2	3	4	5	6	7	8
DIVERS								
Aller à l'église	1			4				
Acheter billets de loteries	1	2	3	4	5	6	7	8
Acheter des disques compacts	1			4				
Acheter des vêtements	1	2	3	4	5	6	7	8
Porter des jeans	1	2	3	4				
Faire du bénévolat	1	2	3	4	5	6	7	8

#5) Dans le dernier mois, combien de fois avez-vous utilisez votre carte de crédit?
Aucune carte de crédit ❑   moins de 5 fois ❑   5-10 fois ❑   11-15 fois
       ❑   16-20 fois ❑   21 fois + ❑

#6) Possédez-vous un téléphone cellulaire?   Non ❑   Oui ❑

#7) Possédez-vous un téléavertisseur (paget)?   Non ❑   Oui ❑

#8) Possédez-vous un ordinateur personnel?   Non ❑   Oui ❑ (répondez aux sous-questions)
        Equipé d'un modem?   Non ❑   Oui ❑
        Equipé d'un lecteur de disque compact? Non ❑   Oui ❑

#9) Possédez-vous un automobile?   Non ❑   Oui ❑

#10) Combien d'heures dormez vous en moyenne chaque jour? (ex: 6¼ hr) _____ Hr

#11) Avec qui habitez-vous? (choisissez UNE réponse seulement)
    Vos parents   ❑
    Partenaire/Conjoint   ❑
    Amis   ❑
    Seul   ❑

#12) Durant les jours de la semaine, à quelle heure de la journée est-ce que vous
                 Déjeuner? _____
                 Dîner? _____
                 Souper? _____

#13) Pour les événements suivants, estimez le pourcentage de temps ou vous utilisez le
Français, l'Anglais ou toute autre langue pour communiquer. (Il est IMPORTANT que le
TOTAL de chacune des rangées soit 100%.)

Contextes	Français (%)	Anglais (%)	Autres (%)	TOTAL
a) À la maison				= 100 %
b) Au travail (si existent)				= 100 %
c) En regardant la télévision				= 100 %
d) A l'école				= 100 %
e) En écoutant la radio				= 100 %
f) En lisant les journaux				= 100 %
g) En lisant les magazines ou livres				= 100 %
h) En magasinant				= 100 %
i) Avec les amis proches				= 100 %
j) En utilisant Internet				= 100 %

DÉMOGRAPHIQUES

a) Âge: <18 ❑   18-20 ❑   21-23 ❑   24-26 ❑   27-29 ❑   >30 ❑

b) Niveau d'éducation : Baccalauréat: $1^{ère}$ ❑ $2^{ième}$ ❑ $3^{ième}$ ❑ $4^{ième}$ ❑ année
    Autre: _____

c) Statut: Étudiant à temps-plein ❑   Étudiant à temps-partiel ❑

d) Sexe: Homme ❑   Femme ❑
e) Champ de concentration: Administration ❑   Autre:_____
f) Quelle est l'origine ethnique de votre père: _____
g) Quelle est l'origine ethnique de votre mère: _____
h) Quelle est votre origine ethnique : _____
i) Combien de langues parlez/lisez-vous: 1 ❑   2 ❑   3 ❑   4+ ❑
j) Nombre de frère(s) et soeur(s): 1 ❑   2 ❑   3 ❑   4 ❑   5 ❑   6 ❑   7+ ❑
k) Lieu de naissance (pays): _____

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