

Online Shopping in Haiti: An Empirical Study of Students' Shopping  
Perceptions and Consumer Behavior

By

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## **ABSTRACT**

The purpose of this study is to investigate consumer behavior toward online shopping in Haiti with the findings of factors that affect whether or not they purchase online. The study showed that there is some potential for e-commerce in Haiti. However, there are many challenges, including lack of infrastructure, the low availability of credit cards, low government initiations. The sample consisted of 188 Haitian students at university level that were approached by using the “snowball” technique. Every participant made a purchase online before he received the questionnaire, and they were all above eighteen. Different questions were asked to the participants that reflected the characteristics of shopping. First, they were asked to give their frequency of online shopping transactions using a four-point Likert scale. Second, a seven-point Likert scale was used to rate their opinions about trends affecting electronic commerce, companies’ marketing approaches. Third, participants were asked to evaluate their feelings about traditional and online shopping using a nine-point bipolar scale. Finally, the Six Dimensional Achievement Motivations Scale by Jackson, Ahmed, and Heapy (1976) were used that allowed the participants to describe themselves.

The results show that the participants still have a negative perception of online shopping compared to traditional shopping. Also, the study reveals that online shopping in Haiti is significantly affected by various Demographic factors like gender, income, and education. As opposed to demographics, the achievement dimensions were less related to online shopping behavior. The results show some limitations in terms of the time available to collect the data, the availability of the participants and their concerns about some questions. Also, generalization must be made carefully since the study is limited to Haitian students. The study has practical and managerial impacts, including the possible use by businesses, other researchers, and the Haitian government. The results of the study could be further used by researchers to conduct future studies in the same field.

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## **CHAPTER 1: INTRODUCTION**

The number of Internet users is growing, as online technologies are improving and as companies are offering products and services online, but still, only a small part of Internet users buys these products and services (Bagdoniene and Zemblyte, 2009). The rise of Internet communications means major opportunities and changes in ways of doing businesses. It has economic and political as well as technological impacts in developing countries and in Haiti for this particular study. It implies changes in the structure of markets, networks between organizations, strategic alliances and mobility of individuals among others. Consequently, the growth of new technologies enables to make business faster than before. It helps companies attract customers and support their online operations (Luo et al. 2012). With the proliferation of websites, online consumers are now faced with an ever-increasing number of alternatives (Luo et al. 2012). As a result, modern organizations are under increasing pressure from stakeholders to find new ways to compete effectively in dynamic markets and changing customer preferences (Dennis et al. 2009). The marketplace has never been as dynamic and muddled as we enter the twenty-first century. This dynamism is a result of great changes in the following: the structure of markets, the mobility of individuals and the great increase in global travel, the growth of information technology and its impact on marketing, the nature of marketing segments, and strategic alliances and networks between organizations. (Ranchhod, 2004).

There has been growing interest among researchers toward studying online shopping in developing countries (Luo, Ba, Zhang, 2012). The current research examines the predictive power of demographic variables (age, gender, income, education, English proficiency, computer orientation) and of the Six Dimensional Achievement Motivation Scale developed by Jackson, Ahmed, and Heapy (1976) on Internet shopping behavior as well as the participants' perceptions

of online shopping and traditional shopping. Naseri and Elliot (2011) suggest that demographic variables are among the multitude of factors that have been widely used by researchers to discriminate online buyers from non-buyers and results of past studies generally suggest that demographics have significant impact on Internet shopping behavior.

Also, this study seeks to add value to the literature in a number of key areas. First, prior studies have generally focused on the use of Internet in Haiti, but never on electronic business. These studies limited their focus on the use of Internet and the mobile phone in Haiti. Our research wants to fill this gap by focusing on the use of the Internet to buy online products and services. Second, there is no empirical research in relation to consumers' online shopping behavior in Haiti. In the past, Peha (1999) and Laguerre (2013) have made some great contributions with regards to the evolution of information technologies in Haiti; still their studies remained rudimentary in terms of scientific investigation and data collection. As such, all their sources were consulted instead of collecting on their own. Our study, however, tends to fill this gap by collecting data directly from the consumers in order to provide empirical evidence. Finally, one study by Bakerman (2014) has related online shopping with Achievement dimensions for adult respondents in Saudi Arabia; therefore, our study provides additional information on the correlates of online shoppers' behaviour and perceptions and the Six-Dimensional Achievement Motivation factors. Overall, this study seeks to provide the current state of online shopping in Haiti.

## **1.1 Haiti**

Haiti is known as the Republic of Haiti, and is located in the Caribbean in the western part of Hispaniola, the second island in the Great Antilles. It is the third largest country in the

Caribbean behind Cuba and the Dominican Republic (Brown, 2010). Haiti occupies a total area of 27,750 square kilometers with Port-au-Prince, the capital and largest city. The terrain consists mostly of mountains with rocky, hilly and jagged surfaces scattered with small coastal plains and many river valleys. The official languages are Haitian Creole and French. The Government is Parliamentary republic. The literacy rate is about 54.8% among the males, and 51.2% among the females (C.I.A. 2013). Haiti is one of the world's most densely populated countries (Haiti Profile, 1994). The country has a population of 9,801,664 with per capita income of \$790. In terms of communications, the telecommunications' infrastructure is among the least developed in Latin America and the Caribbean; domestic facilities are barely adequate. Mobile-cellular telephone services are expanding rapidly due, in part, to the introduction of low-cost GSM phones; mobile-cellular teledensity exceeded 40 per 100 persons in 2010 (C.I.A. 2013).

The country's human resources have long been handicapped by illiteracy, inadequate diet, limited educational and health facilities, the emigration of large numbers of skilled workers, continued reliance on traditional technologies, small landholding, and confused property taxes (Haiti Profile, 1994). Using the economy as a standard of measurement, Haiti is the poorest country in the Americas. Before the recent earthquake, it had a GDP of 7.000 billion USD and GDP per capita of \$1300, which is about \$2 per day per person. As of 2006, in terms of low income, Haiti was ranked 149<sup>th</sup> out of 182 countries, according to the United Nation Human Development. Agriculture is the country's main source of employment, and mango and coffee are its chief imports. About 1% of the wealthy citizens of Haiti own half of the country's wealth (Brown, 2010). Unemployment is a major problem in Haiti. Access to jobs is difficult among the young population, who represent half of the population. The range from 10 to 24 years old has an

employment rate of 28%, which is low compared to other developing countries (Roubaud et al. 2014).

Haiti had a number of one million Internet users in 2009 (CIA, 2013). This number is very low considering a population of 9,801,664 inhabitants. Since the Internet is the backbone of online shopping, it becomes difficult for Haitian businesses to reach this small population, which is still unwilling and afraid of buying online due to fear and ignorance. The debate over online shopping in Haiti focuses mainly on these issues that hinder the spread of the Internet in major cities outside the capital of Port-au-Prince. In 2009, it was estimated that 34 schools had Internet access with only 3 libraries (CONATEL hebdo, 2009). This is a low number when we know that the Internet is the first step in gaining access to online shopping.

## **1.2 Research Issue**

Electronic commerce offers many opportunities to developing countries like Haiti. It is an important development that has been widely acknowledged as a revolution for the conduct of business globally. It basically entails the usage of the Internet and allied technologies to conduct business transactions and has been adopted in private, public, and not-for-profit sectors in both industrialized and developing country contexts (Boateng et al. 2008). Haiti confronts major development problems, reflected in its high unemployment, information technology policy, and regulations in disarray, foreign contents, digital divide, lack of technical expertise, and deficient infrastructure (Laguerre, 2013). Consequently, Haiti is still at an early stage in the development of e-commerce. Researchers are less enthusiastic about the role of e-commerce in Haiti. Little research has dealt empirically with the profiling of online buyers in Haiti and the antecedents of online shopping behaviour.

In this respect, the aim of this paper is threefold: a) What are the perceptions of Haitian consumers about traditional and online shopping and how do they differentiate between the two methods of shopping? b) Is there a relationship between these perceptions and Haitians' socio-demographic profiles and Jackson, Ahmed, and Heapy's Six-Dimensional Achievement Motivation Scale? c) What is the relationship between Haitians' online shopping behavior and their socio-demographic profile, and Jackson, Ahmed, and Heapy's Six-Dimensional Achievement Motivation Scale? In order to attain our objectives, we used data from a university student sample.

To provide evidence regarding how Haitians perceive and differentiate between traditional and online shopping, the thesis compares the means of the respondents' perceptions of both shopping methods. To provide evidence of the relationship between Haitian respondents online shopping frequency and their correlates, first, we relate their online shopping frequency with a set of socio-demographic variables and the Six-Dimensional Achievement Motivation Scale (Jackson, Ahmed, Heapy, 1976), then, we regress all the independent variables together using the backward multiple regression technique.

Backward regression is a method for sequentially adding or moving variables that begins with a model where all the variables are considered and removes the variables that change  $R^2$  the least. Backward model was chosen with regards to the large number of variables included in the analysis. Also, the backward model gives many advantages. It is easy to use, to compute and explain. Widely used, the backward regression makes it easy to get the optimal model and does not overstate the significance of the results (Malhotra, 2010).

The outline of the thesis is as follows: Chapter 2 provides a review of the literature regarding Online Shopping and the main factors that influence it. Chapter 3 presents the research

questions and the related hypotheses to be tested. Chapter 4 follows with the thesis Methodology. Chapter 5 presents the analysis of the primary data collection and discusses the results. Finally Chapter 6 concludes the thesis by summarizing the research implications, discussing the limitations of the work, and areas for future research.

## **CHAPTER 2: LITERATURE REVIEW**

This chapter familiarizes the reader with the main concepts of online shopping and the recent articles written on the subject. It includes the definition and history of online shopping, followed by the factors affecting online shopping and a literature review.

### **2.1 Electronic commerce, Electronic business, Electronic mobile commerce, Online Shopping**

#### **2.1.1 Definition and History**

A common definition of electronic commerce (e-commerce) underlines that it is the management of the commercial activities using electronic equipments and the possibilities offered by these in order to increase the area of communication and information of the clients during their partnerships with different producers and intermediaries. In a wider sense, electronic commerce is the electronic exchange of information between business partners (Cuc & Kanya, 2011). One unique feature of e-commerce is the temporal and spatial separation of buyers and sellers (Lucking-Reiley, 2000). Consequently, without being able to physically examine the product or the retailer, consumers face a high degree of uncertainty (Ba et al. 2003; Pavlou et al. 2007; Sung, 2006). Product uncertainty is an important dimension in a consumer's online purchasing decision, depending on the degree of incomplete information associated with the product. This uncertainty has become a major barrier to online transactions (Ba et al. 2003) and an inextricable factor in understanding trust (Gefen et al. 2008). Electronic business (e-business) is a wider notion than electronic commerce, it refers to how businesses are managed electronically, and using Internet based technologies. During electronic businesses the organizations interact with their clients, suppliers and intermediaries and other partners (for

example banks, governmental organizations, local authorities, etc.) using the Internet based technologies, and of course internal operations are managed also electronically (CUC & Kanya, 2011). Electronic mobile commerce is defined as commerce using wireless means, like mobile phones, digital personal assistants etc., which assure wireless connection to the Internet (Gay, 2007).

Online shopping or online retailing is a form of electronic commerce whereby consumers directly buy goods or services from a seller over the Internet without an intermediary service (Tao, Li, Dingjun, 2011). In this study, characteristics of online shopping will also include enjoyment and adventure, which means consumers who go online without shopping (Teo, 2001). Online shopping has emerged as one of the most prominent services available through the Internet. It has enormous advantages for the customers as well as business houses. Through online shopping, business houses have been able to reach out to more customers at less cost. They have been able to reach out to customers living in remote areas. In fact, these are acting as stepping-stones to concept of global village. More over the inventory management overheads also decrease significantly through online shopping. Online shopping provides unlimited choices to the customers in a nut shell. The customer can shop any day in the year on any time of the day. This also helps in customers' time and energy saving. Furthermore, due to unlimited choice and less excess time, customers can easily search for the desired things and can easily compare the products/items (Richa, 2012). Web-based stores offer immense choice and provide a "virtual" shopping experience that is more real-world than ever before, through the use of interactive video, animation, flash, zoom, 3-D rotating images, and "live" online assistance (Punj, 2011). The online shopping environment has a very different nature from traditional retail stores; a Web site serves as a retailer as well as a medium for delivering product information and

at times product experience (Kim and Eastin, 2011). The biggest disadvantage in online shopping is that there is no “touch and feel factor” involved in online shopping. Another important issue is that one of the major options to purchase from Internet is by credit cards. It is quite possible that customers may fall victim due to security and privacy problems on the Internet (Richa, 2012).

### **2.1.2 Electronic commerce in developing countries**

Electronic commerce is an important development that has been widely acknowledged as a revolution for the conduct of business globally. The potential value of e-commerce has received extensive coverage in research and trade publications with the report of several successful e-commerce stories (Berrill et al., 2004; Grandson and Pearson, 2003, 2004; Mutki, 2000). Some scholars have argued that the challenging environment of Developing Countries tend to affirm the notion that assumptions, approaches and strategies defined for the successful implementation of e-commerce and the realization of its benefits may not be readily applicable or transferable to DC contexts (Chen and Ning, 2002; Okoli and Mbarika, 2003). This situation is common in Haiti where a low level of literacy (52.9%), an infrastructure among the least developed in Latin America and the Caribbean, barely adequate domestic facilities combined to hinder the development of electronic commerce (C.I.A. 2013).

Internet access enhances E-commerce in developing countries because of greater access to global markets, easier incorporation into global supply chains, cost savings, and disintermediation (Goldstein & O’Connor, 2000; Heeks, 2000; Singh & Tanburn, 2001). There is tremendous potential for e-commerce in developing countries. There are theoretical claims that saw e-commerce as potentially valuable in addressing challenges that negatively impact business in developing countries: information poverty and asymmetry, exclusion from global supply

chains, loss of profits and control to intermediaries, and poor cost competitiveness (Molla & Heeks, 2007).

E-commerce, said Hussain (2013), “has become a significant tool in unlocking job creation and innovation for small and medium-sized enterprises (SMEs) in developing countries.” It is a “huge tool for SMEs to leapfrog development. Beyond local markets, beyond national markets, beyond even regional markets, it puts an SME into the global marketplace.” The same author continued to reveal that “new technologies offer opportunities that can be used to diversify national economies. Services, in particular those supported by new technologies, can be tapped to reduce dependence on commodities. Half of the countries in Africa derive more than 80% of their merchandise export income from commodities, and the need for new development paths to counter this dependence on commodities is especially important for least developed countries (LDCs).”

In a study by Boateng et al., (2008), it has been argued that the use of e-commerce opens up a number of opportunities for firms and institutions to achieve several benefits, starting from reduction in transactional costs. Other benefits that were found focused on strategy, information and operation. As described by the authors, strategic benefits are associated with improving market performance of the organization. E-business offers opportunities for firms in Developing Countries to increase their market performance by extending the firm’s market reach through entry into global commodity chains and access can enable commodity in DCs to overcome their market fragmentation and become more integrated within the electronic marketplaces which offer value through aggregation and collaboration. With regards to informational benefits, Boateng et al. agreed that “improving marketplace information has the potential of reducing the costs of searching products, services, sellers and buyers, and the costs in timeliness of decisions

related to negotiating, accepting contractual terms and fulfilling contracts”. Other informational benefits cited by the authors included reduction of information asymmetry, trust to engage in long-term trading relationships, information richness, which resulted in achieving strategic benefits in e-commerce. Finally, in terms of operational benefits, the authors related that “ in most Developing Countries, procurement and inventory control mechanisms tend to be slow, less efficient and more labor-intensive; as such, improving marketplace information, and automating coordination processes can contribute direct savings in unit costs and time”. Other benefits with regards to operations would include reliable delivery, good quality products, less delivery times, large quantities of stock and increase of competitiveness by focusing on greater product or service specialization, innovation and value-added services (Moodley, 2003).

In another study by Molla and Heeks (2007), with regards to e-commerce benefits for businesses in developing countries, they mentioned four aspects of businesses that e-commerce can affect greatly, namely market efficiency, operational efficiency, market access and linkage. First, in terms of market efficiency, “for firms in developing countries any disintermediation effect of e-commerce could deliver significant benefits. By enabling direct marketing of goods to clients (including those in global markets), direct purchasing from suppliers, and better sharing of information with partners, e-commerce could not only reduce costs but also significantly increase firm’s control over its place in the supply chain.” Second, in term of operational efficiency, the authors cited that “traditional data communication infrastructure in these countries is expensive to access and to use. Such high costs normally add to the market price of products and adversely affect the competitiveness of developing countries’ product in the global market. Using e-commerce could reduce the costs of intra-firm coordination, thus also addressing some of the inefficiency problems these firms face. As well as improving cost competitiveness of their

products in local and global markets, any e-commerce inducing reduction in transaction costs could also reduce the costs of engaging in partnerships and strategic alliances, and reduce the perceived and actual barriers to trade.” Third, with regards to market access, their study revealed that “enterprises in developing countries have been characterized by absolute levels of information poverty, and by location-based constraints to accessing information about markets. The networking capabilities that underlie e-commerce have the potential to enable these businesses to overcome their informational barriers by increasing the speed, richness, and volume of information flows between a given enterprise and other market actors. The outcome of this should normally lead to better inter-firm information flows and increased market reach.” Finally, in terms of linkage, the study revealed that “most businesses in developing countries are excluded from the global supply chain, but e-commerce offers them the potential to change this. This could increase the visibility of firms in developing countries. Linkage to supply chains could also support diversification by opening up new technology-enabled opportunities with digital data flows, such as business process outsourcing, and hence could increase overall firm competitiveness.” Their study revealed that the major benefits that e-commerce brought in developing countries were mostly the improved external communication, improved company image and improved internal communication.

Developing Countries also face absence or extreme weakness of institutional foundations (Boateng et al., 2008). As it is related by Torado and Smith (2003), “the existence of a legal system that enforces contracts and validates property rights; a stable and trustworthy currency; an infrastructure of roads and utilities that results in low transport and communication costs so as to facilitate interregional trade; a well-developed system of banking and insurance; formal credit markets that select projects and allocate loanable funds on the basis of relative economic

profitability and enforce rules of repayment; substantial market information for consumers and producers about prices, quantities, and qualities of products and resources as well as credit worthiness of potential borrowers; and norms of behavior that facilitate successful long-term business relationships”.

### **2.1.3 Online Business in Haiti**

Online shopping in Haiti is at a very early stage of development (Peha, 1999; Laguerre, 2013). Many reasons have been acknowledged as to the ineffectiveness of electronic business in Haiti. First, Peha (1999) suggested that autocratic rule and political turmoil have left a difficult legacy, followed by years of crisis and instability. There is need to build a stronger information infrastructure that would facilitate long-term economic growth and political stability. Also, the author cited the illiteracy rates, geography and costs as major barriers to the development of telecommunications, which are fundamental in the establishment of online shopping. Laguerre (2013) cited the low level of IT penetration and use among Haitians as a major barrier, especially when compared with other developing countries. Other obstacles cited by the same authors included low number of Internet users, low access to the Internet, low income of the population, lack of trust in Internet services, low number of credit and debit cards, a legal frame that does not facilitate properly the development of electronic commerce, lack of knowledge in the use of computers, Internet and e-commerce, and a frail public infrastructure

## **2.2 Factors Affecting Online Shopping**

### **2.2.1 Perceptions**

**2.2.1.1 Perceived ease of use.** “Ease of use” is defined as the individual’s perception that using the new technology will be free of effort (Davis, 1989). It is the consumer’s perception that shopping on the Internet will involve a minimum of effort. “Ease of use” refers to consumers’ perceptions regarding the process leading to the final online shopping outcome (Monsuwe et al., 2004). It is how easy the Internet as a shopping medium is to use. According to the Technology Acceptance Model (TAM), “ease of use” has a dual effect, direct as well as indirect, on consumers’ intention to shop online. A hard to use Web site might insinuate that the e-vendor is not being straightforward (i.e., being dishonest), and is hiding something through an unnecessary intricate interface (Gefen et al. 2003). The same authors concluded in their study that perceived ease of use also increases trust through the perception that the e-vendor is investing in the relationship, and in so doing signals a commitment to the relationship. In a Web environment, where the main interaction consumers have with the e-vendor is through the Web site, an obvious way to signal such a commitment is through the character of the Web site. Consequently, PEOU is perceived as a factor that would likely incite consumers to buy online products and services. On the contrary, if there are barriers that reduce perceptions of ease of use of Internet shopping, Internet users may develop a negative attitude toward Internet Shopping (Hsieh and Liao, 2011).

**2.2.1.2 Perceived usefulness.** Perceived usefulness is a measure of the individual’s subjective assessment of the utility offered by the new Information Technology in a specific task-related context (Davis, 1989). The antecedents of attitude toward websites include consumers’ belief in the availability, design attractiveness, and structure of information on those

websites (Hsieh and Liao, 2011). According to Davis (1989), the power to attract online shoppers lies in the technology's usability and usefulness. For example, with a Web site, its power depends on both the effectiveness of its relevant technological properties, such as advanced search engines, and on the extent of the human service behind the IT, which makes the non-technological aspects of the IT effective (Gefen et al. 2003). Perceived usefulness is susceptible to increase when the vendors establish their credibility by providing what has been promised. The same authors concluded that trustworthy e-vendors will positively affect PU, which consequently will encourage online shoppers to buy more. Also, Venkatech and Morris (2000) and Moon and Kim (2001) reported that Perceived usefulness had a significantly positive influence on trust, attitude, and behavioural intentions. Hence, perceived usefulness will have a positive impact on customer intention to shop online.

**2.2.1.3 Benefits.** The advantages of the online shopping process affect consumers' online behaviour as well (Teo, 2006). The author indicates that the Internet provides consumers with more information about products and stores than traditional shopping channels. Further, online shopping provides consumers with convenience, ease of search and comparison of product offerings. Previous research suggested that adopters felt that the Internet makes it easy to do comparison, easy to find real bargains and realize good value for money to a greater extent than non-adopters (Alba & Lynch, 1997). Other benefits identified by the same authors include the facilitation of shopping abroad, shopping at any time of the day, having a wide selection, and saving time searching to a great extent. Overall, previous studies showed that there is a positive connection between online shopping benefits and the likelihood of buying on the Internet (Teo, 2006; Alba et al. 1997).

**2.2.1.4 Security.** Ganguly et al. (2009) identified three major areas of security in online shopping: confidentiality, integrity, and authentication or availability. Confidentiality means that information cannot be accessed by unauthorized parties. Integrity means that information supplied by the user cannot be tampered by unauthorized parties. Authentication means that no one should be able to impersonate others when they are using the Internet. Previous studies showed that higher perception of security in the website of the online vendor results in higher customer trust with the online store (Gefen et al. 2003; Venkatech & Morris, 2000; Hsieh and Liao, 2011; Flavian and Guinaliu, 2006; Jarvenpaa et al., 1999).

**2.2.1.5 Risk.** Perceived risk has been defined by Chellapa (2005) as the uncertainty that the customers face when they cannot foresee the consequences of their purchase decisions. Yoon (2002) identified three factors that set apart online shopping and offline shopping. First, there is a huge distance between the buyer and the seller, secondly, the absence of sales person and thirdly there is no physical contact between the buyer and the product. In order to reduce the perceived risk involved in online shopping, online vendors must establish trust with the consumers. Jarvenpaa et al. (1999) argued that a customer may be willing to buy from an online store if it is perceived to be of low risk even if he does not have a highly positive attitude towards the store. On the contrary, an increased level of perceived risk reduces purchase intention. In the same vein, a study by Iglesias-Pradas et al. (2013) concluded that the reason more people have yet to shop online or even provide information to Web providers in exchange for access to information is the fundamental lack of faith between most businesses and consumers on the Web today. Risk stands out as one of the most mentioned inhibitors of e-commerce by non-adopters.

Jacoby and Kaplan (1972) identified six types of perceived risks. First, physical risk, that consists of physical vigor, health, and vitality. Buyers who are most sensitive to that type of risk

are elderly, frail, or in ill health. Purchases most subjected to this type are mechanical or electrical goods, such as vehicles, flammables, drugs and medical treatment. Second, convenience risk that consists of importance of time, convenience, and effort getting the product adjusted, repaired, or replaced. Those who are most sensitive to this type are buyers who have a schedule, oriented life. Purchases most subjected to this risk include concert, airline tickets, items that require high opportunity cost. Third, monetary risk, that consists of money and property. Buyers most sensitive to this type include those with relatively little income or wealth. Purchases most subjected to the risk are high-ticket items that require a substantial expenditure. Fourth, functional risk, that consists of alternate means of performing the function or meeting the need. Buyers most sensitive to it include practical consumers, and the purchases most subjected to this risk are those whose purchase and use require and preclude redundancy. Fifth, social risk, that consists of self-esteem and self-confidence, which concerns more consumers who are insecure and uncertain. Purchases most subjected to it are socially visible or symbolic goods, such as clothes, jewellery, cars, homes, or sports equipment. Sixth, psychological risk, that consists of affiliations and status. Those lacking respect or attractiveness to peers are more sensitive, and expensive personal luxuries that may engender guilt, durable goods, services whose use demands self-discipline or sacrifice are most subjected to this type of risk.

Samadi and Yaghoob-Nejadi (2009) indicated that perceived risk is affected not only by what is purchased but also by how it is purchased. Their study showed that consumers perceive more purchasing risk when buying an item by telephone or mail catalog than when buying in a store or from a salesman. Their conclusion also showed that a positive shopping experience leads to decrease perceived risk level while a negative shopping experience increases perceived risk of future purchasing. Their result is similar to Srinivasan and Ratchford's (1991), which proved that

both the total number of purchases and the amount of positive shopping experience decrease overall perceived risk. Previous studies related the relation that exists between purchase intention and perceived risk. Many have successfully proved that purchase intention is negatively driven by the perceived risk associated with the purchase (Samadi and Yaghoob-Nejadi, 2009; Srinivasan and Ratchford's, 1991; Jarvenpaa et al. 1999).

In a study by Riquelme and Roman (2014), risk aversion was hypothesized to increase consumer's perceived deception. First, high-risk averse consumers are more likely to experience information overload and more prone than low risk ones toward ambivalence and feelings of being confused by over-choice when making product decisions. Indeed, high risk-averse consumers may feel less confident in their ability to distinguish good from bad information, and thus be less able to gather accurate product information. According to Bao et al. (2003), due to the inherent tendency of high risk-averse consumers to avoid uncertainty (either by avoiding trying new brands/products or by buying only the known brand or higher-priced brand), they also reduce their opportunities to accumulate consumption knowledge and experience, which ultimately can lead them to feel less confident in their product choices. Overall, prior research has shown that consumers perceive more risks in online shopping than in the traditional retail environment (Biswass and Biswass, 2004). Reasons cited for this negative perception of online shopping include the Internet-specific attributes, namely the virtual environment, the impossibility of physically experiencing the product, the lack of opportunities for face-to-face interactions (Riquelme and Roman, 2014).

### **2.2.2 Demographics**

In order to fully understand consumers' motivations to engage in online shopping, demographic factors have to be taken into account as well. A large variety of demographic

factors can explain the relationship between attitude and consumers' intention to shop on the Internet. The most relevant factors that will be discussed in this study are: "age", "gender", "education", "income", "computer orientation", and "English proficiency". In the IT field some studies have considered that computer skills are more easily learned by younger individuals (Czara et al., 1989; Hubona and Kennick, 1996). Men and women display the same interest in computers as long as they possess similar levels of experience (Chen, 1985). Wong and Hanafi (2007) and Al-Somali et al. (2009) have demonstrated that gender-derived differences are extremely slight in a sample of individuals with prior experience of the IT under analysis. Income affects the valuation of time. With regard to education, a body of literature suggested that no conclusive evidence found that education level is an important determinant of online shopping behaviour (Hashim et al., 2009). Higher-income consumers value their time more because of its opportunity cost. They have been found to spend less time online than lower-income consumers (Goolsbee and Klenow, 2006). Lower-income consumers are more likely to use the Internet for recreation rather than consumption (Comor, 2000).

### ***Gender***

Marketers have long realized the importance of understanding demographic differences for segmenting the population and developing effective targeted strategies for attracting consumers. Gender has always been an important demographic variable. It is no surprise, then, that examining (and understanding) gender differences with regard to Internet usage and purchasing has received some attention (Sebastianelli et al., 2008). A study by Teo (2001) found that men were more likely to use the Internet for downloading and purchasing compared with women. Using a regional sample of consumers from the south-eastern United States, Korgaonkar and Wolin (2002) found that heavy users of the Web tended to be male while light users tended

to be female. Cho and Jialin (2008) studied the online shopping behaviour of Singaporean customers. Their results suggest that emotional attributes, trust, and self-efficacy were important in predicting online shopping. Females were less likely to trust online shopping Web sites as compared to males. Hasan (2010) conducted a study to understand online shopping attitude comprising of cognitive, affective, and behavioural attributes. He concluded that men exhibited more positive cognitive, affective, and behavioural online shopping attitudes than women. Furthermore, research suggests that men are more likely to shop online than females and exhibit more confidence in online retail environments (Venkatesh and Morris 2000; Volman et al., 2005; Haque et al., 2007; Jayawarddhena, Wright, and Dennis 2007; Cho and Jialin 2008; Hashim et al. 2009; Hasan 2010; Chou, Wu, and Chen 2011).

With regards to students' tendency of online shopping, male students had a positive attitude toward toy and telephone attributes of the Internet than females (Chou et al., 2011). The factors, such as easy to find products, convenience, flexibility, ability to compare prices, and fun, were considered important in students' online purchase decision (Lester et al., 2005). An empirical study shows that most of Indian students did not trust the online shopping Web sites and preferred to purchase only low-cost items through the Internet (Gupta et al., 2008).

While gender-based differences were found to exist for some types of online activities (e.g., men were more likely than women to participate in online auctions, pay to download digital content, and trade stocks online), survey indicated no gender-based differences with regard to researching a product online or using the Internet to book travel (Horrihan, 2008).

Another stream of research has focused on the types of products purchased online. Evidence suggests that gender matters. A survey done in 2000 indicated that men were more

likely to purchase computers, electronics, and videos online while women were more likely to use the Internet to purchase clothing, health and beauty aids, and toys (Clickz.com, 2000).

Sebastianelli et al. (2008) cited a study done by Cyr and Bonanni (2006) with regards to gender's influence on online shopping. A sample of undergraduate students participated in a research task that involved the hypothetical purchase of a digital camera on the Canadian Sony Web site. Gender-based differences in perceptions of seven dimensions (transaction security, information design, navigation design, Web site trust, Web site satisfaction, and e-loyalty) were examined. No significant differences were observed between men and women in attitudes toward transaction security, trust, and e-loyalty. However, when analyzing individual items rather than dimensions they found that, compared with men, women were significantly less trusting of the information presented on the Web site. Furthermore, they found significant gender-based differences on the dimensions of Web site satisfaction (men found the Web site more visually appealing and fulfilling compared with women and on some elements of Web site better organized and easier to navigate compared with females). Consequently, findings reported in the literature suggest that at least some differences exist between women and men in their attitudes and perceptions toward online shopping (Sebastianelli et al., 2008).

Further researches on the effects of gender tended to similar results. Studies in developed countries focused on demographic profiling of online shoppers. Gender differences were found among shoppers, where male consumers make more online purchases than females and spend more money online than females (Almoussa, 2011).

The influence of gender upon decision-making and shopping behaviour has also been analyzed with regard to the process of acceptance of new ITs, concluding that IT characteristics and use are evaluated differently, depending on the gender of the individual state that traits

determine these differences: men are more pragmatic; women experience greater anxiety when faced with new activities; and women are more strongly influenced by their immediate environment (Volman et al., 2005; Haque et al., 2007; Jayawarddhen, Wright, and Dennis 2007).

These factors affect variables such as usefulness, ease of use, self-efficacy and subjective norms (Venkatesh and Morris, 2000). However, Hernandez et al. (2009) cited recent surveys (Eurostat, 2009) that suggest that an increasing number of women use the Internet and that the gender gap in this medium is decreasing. Moreover, recent research has found no statistically significant differences between males and females with regard to Internet use (Zhang, 2005; Shin, 2009). Men and women display the same interest in computers, as long as they possess similar levels of experience (Chen, 1985).

### *Age*

Another demographic variable that predicts consumers' behavior is age (Schaninger and Sciglimpaglia, 1987). Studies on online shoppers' age range have produced mixed results. Some studies found a positive relationship between consumers' age and attitude towards online shopping (Stafford et al., 2004). Other studies found no relationship between the two variables (Rohm and Swaminathan, 2004; Li, Ko, and Russel, 2001). In the IT field, some studies have considered that computer skills are more easily learned by younger individuals (Czara et al., 1989; Hubona and Kennick, 1996). They usually possess greater experience with the Internet, and aspects such as usefulness and attitude acquire greater importance for them, while older people perceive greater risks, have more difficulty in creating syntactically complex commands and place more importance upon the perception of self-efficacy (Venkatesh and Morris, 2000; Trocchia and Janda, 2000). In a research conducted by Ahmed & Bahaziq (2013), the authors

cited Zeffane and Cheek's (1993) whose study of computer usage in an Australian telecommunication's organization found that age is negatively correlated with online buying behaviour and with computer usage. In a study by Punj (2011) on the influence of demographic characteristics on online purchase behaviour, it was also found that generational age had a negative relationship to online shopper. Furthermore, a study by Hashim et al. (2009) found that the age of a consumer influences his/her online shopping behaviour. This study also found that the younger generation tends to become more online shoppers. The younger generation would likely try to do online shopping more because of their knowledge in computer technology as opposed to the older generation (Sulaiman et al., 2008). Said et al. (2007) found that younger generation tends to be more Internet users compared to older generation. A study by Haque et al. (2006) confirmed the opposite that consumers' age does not influence their attitude towards online shopping. There are important generational differences in the use of the Internet. Thus, it is possible that generational age potentially moderates the effect of mental accounts on the two online purchase goals of interest. Younger consumers (e.g., Gen Y and Gen X) are almost always "connected" and lead wired lifestyles. Hence, they are less likely to have separate mental accounts for offline and online time. Older consumers (e.g., leading boomers and matures) in comparison are more likely to have one mental account for "Internet time" and a different one for time spent in the physical world (Punj, 2012). The separation in mental accounts for offline and online activities can be attributed to the differential adoption rates of new information and communication technologies by older consumers (Gilly and Zeithaml, 1985; Phillips and Sternthal, 1977).

Some obstacles that made older consumers more reluctant to shop online are: lack of IT experience; resistance to change; and their insistence on trying out the product before purchase (Trocchia and Janda, 2000).

It must be remembered that the course of time alone means that the average age of e-shoppers is continuously rising, since individuals who at the end of the last century were 30 are 40 today. Consequently, life stages which would until recently have been considered to be far removed from more technologically-inclined generations currently comprise individuals who may have been interacting with the Internet for several years and thus gained considerable familiarity. Moreover, users who have replaced them (i.e. those who are 20-30 years old) possess a broad digital culture (Hernandez et al. 2010).

### ***Education***

Another factor that affects online shopping is education. More educated persons are early adopters of the Internet (Donthu and Garcia, 1999). Akhter (2002) found that more educated, in contrast to less educated people, are more likely to use the Internet for purchasing. Educational level is usually positively correlated to individual's income (Almoussa, 2011). Research suggested that online shoppers have higher level of education and earn more money than traditional store shoppers (Li, et al. 2001; Susskind 2004). Sulaiman et al. (2008) suggested that education level may play a significant factor in influencing online shopping behaviour as well. Such studies were confirmed by other researchers (Harn et al., 2006; Haque and Khabiti, 2005). Other studies did not find conclusive evidence that linked educational level as a strong predictor to online shopping behaviour (Bellman et al. 1999; Donthu and Garcia 1999). Overall, Higher educated consumers are more comfortable using non-store channels, like the Internet to shop. A

reason for this is that education is often positively correlated with an individual's level of Internet literacy (Li et al., 1999).

### ***Income***

Income is another interesting factor used to study the prediction of online shopping behavior. Consumers with higher household incomes intend to shop online more compared to lower income consumers. A reason for this is that higher household incomes are often positively correlated with possession of computers, Internet access and higher education levels of consumers (Lohse & Bellman, 2000). Income affects the valuation of time (Punj, 2012). Higher-income consumers value their time more because of its opportunity cost (Goldman and Johansson, 1978; Stigler, 1961). They were found to spend less time online than lower-income consumers (Goldfarb and Prince, 2008; Goolsbee and Klenow, 2006; Ratchford et al., 2003). But, higher-income consumers are also known to derive a greater benefit from online services because they use them more intensively to satisfy a wide-ranging set of needs (Lambrecht and Seim, 2006). Consumers who are “time rich and income poor” find online shopping to be attractive mainly for the money savings potential, while those who are “income rich and time poor” may be attracted to it because it saves time (Punj, 2012).

The relationship between income and online shopping intentions has generally been found to be positive (Donthu and Garcia, 1999; Li et al. 1999; Mathwick, Malhotra, and Rigdon, 2001). Higher-income consumers have a “time conscious” shopping orientation and a stronger belief that online shopping saves time. On the other hand, lower-income consumers are more likely to have a “price conscious” shopping orientation and a stronger belief that online shopping saves money. Higher income causes Internet users to perceive lower implicit risks in undertaking online purchases and thereby affects their demand for Internet products and services. Low

income discourages online transactions, and perceptions of self-efficacy ease of use and usefulness should improve with rising incomes, due to the ability to withstand possible financial losses. Usually, income is reflected in the professional status or social class of the individual. Thus, such categories may produce different user attitudes and behaviour regarding information systems (Hubona and Kennick, 1996; Chau and Hu, 2002).

### ***English proficiency***

The relationship between English language skills and online shopping intentions has generally been found to be positive. It is conceivable that English language skills would facilitate the adoption of online shopping by reducing online shopping risk and making available a wider choice of online products (Naseri & Elliott, 2011). The utility of adoption of a product is positively related to the total number of adopters. In this case, English-speaking consumers constitute a larger online market which in turn, increases the utility of adoption of online shopping for potential English-speaking adopters by increasing the available number of online vendors (Peres et al. 2010).

### ***Frequency of purchase***

The relationship between purchase frequency and shopping orientation has been the subject of numerous studies (Scarpi, 2012; Molla & Heeks, 2007; Morrison et al. 2001). In a study by Scarpi (2012), it was shown that higher actual purchase frequency could be anticipated by statements of higher purchase intention. Some studies showed the important role of Internet usage in accepting online shopping. Their results concluded that consumers who spend more time browsing the Internet are potential buyers and would likely purchase online products and services (Shim et al. 2000; Burke, 2002; Mathwick et al. 2001). According to their results, past experiences of consumers decrease their perceived risk levels associated with online shopping. It

is demonstrated from these studies that prior online shopping experiences have a direct impact on Internet shopping intentions.

### **2.2.3 Trust**

Trust has been conceptualized as a general belief in an e-vendor that results in behavioural intentions (Gefen, 2000); as a combination of trustworthiness, integrity, and benevolence of e-vendors that increases behavioural intentions through reduced risk among potential but inexperienced consumers (Jarvenpaa et al. 1999); as beliefs in integrity, benevolence, and ability that lead to a general belief in trust (Jarvenpaa et al., 1996); or as specific beliefs in competence, integrity, and benevolence that lead to trusting intentions (McKnight et al., 2002). Trust is a significant antecedent of participation in e-commerce in general and even more so in online settings because of the greater ease with which vendors can behave in an opportunistic manner (Reichheld and Schefter, 2000). Trust helps reduce the social complexity a consumer faces in e-commerce by allowing the consumer to subjectively rule out undesirable yet possible behaviours of the e-vendor, including inappropriate use of purchase information. In this way trust encourages online customer business activity (Gefen et al., 2003).

### **2.2.4 Customer Privacy**

The term privacy is generally used to describe the state of being free from intrusion or disturbance in one's private life or affairs which includes a group of values like people's right to privacy of their own body, private space, privacy of communications and information privacy (Collier, 1995). With regards to the Internet, privacy is defined as the user's ability to control the terms by which his personal information is collected and used (Flavian and Guinaliu, 2006; Lee

et al. 2011). Perceived privacy in online shopping is the possibility that online companies collect data about individuals and use them inappropriately (Roca, Garcia and de la Vega, 2009).

### **2.3. Achievement Motivation**

Developed by Jackson, Ahmed and Heapy (1976), the theory of Achievement Motivation analyzes people's achievement-associated characteristics based on their value system. A conceptual analysis of the achievement construct led to the postulation of six dimensions: Status with Experts, Acquisitiveness, Achievement via Independence, Status with peers, Competitiveness, and Concern with excellence (Jackson et al. 1976). In our research, the Six Dimensional Achievement Scale was chosen to measure the Achievement need of the respondents. This scale allows a better understanding of individual motivation. According to Ahmed & Jabes (1995), when outcomes do not meet an individual's expectation, motivation levels will decrease. Table1 taken from Ahmed (1990) describes the dimensions of the Achievement Scale, and Appendix 23 provides more details on the Six Dimensional Achievement Motivation Scale.

Table 1. The Six Dimensional Achievement Scale.

<b>Dimension</b>	<b>Description of Respondant</b>
1. Excellence	<ul style="list-style-type: none"><li>• Does a good job and maintains high work standards.</li></ul>
2. Acquisitiveness	<ul style="list-style-type: none"><li>• Respects self-made rich persons and works hard to make money.</li></ul>
3. Status with Peers	<ul style="list-style-type: none"><li>• Cares what other think of his/her work and displays his/her work to others.</li></ul>
4. Achievement via Independence	<ul style="list-style-type: none"><li>• Likes to be evaluated solely on his/her own performance and dislikes teamwork.</li></ul>
5. Status with Experts	<ul style="list-style-type: none"><li>• Depends upon the opinion of experts and measures himself/herself against acknowledged experts' work.</li></ul>
6. Competitiveness	<ul style="list-style-type: none"><li>• Likes to be more successful than others.</li></ul>

Source: Ahmed, 1990.

## 2.4 Summary

The following table presents a summary of the literature review above for this thesis. Table 1a below summarizes the research themes, hypotheses, and related sources from the literature.

Theme	Subtheme	Hypotheses	Sources
<b>Factors Affecting Online Shopping</b>	Perceived ease of use		Davis, 1989; Gefen et al. 2003; Hsieh and Liao, 2011
	Perceived usefulness		Davis, 1989; Hsieh and Liao, 2011; Gefen et al. 2003; Venkatech and Morris 2000; Moon and Kim 2001
	Benefits		Teo, 2006; Alba & Lynch, 1997; Teo, 2006; Alba et al. 1997
	Security		Ganguly et al. 2009; Gefen et al. 2003; Venkatech & Morris, 2000; Hsieh and Liao, 2011; Flavian and Guinaliu, 2006; Jarvenpaa et al., 1999
	Risk		Chellapa 2005; Yoon 2002; Jarvenpaa et al. 1999; Iglesias-Pradas et al. 2013; Jacoby and Kaplan 1972; Samadi and Yaghoob-Nejadi 2009; Srinivasan and Ratchford's 1991; Samadi and Yaghoob-Nejadi, 2009; Srinivasan and Ratchford's, 1991; Jarvenpaa et al. 1999
	Trust		Gefen, 2000; Jarvenpaa et al. 1999; McKnight et al., 2002; Reichheld and Schefter, 2000...
	Customer Privacy		Collier, 1995; Flavian and Guinaliu, 2006; Lee et al. 2011; Roca, Garcia and de la Vega, 2009
<b>Demographics</b>	Gender	H1: Male respondents are more likely to carry out online shopping transactions than female respondents	Sebastianelli et al., 2008; Teo 2001; Korgaonkar and Wolin 2002; Cho and Jialin 2008; Hasan 2010; Venkatesh and Morris 2000; Volman et al., 2005; Haque et al., 2007; Jayawarddhena, Wright, and Dennis 2007; Cho and Jialin 2008; Hashim et al. 2009; Hasan 2010; Chou, Wu, and Chen 2011...
	Age	H2: Younger respondents are more likely to carry out online transactions than older respondents	Rohm and Swaminathan, 2004; Li, Ko, and Russel, 2001; Czara et al., 1989; Hubona and Kennick, 1996; Venkatesh and Morris, 2000; Trocchia and Janda, 2000...

	Education	H3: More educated respondents are more likely to carry out purchase online than less educated ones	Donthu and Garcia, 1999; Harn et al., 2006; Haque and Khabiti, 2005; Li et al., 1999...
	Income	H4: Respondents with parents that work are more likely to carry out online transactions than those whose parents are out of work	Goldfarb and Prince, 2008; Goolsbee and Klenow, 2006; Ratchford et al., 2003; Punj, 2012; Donthu and Garcia, 1999; Li et al. 1999; Mathwick, Malhotra, and Rigdon, 2001...
	English proficiency	H5: Respondents who are proficient in English are more likely to carry out online transactions than those who are less proficient	Naseri & Elliott, 2011; Peres et al. 2010
	Frequency of purchase	H6: Participants who spend more time using the Internet will be more likely to carry out online shopping transactions than those who spend less time	Scarpi, 2012; Molla & Heeks, 2007; Morrison et al. 2001; Shim et al. 2000; Burke, 2002; Mathwick et al. 2001
<b>Achievement Motivation Scale</b>	Six Dimensional Achievement Motivation Scale	Achievement motivations will influence consumers' intention to shop online	Jackson, Ahmed and Heapy, 1976

## **CHAPTER 3: HYPOTHESES AND RESEARCH QUESTION**

In the following section, we elaborate the hypotheses, based on the empirical research findings of the preceding literature review. We study the relationship between the independent variables (gender, age, education, income, English proficiency and frequency of Internet usage) and the respondents' tendency of online shopping.

### **3.1 Hypotheses**

Although there have been successes and growth in online shopping, issues of trust and distrust have also been found to inhibit the adoption of Internet purchase (Benamati & Serva, 2007). Studies have found, for example, that concerns about payment fraud, fear of fraud, infrastructure and security issues play a key role in customers' purchasing decisions and their perceptions of online shopping (Pavlou, 2003). In a study by Sunhilde and Hajnalka (2011) regarding the use of the Internet and e-commerce services in Romania, their results showed that the number of Internet users is low in comparison with other countries from the EU, the access to the Internet is unsafe and unstable, the income of the population is low, there exists a lack of trust in Internet services, in electronic commerce services, the grade of credit/debit card uses is low, the legal frame does not facilitate properly the development of electronic commerce. Romanian customers prefer traditional shopping since online shopping, from their perceptions, involves various risks, including product performance, delivery, and credit card information among others. As a consequence these Romanian consumers perceive online shopping as very risky. A similar study by Michal (2012) regarding online shopping on B2C Markets in the Czech Republic showed that only 32.1% of the Czech Internet users buy online regularly. It means that most Czech Internet users buy online but only irregularly and still prefer brick and mortar shops for majority of shopping. Their results also showed that regular online customers purchase online

mostly once a month (or 2-5 times a month) and irregular online customers use Internet for purchasing products and services mostly once a quarter year (or once a half year). Building on the preceding discussion, the following hypothesis is proposed:

*H.1: Participants' perceptions of online shopping will be more negative than their perceptions of traditional shopping.*

Research has found gender to be a significant predictor of consumer's online shopping behavior (Sebastianelli et al. 2008; Teo, 2001; Korgaonkar and Wolin, 2002; Cho and Jialin, 2008). Male consumers tend to buy products and services on the Internet more than female consumers. Building on the preceding empirical research findings in the literature review, the following hypothesis is proposed:

*H.2 Male respondents are more likely to carry out online shopping transactions than female respondents.*

The precedent literature review reveals that many researchers consider Age to be a significant predictor of online shopping (Scaninger and Sciglimpaglia, 1987; Stafford et al. 2004; Li et al. 2001; Czara et al. 1989; Punj, 2011). In their research, they concluded that younger consumers are more likely to shop online, leading to the following hypothesis:

*H.3: Younger respondents are more likely to carry out online transactions than older respondents.*

Another demographic variable commonly accepted by researchers to influence online shopping is Education (Donthu and Garcia, 1999; Akhter, 2002; Almousa, 2001; Sulaiman et al. 2008). To these researchers, education means more opportunity for a good job, which gives people more buying power. Therefore, assuming that educated respondents would perceive positively the benefits associated with online shopping, we propose the following hypothesis:

*H.4: More educated respondents are more likely to carry out purchase online than less educated ones.*

In addition to gender, age and education, research shows that income can be a predictor of Internet Shopping (Lohse and Bellman, 2000; Punj, 2012; Donthu and Garcia, 1999; Chau and Hu, 2002). Based on the previous literature review, the relationship between income and online shopping intentions has generally been found to be positive. The employment of the students' parents (father and mother) is important in this research since the parents' joint income affects students' online shopping tendency. This leads to the following hypothesis:

*H.5: Respondents with parents who work are more likely to carry out online transactions than those whose parents who are out of work.*

Researchers from the previous literature review conclude that there is a positive relationship between English proficiency and Online Shopping tendency (Naseri and Elliott, 2011; Peres et al. 2010). As a result, we would expect a higher online shopping adoption rate among English-speaking Haitian consumers. The following hypothesis derives from the aforementioned:

*H.6: Respondents who are proficient in English are more likely to carry out online transactions than those who are less proficient.*

Frequency of purchase was found to be a significant predictor of online shopping in previous research (Scarpi, 2012; Molla and Heeks, 2007; Morrison and al. 2004; Shim et al. 2000). This conclusion has been confirmed in the literature review. Therefore, building on the preceding empirical research findings, the following hypothesis is proposed:

*H.7: Participants who spend more time using the Internet will be more likely to carry out online shopping transactions than those who spend less time.*

The next section deals mainly with the relationship between personality traits and online shopping motivations. To conduct this enquiry, we used the Six Achievement Dimensional Motivation scale developed by Jackson, Ahmed and Heapy (1996).

### **3.2 Research Question**

Many studies have investigated the relationship between personality traits and online shopping motivations. Two models have been used in these studies: the Big Five model of personality and the 3M model of motivation and personality traits. According to To et al. (2007), the factors that influence shoppers to engage in Internet shopping include convenience, selection, availability of information, lack of sociality, cost saving, customized products, adventure, sociality, fashion, value, and authority.

Using the 5-factor personality model, Huang & Yang (2010) examined the relationship between personality traits and online shopping motivations to further understand the Internet shopping phenomenon. They found that personality traits can function as strong predictors of online shopping motivations. Specifically, people with a high degree of openness tend to shop online to experience adventure and ideas. Conscientious people engage in Internet shopping for convenience, and extraverted people shop online in response to social motivation. Those who were highly neurotic were motivated by the need not to socialize.

Using the 3M model of motivation and personality traits (surface traits, situational traits, compound traits, and elemental traits), Bosnjak et al (2007) conclude that personality characteristics of different levels of generality affect decisions about future online purchases. Three of the Big Five factors—neuroticism, openness to experiences, and agreeableness—have small, but significant influences on the willingness to buy online. Affective involvement, but not

cognitive involvement, is a significant determinant of intentions to purchase online. These results imply that the decision to shop online is made with emotion rather than reasoning.

While previous studies have used different scales to determine the effects of personality traits on online shopping motivations, our research relies mainly on Jackson, Ahmed, and Heapy's (1976) Six Dimensional Achievement Motivation Scale.

Jackson, Ahmed, and Heapy (1976) viewed motivation more on a personality level, to complement previous studies on motivation where processes and characteristics of the objects were the basic sources of explanations of people's motivations. The originality of this study comes from the fact that, as opposed to previous research that had a unitary conception of the achievement motive, the authors' results point clearly to "six stable, reliable factors of achievement, which are generalizable across different methods of measurement. If all or most of these dimensions were reducible to a general second-order factor, then it might still be appropriate to maintain the conceptual simplicity of a unitary but multifaceted conception." (p.17)

Research by Bakerman (2014) has used Jackson, Ahmed, and Heapy's (1976) Six Dimensional Achievement Motivation Scale to determine the effects of personality on online shopping decisions. The results show that there was a positive correlation between "concern for excellence" and "buying electronic goods" and "clothing". The higher the consumers score on "concern for excellence", the more likely they are to buy those products online. There was also a positive correlation between "status with experts", "online banking", and "making travel arrangements": the higher the consumers score on "status with experts", the more likely they are to do banking and make travel arrangements online. Also, there was a positive correlation between "competitiveness" and "buying electronic goods". The higher the consumers score on

“competitiveness”, the more likely they are to buy these goods online. In addition, there was a positive correlation between “status with peers” and “making travel arrangements” and “buying books” online. The higher the consumers score on “status with peers”, the more likely they are to buy these products online. On the other hand, there was a negative correlation between “acquisitiveness” and “buying computer goods” online. The higher the consumers score on acquisitiveness, the less likely they are to buy these products online. Finally, there was a negative correlation between “achievement via independence” and “buying music and videos”. The higher the consumers score on acquisitiveness, the less likely they are to buy them online.

Based on this discussion, examination of the online shoppers’ motivations will be evaluated by measuring the interactions between the six dimensions of achievement and online and traditional shopping, in order to study the research problem. The following research question (RQ) is posed that will be tested by measuring the interactions:

*RQ: Are Jackson, Ahmed, and Heapy’s (1976) six dimensional achievement motivations related to the frequency of online transactions?*

Table 2 is a synopsis of the principal hypotheses developed from the literature review. It summarizes the hypothesized relationships between the independent variables (gender, age, education, income, proficiency in English, frequency of using the Internet, owning a computer) and the dependent variables (the nine online shopping items banking, making travel arrangement, music and videos, clothing, books, electronics, computers, household items, furniture, and the Six Dimensional Achievement Motivation Scale). (See Table 2 for more details).

*Table 2: Conceptual Framework indicating the theoretical structure of hypotheses, and the summary of the expected outcomes from the literature review.*

Hypotheses/Research Questions	Measures	Outcome
H.1: Perceptions of online shopping vs perceptions of traditional shopping	Fourteen attributes of online shopping and fourteen attributes of traditional shopping were used to measure the perceptions of the two methods of shopping	A comparison between the Haitian consumers' perception of online shopping and traditional shopping
H.2: Gender	The relationship of the frequency of the nine Internet transaction items with Gender	Male respondents are more likely to carry out online shopping transactions than female respondents
H.3: Age	The relationship of the frequency of the nine Internet transaction items with Age	Younger respondents are more likely to carry out online transactions than older respondents
H.4: Education	The relationship of the frequency of the nine Internet transaction items with Education	More educated respondents are more likely to carry out purchase online than less educated ones
H.5: Income	The relationship of the frequency of the nine Internet transaction items with Income	Respondents with parents that work are more likely to carry out online transactions than those whose parents are out of work
H.6: Proficiency in English.	The relationship of the frequency of the nine Internet transaction items with English proficiency	Respondents who are proficient in English are more likely to carry out online transactions than those who are less proficient
H.7: Time spent on the Internet	The relationship of the frequency of the nine Internet transaction items with Time spent on the Internet	Participants who spend more time using the Internet will be more likely to carry out online shopping transactions than those who spend less time
RQ: Achievement Motivation	The scores on six dimensions of the Six Dimensional Achievement Test	Achievement motivations will influence consumers' intention to shop online

## CHAPTER 4: METHODOLOGY

This chapter gives an idea of the research instruments and data collection. It includes the different steps followed by the researcher in order to collect the data. First, we describe the sample selection; second, we mention how we collect the data ; finally, we detail the instruments used to analyse the data.

### *4.1 Sample Selection*

We selected Haitian students from both public and private universities in Port-au-prince, Jacmel, Cap-Haitien, and Cayes, which represent the economic centers of the country. Students are chosen because young adults are more exposed to Internet, spend an average of 16.7 hours online, and are computer-oriented (Lester et al.2005). Port-au-prince is the capital and the largest city in terms of population, economy and diversity. It is the first ranked city in terms of its contribution to the national economy (CIA, 2013). In this study, a total of 200 respondents participated in the research and 189 completed questionnaires were evaluated. Eligible participants had to be Haitian students, 18 or older, who had an interest in online shopping and who are interested in the research. Thus, the sample is essentially drawn from students who have bought or planned to buy products or services online. Using students make it easier to select the respondents since it is possible to have an important number of students available at the same time or having students contacted friends in their university. Our goal was to reach a broad and large spectrum of Haitian students distributed across all age, gender, income, and experience groups who have used online shopping in the past.

Many reasons justified our choice. First, the method allows the researcher to have control over the representativeness of the sample. Second, it is easy for the researcher to select the

respondents since he knows a priori who should be included in the sample. Finally, the method saves the researcher time and money since no questionnaire will be distributed in vain.

Participants were recruited using snowball and judgmental methods where students who accepted to participate in the study were asked to refer us to other students until we had the number required for the study. Initial set of respondents was selected on the basis of judgmental sampling. Additional units were obtained through referrals from those selected in the sample. We built our sample by adding more and more referral-based respondents until it reached the appropriate number targeted by the researcher. Otherwise, a considerable number of computer and Internet illiteracy included in the sample would cause gathering uncorrelated data. Thus, the researcher chose a sample that consists of college students in Haiti who have made an online purchase of any product or service. During the summer 2013, we distributed questionnaires to students who were interested to participate in the study for a period of one month. The main survey had 200 responses. A total of 11 were invalid, incomplete or gave the same rating for all items; these were eliminated and thus 189 questionnaires were retained for analysis. The eleven questionnaires were returned without completion. Many questions were left unanswered, and some were not fully understood by the respondents.

Some difficulties came as obstacles during our research: first, with regards to the participants, it was somehow difficult to find as many students as we expected since our research took place when many students were on vacations. Also, twenty students to whom questionnaires were distributed were hard to collect because these students did not own cell phones and were not able to contact. A number of students (around 50) we talked to were in the exam period and said they could not participate in the research. Second, the study required repeated travel between cities, namely Port-au-Prince, Cayes, and Cap-Haitien to collect the necessary data.

Travel times typically exceeded 2 to 3 hours of the researcher's time. This initiative was time and money consuming.

#### ***4.2 Data Collection***

We used a questionnaire to measure students' perceptions of the research constructs using multiple-item scales, adapted from previous studies that reported high statistical reliability and validity (Ahmed and Bahaziq, 2013; Bakerman, 2014). The questionnaire was first pilot, tested with a convenient sample of 20 Haitian students, and items were revised before finalizing the main survey content. 20 questionnaires were completed in the pilot test, and we evaluated the results using item identification analysis procedure that included descriptive statistics.

The questionnaire covered a large number of general areas of online shopping in order to collect data from students who make frequent online purchases and who fulfill the necessary condition to participate in the survey. Indicators were included that measure the factors and concepts found in the theoretical framework. The questionnaire is divided in eight sections: demographics, frequency of online shopping transactions, desired marketing approaches, aspects of online shopping, trends affecting electronic commerce, perception of online and traditional shopping, Jackson, Ahmed, and Heapy's (1976) Six Dimensional Achievement Scale, and Rokeach value system (1973).

Since the United States are one of the main destinations for Haitian to travel for tourism and shopping, we found it appropriate to elaborate questionnaires both in French and English. The respondents were allowed to choose the language in which they wanted to answer the questions. Before distributing the questionnaires, they were reviewed by the Research Ethics Board (REB) of the University of Ottawa and permission was granted to start our data collection. Appendix 22 contains the REB approval notification and the information letter for administration

of the questionnaire. (The complete questionnaire is provided in Appendices 1 (English)\_and 2 (French). The elements of the questionnaire are presented in the subsections below.

**4.2.1 Demographics.** In this section, we find questions that deal with the participants' demographic profiles such as age, gender, years at school, family's income, time spent on the Internet, and whether they live alone or with someone. With regards to income, family's income was determined by asking whether or not the parents were working. The reason why we chose family's income is because the rate of employment among students is very low (CIA, 2013), in which case family's income serves as an alternative of spending.

**4.2.2 Frequency of online shopping transactions.** The questions in this section are developed on categorical basis. The respondents are asked to complete the type of Internet connection is available for their use, where, and how many hours they spend on the Internet a day. Other questions deal with the main activities they carry out when they use the Internet, including banking, making travel arrangements, buying music, films, and videos, buying electronic goods, buying computer items, buying books/stationary, buying clothes, buying household items and furniture. These activities were measured on a five-point Likert scale, ranging from very often to never.

**4.2.3 Desired marketing approaches.** This section requested the respondents to provide information related to various approaches that are used in marketing tools by companies to sell their products and services through their stores. Specifically, the respondents are asked to provide information on the level of desirability of online products and services on a 4-point scale of 1 being "Very desired" to 4 being "Not desired" with the variables competitive prices and discounts, large variety, after sale service, high quality goods and services, massive advertising

and promotions, easiness of finding a product in a store, availability of credit and delayed payment if purchases and service personnel.

**4.2.4 Aspects of online shopping.** On a 7-point scale of 1 being “Dislike extremely” to 7 being “Like extremely”, the respondents rate their level of preference regarding some aspects of Internet shopping: competitive prices, ease of shopping, technological complexity, no face to face human contact, buy with just pictures and description, fear of fraud and theft, fear of loss of privacy, and high cost of delivery of small items.

**4.2.5 Trends affecting e-commerce.** This section requested the respondents to evaluate on a 5-point scale of 1 being “Not important at all” to 5 being “Very important” a series of statements related to trends affecting e-commerce as it occurs in their country: more globalization of Internet based shopping, frustration with increasingly complex Internet shopping, greater use of mobile phones for Internet shopping, use of video conferencing to do Internet shopping, government regulations affecting Internet shopping, more traditional stores offering Internet shopping, and shortage of technologically sophisticated staff.

**4.2.6 Perception of online and traditional shopping.** This section requested the respondents to set their general perceptions regarding the attributes of various types of shopping approaches. This section compares online shopping with traditional shopping with the characteristics of Excitement, dependability, flexibility, practicality, reliability, creativity, activity, pleasance, trustworthiness, dependency, competitiveness, quality, honesty and simplicity. These variables were measured on a nine-point scale, ranging from exciting to dull.

**4.2.7 Jackson, Ahmed, and Heapy’s Six Dimensional Achievement Motivation Scale (1976).** To answer the research question with regard to the perceptions of the respondents on

online shopping, this section provided The Six Dimensional Achievement Scale developed by Jackson, Ahmed and Heapy (1976), which was chosen to measure achievement need

The above mentioned Six-dimensional Achievement scale has been used in previous cross-cultural research studies, and was found to perform satisfactorily with significant results (Ahmed, 1978; Ahmed, 1989; Ahmed, 1990; Islam and Ahmed, 1984).

### ***4.3 Data Analysis***

For our statistical analysis, we used the Statistical Package for the Social Sciences (SPSS), a well-known program that includes many statistical features for research (Malhotra, 2010). SPSS was selected as the software because it is one of the most common and most effective for statistical analysis. First, we ran a frequency test in order to check the accuracy and verify the data set. In our study, analyses were carried out for all respondents.

#### ***4.3.1 Sample Description***

To describe the sample, we used age, gender, education, achievement motivation (that was done by using the Six Dimensional Achievement Scale and extracting the mean score of each dimension).

#### ***4.3.2 Scales Validation***

Reliability is one of the most important criteria for evaluating research instruments and refers to the internal consistency of the factors (Chu & Murrman, 2006). In this research, all the extracted factors were validated using Cronbach Alpha Reliability Test. Nunnally (1978) suggested that any value above 0.7 indicates reliability. All factors in this research range between 0.52 and 0.93. These factors include Online Shopping as Dynamic and Innovative, which consists of seven variables (exciting, flexible, practical, creative, active, pleasant, competitive)

with a Cronbach's alpha of 0.93; Online Shopping as Trustworthy and dependable, which includes six variables (dependable, reliable, trustworthy, dependent, honest, simple) with a Cronbach's alpha of 0.89; Traditional Shopping as Dynamic and Innovative, which consists of four variables (exciting, flexible, creative, competitive) with a Cronbach's alpha of 0.81; Traditional Shopping as Trustworthy and Dependable, made of seven variables (dependable, practical, reliable, active, trustworthy, dependent, honest) with a Cronbach's alpha of 0.89; Personal Items, which consist of five variables (Buying music/film/videos, buying electronic goods, buying computer items, buying books, buying clothes) with a Cronbach's alpha of 0.76; Services, made of two variables (Banking, making travel arrangement) with a Cronbach's alpha of 0.52; and Family Items, which consist of two variables (Buying household items and Buying furniture) with a Cronbach's alpha of 0.67. The results show that all factors are consistent with the criteria of reliability except for Services that is too low to consider in our analysis (0.52). The factor that was too low were not kept for further analysis. (See Appendix 21).

#### ***4.3.3 Perceptions***

Also, we conducted a t-test to ascertain the statistical significance of the difference between the perceptions of online shopping and traditional shopping.

#### ***4.3.4 Factor Analysis***

Factor analysis was run to extract online shopping perception factors. Factors were rotated using the Varimax Rotation Procedure. In the same way, we analyzed Traditional shopping perceptions and then compared the results to those of the online shopping. After that, each scale was subject to Cronbach Alpha Analysis for validation.

#### ***4.3.5 Multiple Regressions***

Finally, two multiple regressions were used to assess the predictive power of our socio-demographic and achievement independent variables. These variables were regressed with the Haitian consumers' online shopping behavior as well as perception factors using a backward variable exclusion procedure. For online shopping, we used a backward variable exclusion procedure. In using multiple regressions, we attained our goal to analyze the relationship that occurs between one dependent variable and one or more independent variables. In the first multiple regression analysis, we consider the independent variables (gender, age, education, income, English proficiency, parents' income, frequency of use, computer owner, six dimensional achievement motivation scale) and the dependent variables (online shopping as dynamic and innovative, online shopping as trustworthy and dependable, traditional shopping as dynamic and innovative, traditional shopping as trustworthy and dependable, personal items, family items).

In the second multiple regression analysis, we consider the independent variables (gender, age, education, income, English proficiency, parents' income, frequency of use, computer owner, six dimensional achievement motivation scale) and the dependent variables (banking, making travel arrangement, buying clothes, buying books, buying music and videos, buying electronic items, buying computer items, buying household items, buying furniture).

## CHAPTER 5: RESULTS AND DISCUSSIONS

This chapter presents the results of the research and the discussions that followed. The different parts include the descriptive analysis, the online shopping frequency, the perception of online and traditional shopping, followed by a factor analysis and two regression analyses.

### 5.1 Descriptive Analysis

In this section, we present a descriptive analysis of our principal independent variables (demographics and Jackson, Ahmed, and Heapy's Six Dimensional Achievement Motivation Scale).

#### 5.1.1 Sample Description

Table 3 presents a descriptive analysis of the surveys for the 189 completed questionnaires (Appendices 1 and 2).

*Table 3: Haitian demographics and Achievement Motivation*

Achievement Dimensions	Mean	Rank	Hours spent per day:	1.68
Excellence	16.44	1	Where Internet is used	
Acquisitiveness	9.67	4	Home	25.9%
Status with Peers	12.23	3	University	29.6%
Independence	6.67	5	Work	0%
Status with Experts	5.66	6	Internet café	44.4%
Competitiveness	13.23	2		
			Private	24.3%
			Public	75.7%
Year At University			First	4.8%
			Second	49.7%
			Third	42.3%
			Fourth	3.2%
Number of Surveys:	189		Mean Age	21.94
			Standard Deviation	2.3
			Gender:	
			Male	48.7%
			Female	51.3%
			Computer Status	
			Computer oriented	76.7%
			Human oriented	23.3%
			Computer Owner	
			Not own	70.9%
			Own	29.1%

As shown in Table 3, the mean age of the participants is 22 years. The sample includes 48.7% males and 51.3% females; 76.7% are computer oriented and 23.3% are human oriented. 29.1% of participants own a computer and 70.9% do not own a computer. The number of hours spent online by the participants is approximately 2 hours a day. Internet is used mostly at cybercafé (44.4%), followed by university (29.6%), home (25.9%), and work (0%). 24.3% of the participants go to private universities and 75.7% go to public schools. 49.7% of the participants are in their second year of school, followed by 42.3% in their third year, 4.8% in their first year, and 3.2% in their fourth year.

In the achievement dimensions section of this table, participants scored highest in the concern for excellence dimension with a score of 16.44, followed by competitiveness with a score of 13.23. Status with peers dimension came in next with a score of 12.23, followed by the acquisitiveness dimension with a score of 9.67. The lowest scored dimensions were achievement via independence with a score of 6.67 and status with experts with a score of 5.66.

The fact that most of the participants do not own a computer can explain the reason why they go to cybercafé instead where they spend on average 1.68 hour a day. With regards to the achievement dimensions, the participants are very concerned with excellence and competitiveness.

### ***5.1.2 Online Shopping Frequency***

In this section, the participants were asked to state their frequency of Internet use to carry out the following activities: Banking, Make travel arrangement, Buy music, films, videos, Buy electronic goods, Buy computer items, Buy books, stationery, Buy clothes, Buy household items,

and Buy furniture. A four-point Scale was used; one is Very often, two is Often, three is Somewhat Often and four is Never.

*Table 4: Online Shopping Frequency based on 4-point scale ranging from 1 (Very often) to 4(Rarely).*

<b>Online Shopping Items</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Buying Clothes</b>	<b>2.2</b>	<b>1.1</b>
<b>Buying Books</b>	<b>2.7</b>	<b>1.1</b>
<b>Buying Music and videos</b>	<b>2.8</b>	<b>1.1</b>
<b>Making Travel Arrangement</b>	<b>3.2</b>	<b>1.0</b>
<b>Buying Electronic Goods</b>	<b>3.3</b>	<b>1.0</b>
<b>Buying Computer Items</b>	<b>3.5</b>	<b>0.8</b>
<b>Banking</b>	<b>3.7</b>	<b>0.6</b>
<b>Buying Household Items</b>	<b>3.9</b>	<b>0.3</b>
<b>Buying Furniture</b>	<b>4.0</b>	<b>0.2</b>

Table 4 shows the participants’ frequency of buying some online items (See table 4). From the participants’ answers, we grouped the frequency in terms of rank. “Buying clothes” was the most frequent activity with a mean value of 2.2 and a standard deviation of 1.1, which supports the previous literature. Next, “buying books” was the most common activity with a mean value of 2.7 and a standard deviation of 1.1. After that activity, came “buying music and videos” with a mean value of 2.8 and a standard deviation of 1.1. The next most frequent activity was “making travel arrangement” with a mean value of 3.2 and a standard deviation of 1.0. Following this activity is “buying electronic goods” with a mean value of 3.3 and a standard deviation of 1.0. Less frequent activities include “buying computer items” with a mean value of 3.5 and a standard deviation of 0.8, “banking” with a mean value of 3.7 and a standard deviation of 0.6. At the bottom of the table, we find “buying household items” with a mean value of 3.9

and a standard deviation of 0.3, followed by “buying furniture” with a mean value of 4.0 and a standard deviation of 0.2.

These results show that respondents are willing to buy clothes, books, music and films on the Internet. Also, some respondents were interested in making travel arrangements, buying electronic goods and computer items. They conducted online banking , as well as the purchase of household items and furniture less often. These results almost reproduce an earlier research done by Allred and Chakraborty (2004) who studied the product classification system to create a sound framework for predicting Dot.com retail success and failure. Analyses of the means for purchase likelihood in their study indicated that consumers are highly likely to purchase homogeneous shopping products such as airline tickets, books, CDs, or videos, moderately likely to purchase heterogeneous shopping products, such as computers, but very unlikely to purchase convenience products, such as candy, gum, or bread.

### ***5.2 Perceptions of Online Shopping and Traditional Shopping Comparison***

Paired sample *t*-tests were then conducted to evaluate the respondents’ perceptions of Internet shopping versus Traditional shopping. The results are shown in Table 5.

Table 5: Comparison between Online Shopping and Traditional Shopping based on a 9-point scale (1-9).

Perceptions of Shopping		Mean Score on Type of Shopping Activity		Statistical Significance Level
Positive Pole(1)	Negative Pole(9)	Internet	Traditional	
Exciting	Dull	3.51	5.52	**
Dependable	Not Dependable	4.16	3.75	**
Flexible	Inflexible	3.98	4.11	**
Practical	Unpractical	4.08	3.81	**
Reliable	Not Reliable	4.50	3.35	-
Creative	Not Creative	4.02	4.43	**
Active	Passive	4.14	3.79	**
Pleasant	Unpleasant	4.04	5.17	-
Trustworthy	Not Trustworthy	4.81	3.36	-
Independent	Dependent	4.69	3.48	-
Competitive	Not Competitive	3.78	4.74	-
High Quality	Poor Quality	4.88	4.23	**
Honest	Dishonest	4.44	3.33	**
Simple	Complex	5.36	3.07	-
<b>Total significant differences</b>		<b>60.4</b>	<b>56.14</b>	<b>p&lt; .0001</b>

\*\* represents the significant correlations Source: SPSS (2014)]

From these answers, it seems that the participants have a more positive perception of traditional shopping, which they considered more dependable, more practical, more active, more honest, and with high quality. Also, it seems that they shared some concerns about traditional shopping, which they qualified as dull, not creative, and inflexible. By contrast to traditional shopping, the respondents described online shopping as less dependable, less practical, more

passive, less honest, and poor quality. However, the respondents perceived online shopping to be more exciting, more flexible and more creative.

In general, the analysis suggested that Traditional shopping is better perceived by the respondents. This could be due to the low technology orientation of the participants. Also, Haitian consumers are new to online shopping, which consequently make them resistant to the new channel. As related by Laguerre (2013), the IT penetration and use among Haitians remain low in comparison with that in other countries.

Our results widely concurred with the existing literature and H1. Pi and Sangruang (2011) have pointed out the pre-eminent role played by trust, risk and dependency in explaining online shopping behavior. The less consumers trust online shopping, the less their attitude will be positive. Gefen et al. (2003) also agreed that online consumers are influenced by both their trust in the e-vendor and technological aspects of the interaction of the web site interface. This explains why Haitian consumers are still more comfortable with traditional shopping and show major concerns to online shopping as their shopping channel.

In a study by Liu et al. (2013), comparing online shopping and traditional shopping, the authors indicated that store employees can assist customers in decision-making, or help them select from a variety of products and provide customized personal service, whereas online shopping does not offer the personal and one-on-one service you would receive if you went in the store. The author goes on to say that shopping at the store empowers the customers and make them feel that they are highly valued because store employees treat them with respect and courtesy.

A study by Lester et al. (2005) listed a number of disadvantages of Online Purchase that include lack of security in transmitting credit card information, the impossibility of trying

merchandise, the high cost of shipping, the slow delivery time of merchandise, the lack of product information, the difficulty in navigating the site, and the fact that one cannot talk to a salesperson, among others.

In conclusion, the results support Hypothesis 1 (H.1) which assumes that the participants have a more positive perception of traditional shopping.

### ***5.3 Factors Analysis***

A factor analysis was conducted in order to explain high correlations among the fourteen independent variables of perception of online and traditional shopping. (See also Appendices 1 and 2 - Questionnaire (English and French)). Our objective was to reduce the number of variables of perceptions to factors that could be used as dependant variables in a multiple regression analysis. After varimax rotation, we found five factors. The first factor is related to “online shopping as dynamic and innovative” because it involves variables such as “exciting”, “flexible”, “practical”, “creative”, “pleasant”, and “pleasant”.

The second factor is named “online shopping as trustworthy and dependable” because almost every variable that belongs to this factor is related to the concepts of trustworthiness. Examples of such variables include “dependable”, “reliable”, “trustworthy”, “dependent”, “honest”, and “simple”. Their preference tells the perceptions of the respondents on online shopping as reliable and trustworthy.

The third factor represents “traditional shopping as trustworthy and dependable”, which involves variables such as “dependable”, “practical”, “reliable”, “active”, “trustworthy”, “dependent”, and “simple”. The fourth factor is related to “traditional shopping as dynamic and innovative” and was named such because it involves such variables as “exciting”, “flexible”, “creative”, and “competitive”.

The fifth factor can be named “personal items” because it is related to items that are bought for personal use. Examples include “buy or download music, films, and videos”, “buy electronic goods”, “buy computer items”, “buy books”, and “buy clothes”. The sixth factor is related to “services” because the two variables that fell in this segment are “banking” and “make travel arrangement”, which are particularly services. The seventh and last factor was named “family items” because it includes those items usually used by a family: furniture and household items.

*Table 6: Results of the Factor Analysis of Online Shopping Frequency*

Rotated Component Matrix

Shopping Activities	Factor loadings		
	Factor 1	Factor 2	Factor 3
Banking	.069	<b>.758</b>	.068
Make Travel Arrangement	.014	<b>.796</b>	-.018
Buy/ Download music, films, videos	<b>.803</b>	.195	.131
Buy electronic goods	<b>.770</b>	.329	.091
Buy computer items	<b>.716</b>	.296	.229
Buy books	<b>.632</b>	-.263	-.116
Buy clothes	<b>.607</b>	-.202	-.018
Buy household items	.056	.154	<b>.851</b>
Buy furniture	.065	-.090	<b>.867</b>
Eigen value	2.8	1.5	1.3
Cumulative Proportion of Explained Variance	28%	46%	63%

Source: SPSS (2014), **bold type** denotes significant loading factors.

Results of our principal components factor analysis with varimax rotation is shown on Table 6. They show that the first factor explains 28% of the common variance with eigenvalue of 2.8. The heaviest loading of the first factor was with music/videos (.80), followed by buy electronic goods (.77), buy computer items (.71), buy books (.63), buy clothes (.60). The second

factor explains 18% of the common variance with eigenvalue of 1.5. The heaviest loading of the second factor was with banking (.76) and make travel arrangement (.79). The third factor explains 17% of the common variance with eigenvalue of 1.3. The heaviest loading of third factor was with buy household items (.85) and buy furniture (.87). Based on these factor loadings, we name Factor 1, Personal Items, Factor 2, Services, and Factor 3, Family Items. In addition, Cronbach's alpha was calculated; the scores for Factor 1, 2, and 3 were respectively 0.758, 0.669, and 0.517. One of the factors was not above the acceptable level. This factor (Services) was not kept for further analysis. (See Appendix 21).

*Table 7: Results of the Factor Analysis of Online Shopping Frequency*

Rotated Component Matrix

	Component	
	Factor 1	Factor 2
Exciting/ Dull	<b>.776</b>	.297
Dependable/ Not dependable	.503	<b>.710</b>
Flexible/ Inflexible	<b>.635</b>	.504
Practical/ Not practical	<b>.691</b>	.499
Reliable/ Not reliable	.365	<b>.777</b>
Creative/ Not creative	<b>.840</b>	.281
Active/ Not active	<b>.767</b>	.416
Pleasant/ Unpleasant	<b>.864</b>	.260
Trustworthy/ Not trustworthy	.394	<b>.794</b>
Dependent/ Not dependent	.328	<b>.831</b>
Competitive/ Non competitive	<b>.801</b>	.099
Poor quality/ High quality	.252	.455
Honest/ Dishonest	.437	<b>.600</b>
Simple/ Complex	-.028	<b>.704</b>
Eigen Value	8.0	1.3
Cumulative Proportion of Explained Variance	36%	67%

Source: SPSS (2014), **bold type** denotes significant loading factors.

Results of our principal components factor analysis with varimax rotation is shown on table 7. They show that the first factor explains 36% of the common variance with eigenvalue of 8.0. The heaviest loading of first factor was with pleasant/unpleasant (.86), followed by creative/not creative (.84), competitive/noncompetitive (.80), exciting/dull (.77), active/not active (.76), practical/not practical (.69) and flexible/not flexible (.63). The second factor explains 31% of the common variance with eigenvalue of 1.3. The heaviest loading for second factor was with dependent/not dependent (.83), followed by trustworthy/not trustworthy (.79), reliable/not reliable (.77), dependable/not dependable (.71), simple/complex (.70), honest/dishonest (.60). Based on these factor loadings, we name Factor 1, Online Shopping as Dynamic and Innovative and Factor 2, Online Shopping as Trustworthy and Dependable. In addition, Cronbach's alpha was calculated; the scores were respectively 0.928 and 0.886 for factor 1 and factor2, which were above the acceptable level.

Table 8: Results of the Factor Analysis of Perception of Traditional Shopping

	Component	
	Factor 1	Factor 2
Exciting/ Dull	-.222	<b>.832</b>
Dependable/ Not dependable	<b>.652</b>	.513
Flexible/ Inflexible	.409	<b>.783</b>
Practical/ Not practical	<b>.687</b>	.585
Reliable/ not reliable	<b>.881</b>	.126
Creative/ Not creative	.329	<b>.698</b>
Active/ Passive	<b>.725</b>	.399
Shy/ Expressive	.059	.079
Trustworthy/ Not trustworthy	<b>.909</b>	-.012
Dependent/ Not dependent	<b>.846</b>	.075
Competitive/ Non competitive	-.050	<b>.715</b>
High quality/ Poor quality	.357	.385
Honest/ Dishonest	<b>.777</b>	.041
Simple/ Complex	<b>.838</b>	-.030
Eigen Value	6.7	2.4
Cumulative Proportion of Explained Variance	39%	62%

Source: SPSS (2014), **bold type** denotes significant loading factors.

Results of our principal components factor analysis with varimax rotation is shown on Table 8. They show that the first factor explains 39% of the common variance with eigenvalue of 6.7. The heaviest loading of factor I was with trustworthy/not trustworthy (.90), followed by reliable/not reliable (.88), dependent/not dependent (.84), simple/complex (.83), honest/dishonest (.77), active/passive (.72), and practical/not practical (.68). The second factor explains 23% of the common variable with eigenvalue of 2.4. The heaviest loading of factor II was with exciting/dull (.83), followed by flexible/not flexible (.78), competitive/noncompetitive (.71), creative/not creative (.69), and dependable/not dependable (.51). Based on these factor loadings, we name Factor 1, Traditional Shopping as Trustworthy and Dependable and Factor 2,

Traditional Shopping as Dynamic and Innovative. In addition, Cronbach's alpha was calculated; the scores were respectively 0.886 and 0.815 for factor 1 and factor 2, which were above the acceptable level.

## ***5.4 Multiple Regression***

### ***5.4.1 Multiple Regression of Online Shopping Behavior (1)***

Multiple regressions, unlike Correlation analysis are effective in describing cause and effect relationship. Therefore, a first multiple regression analysis was performed to explain the predictive aspects of demographic and achievement dimension variables on factors such as online shopping as dynamic and innovative, online shopping as trustworthy and dependable, traditional shopping as dynamic and innovative, traditional shopping as trustworthy and dependable, personal items, and family items.

To assess the predictive validity of the independent variables, Table 8 presents the backward regression models of consumers' shopping behavior of seven factors with the following independent variables: demographics and achievement dimension variables. The assumptions of linearity, independence of errors, homoscedasticity, unusual points, and normality of residuals were met.

In the following multiple regression analysis presented in Table 9, the independent variables are: gender, age, education, income, English proficiency, parents' income, frequency of use, computer owner, six dimensional achievement motivation scale; the dependent variables are: online shopping as dynamic and innovative, online shopping as trustworthy and dependable,

traditional shopping as dynamic and innovative, traditional shopping as trustworthy and dependable, personal items, family items.

*Table 9: Summary of the Regression Models of Online Shopping Behavior: Beta of Independent Variables*

Explanatory Variables	OS as Dynamic	OS as Trustworthy	TS as Trustworthy	TS as Dynamic	Personal Items	Family Items
Private/ Public University	-	.09	.12	.11	-.18	-
Year at University	-.21**	-.13	-	-.14	-.27*	-.09
Hours on Internet	.27**	.31**	-	.13	-.15*	.09
Age	-	-	-	-	.21	-
Gender: M-F	-	-	-	.21**	.33**	-.14
Computer Orientation	-	-	-	-	-	-
Computer: N-Y	-	-	-	.16	-	-
Computer Orientation	-	-	-	-	-	-
Mother's occupation	-	-.16	.07	-	-	-
Father's occupation	-	.14	-	.084	.080	-.09
English Proficiency	.32**	.33**	.35**	.19*	.29**	-
Concern for Excellence	.16*	-	.22**	-.11	-	.14*
Acquisitiveness	-	-	.13	.12	-	-
Status with Peers	.16*	.10	-	-	-	-
Achievement via Independence	-	-	-.12	-.08	-.17*	-
Status with Experts	-.12	-.25**	-	-	-	-
Competitiveness	-.32**	-.19**	-.26	-.07	-	-
N:189	R <sup>2</sup> =.41 Adjusted R <sup>2</sup> =.37 F = 11.11 p< .0001;	R <sup>2</sup> =.49 Adjusted R <sup>2</sup> =.45 F = 13.88 p< .0001;	R <sup>2</sup> =.26 Adjusted R <sup>2</sup> =.220 F = 6.30 P< .0001;	R <sup>2</sup> =.46 Adjusted R <sup>2</sup> =.41 F = 9.02 p< .0001;	R <sup>2</sup> =.30 Adjusted R <sup>2</sup> =.27 F = 8.58 p< .0001;	R <sup>2</sup> =.26 Adjusted R <sup>2</sup> =.22 F = 5.79 p< .0001;

Source: SPSS (2014)

All the regression models' F values ranged from 5.79 to 13.88, all with a p<.0001, which means that all the models are statistically significant. With an adjusted R<sup>2</sup> = .45, the independent variables explain the greatest amount of variances in Online shopping as trustworthy and innovative, followed by Traditional shopping as dynamic and innovative (R<sup>2</sup> = .41), Online

shopping as dynamic and innovative ( $R^2 = .37$ ), Personal items and Services ( $R^2 = .27$ ), and Traditional shopping as trustworthy and innovative and Family items ( $R^2 = .22$ ). Thus, it seems that the dependent variables explain a substantive amount of variance contained in the more popular Internet shopping items.

Among the demographic variables, with five entries, English proficiency is the most important variable. The next most important variable is the number of hours spent on the Internet with three entries, followed by year at university and Gender with two entries each. The demographic variables private/public university, age, computer orientation, father's and mother's occupations, and computer owners did not enter any of the regression equations. Among the achievement dimension variables, with three entries, concern for excellence is the most important variable. The next most important variable is competitiveness with two entries, followed by status with peers, achievement via independence, and status with experts with one entry each. The achievement dimension variable acquisitiveness did not enter any of the regression equations.

In this multiple regression analysis, demographic variables are the strongest predictors of the participants' Internet shopping perceptions, compared to achievement dimension variables.

Interpreting the regression results for the demographic variables suggest the following: In the context of *Private and Public universities*, no variable yields coefficients with significant p-value. For the independent variable *Years at university*, two variables yield coefficients with significant p-value: Online shopping as dynamic and innovative (-0.21) and Personal items (-0.27). In the context of *Hours spent on the Internet*, three variables yield coefficients with significant p-value, namely Online shopping as dynamic and innovative (0.27), Online shopping

as trustworthy and dependent (0.31) and Personal items (-0.15). The independent variable *Age* does not yield any coefficient with significant p-value. In the context of *Gender*, two variables yield coefficients with significant p-value: Traditional shopping as dynamic and innovative (0.21) and Personal items (0.33). *Computer orientation* does not yield coefficient with significant p-value. The independent variable *Owning computer* yields no coefficient with significant p-value. The variables *Mother's and Father's occupations* do not yield coefficient with significant p-value. Finally, in the context of *English proficiency*, five variables yield coefficients with significant p-value: Online shopping as dynamic and innovative (0.32), Online shopping as trustworthy and dependent (0.33), Traditional shopping as dynamic and innovative (0.19), Traditional shopping as trustworthy and dependent (0.35), and Personal items (0.29).

Results indicate that the Number of hours spent on the Internet, Gender, Year at university and English proficiency of the participants were likely to predict their shopping behavior. On the other hand, Education, Age, Computer orientation, Mother's and Father's occupation and Computer owner did not play an important role in explaining online shoppers' behavior. These results partially support earlier studies that demonstrate the important role of frequency of Internet use, Gender, and English proficiency in predicting online shopping behavior (Czaja et al., 1989; Hubona and Kennick, 1996).

The regression results for the achievement dimensions variables suggest the following: In the context of Acquisitiveness, no variables yield coefficient with significant p-value. Concern for excellence contains two variables that yield coefficients with significant p-value: Online shopping as dynamic and innovative (0.32), Traditional shopping as trustworthy and dependent (0.22). In the context of Status with peers, only one variable yields coefficient with significant p-value: Online shopping as dynamic and innovative (0.16). Achievement via independence yields

one coefficient with significant p-value: Personal items (-0.17). Likewise, Status with experts yield one variable that yields coefficient with significant p-value: Online shopping as trustworthy and dependent (-0.25). Finally, Competitiveness contains two variables that yield coefficients with significant p-value: Online shopping as dynamic and innovative (-0.32), and Online shopping as trustworthy and dependent (-0.19).

#### *Online shopping as dynamic and innovative*

“Online shopping as dynamic and innovative” was regressed on demographic factors and achievement dimensions. These predictors accounted for 37% of the variance in shopping intention scores ( $R^2 = .37$ ), which was highly significant, ( $F(17, 188) = 11.11, p < .0001$ ). Using multiple regression analysis, our results reveal that year at university, hours on Internet, English proficiency, concern for excellence, status with peers and competitiveness were significant predictors. Respondents who spend much time on the Internet, who are proficient in English, and who show concern for excellence are likely to see Online shopping as dynamic and innovative. Also, the higher they score on “status with peers,” they will see online shopping as dynamic and innovative. A negative correlation was seen for the variables “year at university” and “competitiveness”.

#### *Online shopping as trustworthy and dependable*

“Online shopping as trustworthy and dependable” was regressed on the same demographic factors and achievement dimensions. These predictors accounted for 45% of the variance in shopping intention scores ( $R^2 = .45$ ), which was highly significant, ( $F(17, 188) = 13.88, p < .0001$ ). Using multiple regression analysis, our results reveal that hours on Internet, English proficiency, status with experts and competitiveness were significant predictors. The higher the score on “hours spent on the Internet” and “English proficiency”, the more probable

the respondents see online shopping as trustworthy and dependable. On the contrary, online shopping as trustworthy and dependable was negatively related to “status with peers,” and “competitiveness.”

#### *Traditional shopping as trustworthy and dependable*

“Traditional shopping as trustworthy and dependable” was regressed on the same demographic factors and achievement dimensions. These predictors accounted for 22% of the variance in shopping intention scores ( $R^2 = .22$ ), which was significant, ( $F(17, 188) = 6.30, p < .0001$ ). Using multiple regression analysis, our results reveal that English proficiency and concern for excellence were significant predictors. Respondents who are proficient in English and who show concern for excellence are likely to view traditional shopping as trustworthy and dependable. This is likely to explain the behavior of students who are still fond of buying offline. They consulted the products online and made the purchase in a store.

#### *Traditional shopping as dynamic and innovative*

“Traditional shopping as trustworthy and dependable” was regressed on the same demographic factors and achievement dimensions. These predictors accounted for 41% of the variance in shopping intention scores ( $R^2 = .41$ ), which was highly significant, ( $F(17, 188) = 9.02, p < .0001$ ). Using multiple regression analysis, our results reveal that Gender and English proficiency were significant predictors. Male respondents who are proficient in English are likely to consider traditional shopping as dynamic and innovative. A possible explanation might be that, although males are said to shop more online than women, they are still willing to go out and shop.

#### *Personal items*

“Personal items” was regressed on the same demographic factors and achievement dimensions. These predictors accounted for 27% of the variance in shopping intention scores ( $R^2 = .27$ ), which was significant, ( $F(17, 188) = 8.58, p < .0001$ ). Using multiple regression analysis, our results reveal that year at university, hours spent on the Internet, Gender, English proficiency and achievement via independence were significant predictors. First, male respondents who are proficient in English are likely to shop for personal items on the Internet. Second, “hours spent on the Internet,” “year at university,” “achievement via Independence,” were negatively related to personal items, which imply that these variables inversely predicted Internet purchase for personal items.

#### *Family items*

“Family items” was regressed on the same demographic factors and achievement dimensions. These predictors accounted for 22% of the variance in shopping intention scores ( $R^2 = .22$ ), which was significant, ( $F(17, 188) = 5.79, p < .0001$ ). Using multiple regression analysis, our results reveal that only concern for excellence was a significant predictor. Respondents who show concern for excellence were likely to use online shopping to buy family items.

#### **5.4.2 Multiple Regression of Online Shopping Behavior (2)**

A second multiple regression analysis was performed to explain the predictive aspects of demographics and achievement dimension variables on online products such as Banking, Travel Arrangement, Music/Video, Electronics, Computer Items, Books, Clothing Items, Household Items, and Furniture.

To assess the predictive validity of the independent variables, Table 12 presents the backward regression models of consumers’ shopping behavior of the nine factors with the

following dependent variables: demographics and achievement dimension variables. The assumptions of linearity, independence of errors, homoscedasticity, unusual points, and normality of residuals were met.

In the following multiple regression analysis of Table 10, we consider the independent variables are: gender, age, education, income, English proficiency, parents' income, frequency of use, computer owner, six dimensional achievement motivation scale; the dependent variables are: banking, making travel arrangement, buying clothes, buying books, buying music and videos, buying electronic items, buying computer items, buying household items, buying furniture.

*Table 10: Summary of the Regression Models of Online Shopping Behavior: Beta of Independent Variables*

Explanatory Variables	Use Internet Sites For								
	Banking	Travel	Music/Video	Electronics	Computers	Books	Clothing Items	Household products	Furniture
Private/ Public University	-	.12	-.15*	-	-.14	-	-.22*	-	-
Year at University	.10	.15*		-.24*	-.41**	-.21*	-	-	-.16
Hours on Internet	-	-.30**	-.22**	-	-	-	-.23**	-	.16*
Age	-	-	-	.18	.29*	.18	-	-	.23
Gender: M-F	-	-	.15	.21**	.34**	.35**	.12	-	-.20*
Computer Orientation	-	-	-	-	-	-	-	-	-
Computer: N-Y	-	-.29**	-	-.25**	-.14	.15	-	-	-
Father' occupation	-	-	-	-	-	-	-	-	-.08
Mother's occupation	-	-	.163*	-	-	-	.130	-	-
English Proficiency	-	.15*	.29**	.16	.16	.12	.27**	-	.21*
Concern for Excellence	-	-.10	-	-	-	-	-	.08	.08
Acquisitiveness	.11	-	-.09	-.11	-	-	.12	-	.13
Status with Peers	-	-	.09	-.09	-.07	.19**	-	.10	-.13
Achievement via Independence	-.11	-	-.14*	-.25**	-	-.16*	-	-	-
Status with Experts	-	-.14	-	-	-	-	-	-	.10
Competitiveness	-	-	-.09	-	-	-	-.09	-	-.15
N: 189	R <sup>2</sup> =.23 Adjusted R <sup>2</sup> =.21 F = 9.13 p< .0001;	R <sup>2</sup> =.37 Adjusted R <sup>2</sup> =.344 F = 13.33 p< .0001;	R <sup>2</sup> =.26 Adjusted R <sup>2</sup> =.22 F = 6.74 p< .0001;	R <sup>2</sup> =.23 Adjusted R <sup>2</sup> =.19 F = 5.35 p< .0001;	R <sup>2</sup> =.23 Adjusted R <sup>2</sup> =.19 F = 6.58 p< .0001;	R <sup>2</sup> =.23 Adjusted R <sup>2</sup> =.19 F = 5.91 p< .0001;	R <sup>2</sup> =.24 Adjusted R <sup>2</sup> =.21 F = 6.40 p< .0001;	R <sup>2</sup> =.18 Adjusted R <sup>2</sup> =.17 F = 10.39 p< .0001;	R <sup>2</sup> =.32 Adjusted R <sup>2</sup> =.27 F = 6.44 p< .0001;

Source: SPSS(2014)

All the regression models' F values ranged from 5.35 to 13.3, all with a  $p < .0001$ , which means all the models are statistically significant. With an adjusted  $R^2 = .34$ , the independent variables explain the greatest amount of variances in travel (.37), followed by furniture ( $R^2 = .27$ ), music video ( $R^2 = .22$ ), Banking and clothing items ( $R^2 = .21$ ), electronics, computer items, books ( $R^2 = .19$ ), and household products ( $R^2 = .17$ ). Consequently, we conclude that the independent variables explain a substantive amount of variance contained in the more popular Internet shopping items.

The most important demographic variables in Table 10 were year at university, hours spent on Internet, Gender, and English proficiency with four entries. These variables were followed by private/public university and computer owner with two entries. The next important variables were age and mother's occupation with one entry. The demographic variables for computer orientation and father's occupation did not enter any of the regression equations. Among the achievement dimensions' variables, achievement via independence was the strongest variable, with three entries. The second important variable is status with peers, with one entry. The achievement dimension's variables for concern for excellence, acquisitiveness, status with experts, and competitiveness did not enter any of the regression equations.

In the second multiple regression analysis, demographics values were the strongest predictors of the Haitian consumers' Internet shopping behavior compared to Achievement dimensions' values. The contribution of achievement dimensions as predictors is rather marginal.

Interpreting the regression results for the demographic variables suggest the following: In the context of *Private and Public universities*, Music/Video (-0.15) and clothing items (-0.22) yield coefficients with significant p-value. In the context of *Number of years at university*, four

variables yield coefficients with significant p-value: Travel (0.15), Electronics (-0.24), Computer items (-0.41) and Books (-0.21). Furthermore, in the context of *Hours spent on the Internet*, four variables yield coefficients with significant p-value: Travel (-0.30), Music/video (-0.22), Clothing items (-0.23) and Furniture (0.16). The independent variable *Age* only yields one coefficient with significant p-value: Computer items (0.29). In the context of *Gender*, four variables yield coefficients with significant p-value: Electronics (0.21), Computer items (0.34), Books (0.35), and Furniture (-0.20). While the variable *Computer orientation* has been touted as a motivating factor in the decision to shop online, in our study it did not yield any coefficient with significant p-value. In the context of *Owning computer*, two variables yield coefficient with significant p-value: Travel (-0.29) and Electronics (-0.25). Like Computer orientation, *Father's occupation* did not yield coefficient with significant p-value. *Mother's occupation* yields one coefficient with significant p-value with the variable Music/video (0.16). Finally, in the context of *English proficiency*, four variables yield coefficients with significant p-value: Travel (0.15), Music/video (0.29), Clothing items (0.27), and Furniture (0.21).

Results indicate that young, educated male respondents who own a computer and who are proficient in English were more likely to carry out simple online shopping. Results for this regression equation support the existing literature which pointed out the pre-eminent role played by age, Gender, English proficiency, and education in explaining online shopping behavior. These results supported H.2, H.3, H.4, H.6.

The regression results for the achievement dimensions suggest the following: In the context of Concern for excellence, no variables yield coefficients with significant p-value. Likewise, Acquisitiveness, Status with experts and Competitiveness yield no coefficients with significant p-value. In the context of Status with peers, one variable yields coefficient with

significant p-value: Books (0.19). Finally, in the context of Achievement via independence, three variables yield coefficients with significant p-value: Music/video (-0.14), Electronics (-0.25), and Books (-0.16).

#### *Effect of education on attitude towards online shopping behavior*

Concerning the effect of education on online shopping, the results are mixed. Respondents with more years at university were likely to make travel arrangement online. On the contrary, respondents with less years were more likely to buy items such as “electronics,” “computers,” and “books.” Thus, we conclude that education (H.4) impacts the participants’ behavior on online shopping with regards to their year at school. Also, there is a positive correlation between education and making travel arrangement.

#### *Effect of age on attitude towards online shopping behavior*

With respect to age, our hypothesis states that age will be negatively related to frequency of carrying out online transactions. Our findings, however, did not support this hypothesis. Age (H.3) was positively related to frequency of carrying out online transactions. That result may be explained with the fact that most Haitian students are full time students and are not working (Roubaud et al. 2014). Therefore, older students with a job are more likely to conduct online shopping, since they have much buying power (CIA, 2013). Also, the existing literature showed mixed results in terms of the impact of age on consumer behaviour towards online shopping. Some studies found no relationship between the two variables (Rohm and Swaminathan, 2004; Li et al. 2001).

#### *Effect of gender on attitude towards online shopping behavior*

In this section, the results from testing H.2 are presented. Our hypothesis states that Male respondents are more likely to carry out online shopping transactions than female respondents. A multiple regression analysis was used to test hypothesis 2. Table 10 provides the information on the effect of gender on attitude towards online shopping behaviour. The results indicate that male respondents tend to do more online shopping compared to female respondents. Also, differences between the two groups were shown in terms of product categories. Men were more interested in buying electronics, computer items, and books, while women tend to buy furniture. Therefore, H2 is supported. Thus, these results are consistent with those of Hashim et al. (2009) who found that male respondents have a higher rate of online shopping compared to the female respondents. This is not surprising since studies have shown that males reported a higher level of trust towards Internet commerce than females. Consequently, females have less positive attitudes towards Internet commerce than males (Cho & Jialin, 2008).

*Effect of computer orientation, owning a computer on attitude towards online shopping behavior*

Surprisingly, computer orientation (H.7) does not have any impact on online shopping in the Haitian context. However, owning a computer shows a positive relationship with online shopping. Respondents who own a computer are more likely to buy electronic items, and make travel arrangements. From this result, we can conclude that owning a computer makes it possible to have access to the Internet and spend more time surfing, which subsequently might encourage to carry out online shopping. Therefore, H.7 is partially supported.

*Effects of father's and mother's occupation on attitude towards online shopping behavior*

Contributing to a much lesser extent were the impacts of father's and mother's occupations on buying online. The results show only one positive significant correlation between mother's occupation and buying music and videos online. A possible explanation is that many

young people in Haiti receive money from the Diaspora who might be anyone in the family other than the father or the mother (CIA, 2013). Also, due to the low rate of employment in Haiti, these two variables do not have a great impact on online shopping in Haiti. Our results showed that H.5 is partially supported.

#### *Effect of English proficiency on attitude towards online shopping behavior*

Concerning proficiency in English, the results show a positive relationship with online shopping. Respondents who are proficient in English are more likely to carry out online shopping such as travel arrangements, buying music and videos, clothing items and furniture. These results are consistent with the existing literature that found a positive relationship with English proficiency and online shopping (Naseri & Elliot, 2011; Peres, 2010). H2e is strongly supported.

#### *Effect of hours spent on the Internet on attitude towards online shopping behavior*

Concerning number of hours spent on the Internet, the results are mixed. Respondents who spent more hours on the Internet were likely to buy furniture online. Unexpectedly, the results show a negative correlation between hours spent on the Internet and the dependent variables “travel,” “music/video,” and “clothing items.” As we demonstrated earlier, since owning a computer is positively correlated with online shopping, it can be inferred that computer’s owners have better access to the Internet, which consequently might encourage the purchase of online products and services.

#### *Effect of the Achievement Dimensions on attitude towards online shopping behavior*

The effect of the Achievement dimensions on online shopping was very moderate. Table 10 shows that there was a positive correlation between status with peers and books. The higher the respondents score on status with peers, the more likely they are to buy books online. On the

contrary, negative correlations were shown between achievement via independence and the dependent variables music/video, electronics and books. Then the higher the respondents score on “achievement via independence,” the less likely they are to buy those products online.

Research by Bakerman (2014) has also found that there is a negative correlation between achievement via independence and buying music and videos. However, due to the lack of significant correlations, the answer to the research question RQ is not conclusive.

## **CHAPTER 6: CONCLUSION**

This section presents the conclusion of the research. First, we mention the limitations and further research. Second, we elaborate the practical and managerial implications. Finally, we conclude with the overall results of the research.

### **6.1 Limitations and Further Research**

The study has several limitations that need to be borne in mind while interpreting and using the findings. Time restriction limited the number of responses collected. Since we traveled from Canada to Haiti for a period of one month (August 2013-September 2013) to collect the responses, we had a limited time to collect the most amounts of responses for the research. Three weeks were the available time period we had to collect all the data due to respondents' availability. Indeed, it was more difficult to find the students since we were doing our research during the summer and many students were on vacations at the time. Nevertheless, the snow-ball technique allowed us to have students refer us to other students and so on. Thus, we were able to collect a number of 189 responses. An increase in the number of respondents in different demographic groups could have resulted in a more accurate investigation and could have also increased the precision of the research findings. Also, this study could have been strengthened by visiting more cities to collect a more diversified population, which would enrich our research. Therefore, the time restriction limit can direct further research towards replicating the present study to a more representative sample.

Due to academic restrictions, the study limits its focus mostly to a certain demographic profile. This research clearly did not cover all the variables that might be related to Internet shopping. It would also be valuable to include more variables and a population other than students. There are certain factors of influence on consumers' intention to shop on the Internet

that are not included in the literature due to academic reasons. Only the most relevant factors were included in our research. Further research could include other factors of attitude in Haiti. Also, we could try to compare online shopping in Haiti to other developing countries such as the Dominican Republic, Mexico, Jamaica, Iran, and Malaysia to name a few. This would allow us to have a better perspective on the situation of online shopping in Haiti compared to other countries. A logical follow-up to this study might therefore be a more developed questionnaire that include a wider variety of questions from well-known sources.

Another limitation that is associated with generalizing the findings is related to the respondents themselves. Many respondents were not comfortable answering questions that jeopardize their privacy (e.g., age, income, etc.). Also, some respondents tend to answer without taking the time to examine the questions, which would affect the validity of the answers and the integrity of the research. Further research could make sure that the appropriate respondents were examined before being given a questionnaire. More research is called for based on respondents who have purchased online more than once and who are experts in online shopping in Haiti. This study would be stronger and more valid if the respondents were purchasing online for at least more than a year. However, since online shopping is at its early stage in Haiti, it was impossible to find respondents with advanced knowledge of online shopping and who have been buying online for a period superior to a year. More studies are needed that include Haitians who live in other countries to reveal their perspectives on online shopping and make a comparison between Haitians living in Haiti and those living in other countries with regards to online shopping. Such studies would be interesting since they would show how the perspectives of Haitian vary depending on the countries.

The study was based on data that were collected by a survey rather than in a controlled laboratory setting. Caution should then be observed in drawing causal inferences. We assume that the respondents are telling the truth, assumption that cannot be verified. Thus, major errors in the answers would affect the research in terms of validity and integrity. Further research can alleviate this limitation by selecting experts in the field.

Another major limitation is that the scale used in our research was not developed for Haitian students and the items were adapted from previous studies mostly related to developed countries. There may be differences in results if the scale was developed especially for Haitian context as western and Haitian cultures are different in many ways. Technology use and adaptation rates vary across developing and developed countries (Khare and Rakesh, 2011). Consequently, we must be careful in the interpretation of the results and the possibility of generalization. Future research need to consider such limitation by focusing on items that are more adapted to Haitian respondents in terms of culture and perceptions.

## **6.2 Practical and Managerial Implications**

The current study has several contributions for consumers, businesses, academics and the government. It gives the current status of online shopping in Haiti and encourages more studies to be developed in the same field. In terms of contributions for consumers, those who did not know about online shopping now will be more familiar with the term. The objective of the study was to test the behaviour of online shoppers in Haiti. Consumers will be able to make appropriate decisions when thinking about purchasing online.

The results of the study can be used by businesses in order to revamp their strategies for online shopping. Online websites should pay more attention to certain demographic characteristics, namely age, gender, income and education. Therefore, businesses should devise policies and strategies to attract consumers.

This study provides marketers with the importance of demographics and how they can use these characteristics for strategic management. In response to the specific findings of this research, if marketers desire to increase purchase, they must attempt three things. First, since the study showed that more men are likely to buy products online, they should focus on the female consumers, make sure that they used online shopping to buy other products than furniture, namely clothing items, electronics, computer items and the services (banking and travel). This is not to suggest that they should neglect the male consumers. Indeed, the marketers should try to increase their market share by using these current male customers to attract more of them. Products' tactics that attract men and women alike should be considered. For example, since the study showed that females were not likely to buy clothing items online, marketers should take actions to have females buy clothes on the Internet.

Second, the questionnaire responses demonstrated the importance of credit to those using online shopping. As noted earlier (Section 2.1.3), credit card availability is a major tool in electronic commerce. Therefore, businesses would profit from students being able to own a credit card. The implication is that a partnership should be developed between the banks and businesses in Haiti to create a student credit card that would give some buying power to these students. The more students have access to credit card the more online shopping will be enhanced and the more businesses would profit. As noted in the study, consumers seem inclined to feel more comfortable using conventional shopping. It is mainly due to lack of trust and

knowledge about online shopping. Thus, there is a need for more involvement of businesses in electronic shopping, especially online shopping.

Furthermore, we have seen how English proficiency is relevant to online shopping. That may be explained by the fact that online shopping is dominated by American businesses and associations (Amazon.com, ebay.com and the likes). Appropriate actions should be taken in the education system in order to improve the skills of the Haitians in English. Thus, more consumers would get involved in online shopping and would familiarize themselves with the components of electronic commerce.

This study has relevant implications to the literature on cross-border shopping. We have seen from the results the importance of using another country's language (English) to buy goods. Also important is the level of confidence in cross-border online purchases (Buying online from international sellers), access to information, the importance of Internet access at home. Our results show that "clothes" are the most frequent items bought by the respondents on the Internet, which is consistent with a study conducted by the Nielson Company on cross-border online shoppers across six key markets: the USA, the UK, Germany, Brazil, China and Australia (Paypal-media.com, 2013). Future research should further investigate on cross-border online shopping, due to the important role it plays in online shopping in Haiti.

Some barriers to buying online should be taken into account. Such barriers include privacy and security concerns, trust, low involvement of the government, education, employment. Online shopping is indirectly related to many factors. For these issues, the government can play a significant role that would have great impact on online shopping. It is obvious that a high level of employment would have a positive effect on online shopping. Same effect would be associated with a high level of education, the involvement of the government in

online shopping and a more developed infrastructure. The results assured that trust would have a positive impact on online shopping. Therefore, a lot must be done to assure the online consumers. Otherwise, they would resist to online shopping and would likely continue to see conventional shopping as the most effective way of buying products, even with the inconvenience associated with it.

Another useful aspect of our study is that it is among the first studies related to online shopping in Haiti. In this respect, it will be a major source for students and academics who are interested in elaborating a more complete and advanced research on online shopping in Haiti.

The research also provides a framework that helps researchers understand the antecedents of online shopping and consumers' perception of purchasing online. Therefore, further research is needed to expand the current study on a greater scale. Although we do not believe that there is an absolute answer to the questions included in this research, an attempt to complete previous studies may be relevant in terms of generalisation and accuracy.

We hope too, that we have provided a contribution for researchers in the e-commerce community at an international level. Although Haitian students differ in many ways to western students, this study can be relevant to researchers in developing countries that have more similarities with Haitian students.

Overall, this study has potentially valuable implications to researchers, marketers, online retailers, online consumers, and the Haitian government. Each party may be able to develop appropriate strategies to attain their objectives. In the short-term, their first role should be the expansion of online shopping in Haiti. In the long-term, they would be able to use online shopping for specific ends, be it financial, social or political. We will end this section by a call for further research that would use a more important sample in terms of diversity and number.

Also, we would encourage businesses, the government, students, and researchers to become more involved in online shopping since it would be profitable for every party involved.

### **6.3 Conclusions**

The level of IT penetration and use among Haitians remains low in comparison with that in other countries (Laguerre, 2013). Consequently, shopping on the Internet is more difficult than in traditional shopping. The country still needs to build an information infrastructure to facilitate long-term economic growth and political stability (Peha, 1999). Our study updates the current status of online shopping in Haiti. The findings indicate that frequency of Internet use is related to their likeliness of buying online products. Similarly, English proficiency offers good predictions of the likeliness of online shoppers to buy certain categories of products. Finally, Gender and Education are relatively good predictors of consumers' online behaviour.

While male consumers exhibit a strong tendency to conduct online shopping to buy electronics, computer items and books,. Still, men view Traditional shopping as dynamic and innovative, and are interested in buying personal items. Women show less concerns in the comparison of Traditional and Online shopping. Online retailers might use these results to build strategies that would encourage male consumers to consider buying music/videos, electronics, clothing items, household products, furniture online and to become familiar with online banking and travel. Also, since we have seen that female consumers are only interested with buying furniture; online marketers might create the atmosphere that would encourage women to buy

other products online. In conclusion, more needs to be done in order to create trust in consumers so they can have a better perception of online shopping.

Other variables that did not play major role in predicting online shoppers behaviour included Computer Orientation, Mother's and Father's occupations, although for mother's occupation, there is a positive correlation with buying music.

While the number of hours spent on the Internet did not predict the consumers' behaviour to buy a type of product, it gives consumers a better perception of online shopping, which they view as dynamic, innovative, dependent and trustworthy. Consequently, marketers should put forward strategies that would encourage potential online consumers to make a purchase, namely strong advertisements and policies that would assure the consumers they are secured when making online purchases.

For online consumers who own a laptop, there appears to be a tendency to make travel arrangement online and to buy electronics. Also, these consumers are more interested in paying for services. It is possible that these consumers find it very easy to make their purchase and since they own a computer, access to websites becomes a matter of seconds. Manufacturers of computers can play a major role in making it possible for more people to have access to computers by having a more affordable price for students to buy computers. Also, Internet distributors have a major role to play in providing Internet at a rational price, considering that a majority of students in Haiti do not have a job or access to Internet (CIA, 2013).

English proficiency was shown as a fundamental predictor of consumers' behaviour in shopping online. The respondents who speak English showed interest in making travel arrangement, buying music/videos, clothing items, and even furniture. Also, these respondents showed equal perception about online and traditional shopping, which they described as trustworthy, dependent, innovative, and dynamic. Furthermore, they showed interest in personal items.

With regards to the Achievement dimensions, Acquisitiveness was not viewed as good predictors. Likewise, Status with experts was negatively correlated with online shopping as trustworthy. Respondents who saw themselves as competitive did not evaluate online shopping either as trustworthy or dynamic. The group that believed they are concerned for excellence have seen online shopping as dynamic and traditional shopping as trustworthy. Overall, the results confirm the main hypotheses of the study that demographics and consumers' personality influence consumers' intentions to use the Internet for shopping.

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## APPENDICES

### Appendix 1: The English Questionnaire:

Appendix 1 presents the questions that the respondents were asked to answer. This questionnaire was coded in order to perform the statistical analyses.

#### A Haitian Study of the Relationship between Socio-Psychological Profile and Consumer Perception of Online Shopping.

The following questionnaire has been designed to explore your general attitudes and feelings towards traditional and Internet based approaches to shopping used by business enterprises to sell goods and services.

Thank you for accepting to participate in this study.

#### Section I

Listed below are questions dealing with your use of computers.

1- V1. What is the type of Internet connection is available for your use?

- High Speed
- Other \_\_\_\_\_  
(Please Specify)

2- V2. Do you use Internet services mainly at:

- Home
- University
- Work
- Internet Café
- Other \_\_\_\_\_  
(Please Specify)

3- V3. How many hours a day do you use Internet?

- 1-2
- 2-4
- More than 4

4- .Please tell us how often you use Internet to carry out the following activities.

Items		Very Often	Often	Somewhat Often	Never
V4	Banking	1	2	3	4
V5	Make travel arrangements	1	2	3	4
V6	Buy music, films, videos	1	2	3	4
V7	Buy electronic goods	1	2	3	4
V8	Buy computer items	1	2	3	4
V9	Buy books/stationery	1	2	3	4
V10	Buy clothes	1	2	3	4
V11	Buy household items	1	2	3	4
V12	Buy Furniture	1	2	3	4
V13	Other (Please Specify)	1	2	3	4

## Section II

This sections deals with various approaches that are used in marketing tools used by companies to sell their products and services through their stores.

5- Please tell us how desired are these approaches. Please circle the number that best expresses your desirability.

Items		Very Desired	Desired	Somewhat Desired	Not Desired
V14	Competitive Prices & Discounts	1	2	3	4
V15	Large Variety (Many Brands in same product line)	1	2	3	4
V16	After Sale Service(Warranty, Return Policy, Exchange)	1	2	3	4
V17	High Quality Goods & Services	1	2	3	4
V18	Massive Advertising & Promotions	1	2	3	4
V19	Easiness of Finding a Product in a Store (Store Design, Availability)	1	2	3	4
V20	Availability of Credit and Delayed Payment of Purchases	1	2	3	4
V21	Service Personnel (Sales Person, Call Centre Representative)	1	2	3	4

6- Listed below are a series of statements related to trends affecting e-commerce as it occurs in your country. Could you please tell us, on a scale of 1 to 5 how important you think these issues will be in your country in the near future? The scale values are:

- (1) Not important at all
- (2) Not important
- (3) Neither important nor unimportant
- (4) Important
- (5) Very important

<b>V22</b>	<b>More Globalization of Internet Based Shopping</b>	
<b>V23</b>	<b>Frustration with increasingly Complex Internet Shopping</b>	
<b>V24</b>	<b>Greater Use of Mobile Phones for Internet Shopping</b>	
<b>V25</b>	<b>Use of Video Conferencing to do Internet Shopping</b>	
<b>V26</b>	<b>Government Regulations affecting Internet Shopping</b>	
<b>V27</b>	<b>More Traditional Stores offering Internet Shopping</b>	
<b>V28</b>	<b>Necessity of Creating Trust in new Internet Shops</b>	
<b>V29</b>	<b>Shortage of Technologically Sophisticated Staff</b>	

7- Now rate the level of preference you have for the following aspects of Internet shopping. Please write in a number that best describes your feelings as to how much you like these aspects of Internet based shopping.

- (1) Dislike extremely
- (2) Dislike a lot
- (3) Dislike a little
- (4) Neither like nor dislike
- (3) Like a little
- (2) Like a lot
- (1) Like extremely

<b>V30</b>	<b>Competitive Prices (compare prices and discounts)</b>	
<b>V31</b>	<b>Ease of Shopping (No crowds, no noise, shop any time)</b>	
<b>V32</b>	<b>Technological Complexity (Shopping Basket, Payment Method)</b>	
<b>V33</b>	<b>No Face to Face Human Contact</b>	
<b>V34</b>	<b>Buy with just Pictures and Description (No product handling)</b>	
<b>V35</b>	<b>Fear of Fraud and Theft</b>	
<b>V36</b>	<b>Fear of Loss of Privacy</b>	
<b>V37</b>	<b>High Cost of Delivery of Small Items</b>	

8- V38 Please list any Internet shopping approaches that are important to you but have not been listed above.

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### Section III

This section is designed to set your general perceptions regarding the attributes of various types of shopping approaches.

9- Please circle the appropriate number indicating your feelings towards Internet shopping.

EXAMPLE: In general Internet based shopping approach is:

**1    Good    1    2    3    4    5    6    7    8    9    Bad**

1        indicates that you feel the Internet shopping is good

4        indicates that you feel the Internet shopping is fair

9        indicates that you feel the Internet shopping is bad

V39	Exciting	1	2	3	4	5	6	7	8	9	Dull
V40	Dependable	1	2	3	4	5	6	7	8	9	Not Dependable
V41	Flexible	1	2	3	4	5	6	7	8	9	Inflexible
V42	Practical	1	2	3	4	5	6	7	8	9	Unpractical
V43	Reliable	1	2	3	4	5	6	7	8	9	Not Reliable
V44	Creative	1	2	3	4	5	6	7	8	9	Not Creative
V45	Active	1	2	3	4	5	6	7	8	9	Passive
V46	Pleasant	1	2	3	4	5	6	7	8	9	Unpleasant
V47	Trustworthy	1	2	3	4	5	6	7	8	9	Not Trustworthy
V48	Independent	1	2	3	4	5	6	7	8	9	Dependent
V49	Competitive	1	2	3	4	5	6	7	8	9	Not Competitive
V50	High Quality	1	2	3	4	5	6	7	8	9	Poor Quality
V51	Honest	1	2	3	4	5	6	7	8	9	Dishonest
V52	Simple	1	2	3	4	5	6	7	8	9	Complex

10- Now how about a traditional shop.

V53	Exciting	1	2	3	4	5	6	7	8	9	Dull
V54	Dependable	1	2	3	4	5	6	7	8	9	Not Dependable
V55	Flexible	1	2	3	4	5	6	7	8	9	Inflexible
V56	Practical	1	2	3	4	5	6	7	8	9	Unpractical
V57	Reliable	1	2	3	4	5	6	7	8	9	Not Reliable
V58	Creative	1	2	3	4	5	6	7	8	9	Not Creative
V59	Active	1	2	3	4	5	6	7	8	9	Passive
V60	Pleasant	1	2	3	4	5	6	7	8	9	Unpleasant
V61	Trustworthy	1	2	3	4	5	6	7	8	9	Not Trustworthy
V62	Independent	1	2	3	4	5	6	7	8	9	Dependent
V63	Competitive	1	2	3	4	5	6	7	8	9	Not Competitive
V64	High Quality	1	2	3	4	5	6	7	8	9	Poor Quality
V65	Honest	1	2	3	4	5	6	7	8	9	Dishonest
V66	Simple	1	2	3	4	5	6	7	8	9	Complex

#### Section IV

Listed below are questions dealing with your personal profile.

11- V67. What is the name of the university you are presently attending?

\_\_\_\_\_

12- V68. And, what is your university year? State your Undergraduate **OR** Graduate year only.

**Undergraduate**

- First
- Second
- Third
- Fourth
- Other (Specify)

**Graduate**

- First
- Second
- Other (Specify)

V69. Blank.

13- V70. What is your age? \_\_\_\_\_ Years.

14- V71. Your Gender?     Male         Female

15- V72. Would you classify yourself as:

- More computer oriented
- More human oriented
- Both computer and human

16- V73. Are you presently a full time or a part time student?

- Full time     Part time

17- V74. What is your father's occupation? (If not working, what was his last occupation). Please specify below \_\_\_\_\_

18- V75. What is your mother's occupation? (If not working, what was his last occupation). Please specify below \_\_\_\_\_

19- V76. Have you previously held or are you presently holding a permanent job?

Yes, currently     Yes, previously     No

20- V77. Upon graduation, would you prefer to work for yourself, in a computer oriented enterprise, human oriented or both human and computer oriented enterprise?

For Myself     Computer Oriented     Human Oriented     Both     Other (Specify)

21- What languages do you speak? Please check and/or state the languages you speak. You may check more than one.

**V.78**            English    **YES =2, NO=1**

**V.79**            French     **YES =2, NO=1**

**V.80**            Spanish    **YES =2, NO=1**

22- V81. What type of computer do you own?

**NOT OWN COMPUTER=1, OWN COMPUTER=2**

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23- V82. Who do you live with?

A Partner     A Friend     Family or Parents     Alone

Other (Specify)

### Section V

Rate yourself on the following dimensions by circling the number closest to the position which describes you best. FOR EXAMPLE:

FAT	1	2	3	4	5	6	7	8	9	Thin
HONEST	1	2	3	4	5	6	7	8	9	Dishonest

24- This person felt he was neither fat nor thin and circles the dimension midpoint, 5. He also felt he was a fairly honest person and circled 3.

V83	Perfection-oriented	1	2	3	4	5	6	7	8	9	Unconcerned with perfection
V84	Trust the experts	1	2	3	4	5	6	7	8	9	Skeptical of authority
V85	Prefer to work with others	1	2	3	4	5	6	7	8	9	Prefer to do things alone
V86	Not group oriented	1	2	3	4	5	6	7	8	9	Group oriented
V87	Very money conscious	1	2	3	4	5	6	7	8	9	Not money conscious at all
V88	Little Respect for authority	1	2	3	4	5	6	7	8	9	Respect for authority
V89	Competitive	1	2	3	4	5	6	7	8	9	Non-competitive
V90	Do not focus on excellence	1	2	3	4	5	6	7	8	9	Strive for excellence
V91	Like to be in charge	1	2	3	4	5	6	7	8	9	Like to share responsibility
V92	Not at all conscious of economic gain	1	2	3	4	5	6	7	8	9	Very conscious of economic gain
V93	Easy going	1	2	3	4	5	6	7	8	9	Like to strive against others
V94	Approval seeking	1	2	3	4	5	6	7	8	9	Indifferent to approval of others
V95	Quality not valued highly	1	2	3	4	5	6	7	8	9	Quality minded
V96	Like to remain in the background	1	2	3	4	5	6	7	8	9	Like to surpass others
V97	Not popular	1	2	3	4	5	6	7	8	9	Popular
V98	Favor incentive system of pay	1	2	3	4	5	6	7	8	9	Favor regular pay increase
V99	Enjoy the company of experts	1	2	3	4	5	6	7	8	9	Dislike the company of experts
V100	Rarely think about being wealthy	1	2	3	4	5	6	7	8	9	Wealth is my measure of success

25- Listed below are 9 Terminal values in Rokeach value system. *Terminal Values:* goals or the most important things to attain in your life.

**FIRST A.** Rank how important the values are to you personally: *1 = most important terminal value* >> *9 = least important terminal value*. There is no right or wrong; this is simply a prioritizing of your own value system.

List of the Nine Terminal Values	Rank Order 1 (most) to 9 (least) Important
V101. A comfortable life (A prosperous life)	
V102. An exciting life (A stimulating, active life)	
V103. A sense of accomplishment (Lasting contribution)	
V104. Equality (Brotherhood, equal opportunity)	
V105. Family security (Taking care of loved ones)	
V106. Freedom (Independence, free choice)	
V107. Pleasure (An enjoyable, leisurely life)	
V108. Self-respect (Self-esteem)	
V109. Social recognition (Respect, admiration)	

**SECOND B.** Rate the level of importance you place on the values you just ranked. Please write in a number that best describes your feelings as to how important the Terminal value is in your life. Number **8** indicates that the value is very important to you, **0** indicates that the value is not important to you at all.

LIST OF NINE TERMINAL VALUES	Please rate these <i>terminal values</i> 8 to 0. Number <b>8</b> indicates that the value is very important to you, <b>0</b> indicates that the value is not important to you at all.								
V110. A comfortable life (A prosperous life)	8	7	6	5	4	3	2	1	0
V111. An exciting life (A stimulating, active life)	8	7	6	5	4	3	2	1	0
V112. A sense of accomplishment (Lasting contribution)	8	7	6	5	4	3	2	1	0
V113. Equality (Brotherhood, equal opportunity)	8	7	6	5	4	3	2	1	0
V114. Family security (Taking care of loved ones)	8	7	6	5	4	3	2	1	0
V115. Freedom (Independence, free choice)	8	7	6	5	4	3	2	1	0
V116. Pleasure (An enjoyable, leisurely life)	8	7	6	5	4	3	2	1	0
V117. Self-respect (Self esteem)	8	7	6	5	4	3	2	1	0
V118. Social recognition (Respect, admiration)	8	7	6	5	4	3	2	1	0

26- Listed below are 9 Instrumental values in Rokeach value system. *Instrumental Values*: characteristics or means to achieving your ends

**FIRST A.** Rank how important the values are to you personally: **1 = most important instrumental value** >> **9 = least important instrumental value**. There is no right or wrong; this is simply a prioritizing of your own value system.

List of the Nine Terminal Values	Rank Order 1 (most) to 9 (least) Important
V119. Ambitious (hard working, aspiring)	
V120. Broad-minded (Open-minded)	
V121. Capable (competent, effective)	
V122. Cheerful (Lighthearted, joyful)	
V123. Imaginative (Daring, creative)	
V124. Independent (Self-reliant, self-sufficient)	
V125. Intellectual (Intelligent, reflective)	
V126. Responsible (Dependable, reliable)	
V127. Self-controlled (Restrained, self-disciplined)	

**SECOND B.** Rate the level of importance you place on the Instrumental values you just ranked. Please write in a number that best describes your feelings as to how important the Instrumental value is in your life. Number **8** indicates that the value is very important to you, **0** indicates that the value is not important to you at all.

List of Nine Instrumental Values	Please rate these <i>instrumental values</i> 8 to 0. Number <b>8</b> indicates that the value is very important to you, <b>0</b> indicates that the value is not important to you at all.								
V128. Ambitious (Hard working, aspiring)	8	7	6	5	4	3	2	1	0
V129. Broad-minded (Open-minded)	8	7	6	5	4	3	2	1	0
V130. Capable (Competent, effective)	8	7	6	5	4	3	2	1	0
V131. Cheerful (Lighthearted, joyful)	8	7	6	5	4	3	2	1	0
V132. Imaginative (Daring, creative)	8	7	6	5	4	3	2	1	0
V133. Independent (Self reliant, self-sufficient)	8	7	6	5	4	3	2	1	0
V134. Intellectual (Intelligent, reflective)	8	7	6	5	4	3	2	1	0
V135. Responsible (Dependable, reliable)	8	7	6	5	4	3	2	1	0
V136. Self-Controlled (Restrained, self disciplined)	8	7	6	5	4	3	2	1	0

27- V137. Did you like this questionnaire?

Yes

- No
- Don't know

28- V138. Why?

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**V. 139 More computer oriented No= 1, Yes= 2**

**V. 140 More human oriented No=1, Yes= 2**

**V.141 Both computer and human No=1, Yes=2**

**V.142 Concern for Excellence**

**V.143 Acquisitiveness**

**V. 144 Status with Peers**

**V.145 Achievement via Independence**

**V.146 Status with Experts**

**V. 147 Competitiveness**

**V. 148 Scale perception of online shopping as dynamic and innovative**

**V. 149 Scale perception of online shopping as trustworthy and dependable**

**V.150 Scale perception of traditional shopping as trustworthy and dependable**

**V. 151 Scale perception of traditional shopping as dynamic and innovative**

**V152 Purchase of personal items**

**V153 Purchase of services**

**V154 Purchase of family items**

## Appendix 2: The French Questionnaire:

### EVALUATION DES ETUDIANTS EN AFFAIRES SUR LES ACHATS TRADITIONNELS ET EN LIGNE

#### EVALUATION DES ETUDIANTS EN AFFAIRES SUR LES ACHATS TRADITIONNELS ET EN LIGNE

**Le questionnaire suivant a été construit pour explorer vos attitudes générales et vos impressions à l'égard des moyens d'achat traditionnel et en ligne utilisés par les entreprises pour vendre des produits et offrir des services.**

#### Section I

Ci-dessous se trouvent des questions liées à votre utilisation d'ordinateurs.

1- Quel type de connexion d'Internet est à votre disponibilité?

- Haut débit
- Autre \_\_\_\_\_

(Spécifier)

2- Utilisez-vous des services d'Internet principalement:

- Á la maison
- Á l'université
- Au travail
- Au cybercafé
- Autre \_\_\_\_\_

(Spécifier)

3- Combien d'heures par jour utilisez-vous Internet?

- 1-2
- 2-4
- Plus que 4

5- Dites-nous combien de fois vous utilisez l'Internet pour mener les activités suivantes.

Items		Very Often	Often	Somewhat Often	Never
<b>A</b>	<b>Banque</b>	1	2	3	4
<b>B</b>	<b>Voyages</b>	1	2	3	4
<b>C</b>	<b>Achats de musiques, films, videos</b>	1	2	3	4
<b>D</b>	<b>Achats d'appareils électroniques</b>	1	2	3	4
<b>E</b>	<b>Achats d'articles d'ordinateurs</b>	1	2	3	4
<b>F</b>	<b>Achats de livres</b>	1	2	3	4
<b>G</b>	<b>Achats de vêtements</b>	1	2	3	4
<b>H</b>	<b>Achats d'articles de maison</b>	1	2	3	4
<b>I</b>	<b>Achats de fournitures</b>	1	2	3	4
<b>J</b>	<b>Autre (Spécifier)</b>	1	2	3	4

## Section II

Ces sections concernent les différentes approches utilisées en marketing par les compagnies pour vendre leurs produits et offrir leurs services dans les magasins.

5- Dites nous combien ces approches sont désirés? Encercler le numéro qui exprime le mieux votre désir.

Items		<u>Très Désiré</u>	<u>Désiré</u>	<u>Un peu Désiré</u>	<u>Pas Désiré</u>
<b>A</b>	<b>Prix compétitifs &amp; rabais</b>	1	2	3	4
<b>B</b>	<b>Grande variété (Beaucoup de marques dans la même ligne de produits)</b>	1	2	3	4
<b>C</b>	<b>Service après vente(Garantie, Politique de retour, Échange)</b>	1	2	3	4
<b>D</b>	<b>Produits de grande qualité &amp; Services</b>	1	2	3	4
<b>E</b>	<b>Beaucoup de publicité &amp; Promotions</b>	1	2	3	4
<b>F</b>	<b>Facilité de trouver un produit dans un magasin (Plan du magasin, Disponibilité)</b>	1	2	3	4
<b>G</b>	<b>Possibilité de crédit et Paiement d'achat différé</b>	1	2	3	4
<b>H</b>	<b>Personnel de service (Représentant de vente, Téléopérateur)</b>	1	2	3	4

6- Ci-dessous se trouvent des instructions liées aux tendances affectant le commerce électronique dans votre pays. Pouvez-vous nous dire, sur une échelle de 1 à 5 l'importance de ces problèmes dans un futur proche pour votre pays. L'échelle des valeurs est :

- (6) Sans aucune importance
- (7) Sans importance
- (8) Ni important ni sans importance
- (9) Important
- (10) Très Important
- (11) Important
- (12) Très important

<b>A</b>	<b>Plus grande globalisation des achats en ligne</b>	
<b>B</b>	<b>Frustration face à la complexité des achats en ligne</b>	
<b>C</b>	<b>Utilisation de téléphones portables pour les achats en ligne</b>	
<b>D</b>	<b>Utilisation de vidéos de conférence pour achats en ligne</b>	
<b>E</b>	<b>Régulations gouvernementales affectant les achats en ligne</b>	
<b>F</b>	<b>Plus de magasins traditionnels offrant des achats en ligne</b>	
<b>G</b>	<b>Créer la confiance dans les nouveaux magasins en ligne</b>	
<b>H</b>	<b>Manque de techniciens informatiques qualifiés</b>	

7- Maintenant évaluez le niveau de préférence que vous avez pour les aspects suivants concernant les achats en ligne. Écrire un chiffre décrivant le mieux vos impressions concernant votre appréciation sur les aspects liés aux achats en ligne.

- (1) Déteste extrêmement
- (2) Déteste beaucoup
- (3) Déteste un peu
- (4) N'aime ni déteste
- (3) Aime un peu
- (2) Aime beaucoup
- (1) Aime extrêmement

<b>A</b>	<b>Prix compétitifs (comparer les prix et rabais)</b>	
<b>B</b>	<b>Facilité d'achats (Pas d'affluence, Achat à toute heure)</b>	
<b>C</b>	<b>Complexité technologique (Panier d'achat, Méthode de paiement)</b>	
<b>D</b>	<b>Pas de contact direct</b>	
<b>E</b>	<b>Achat avec des photos et description (Pas d'inventaire)</b>	
<b>F</b>	<b>Peur de fraude et de vol</b>	
<b>G</b>	<b>Peur de la perte d'intimité</b>	
<b>H</b>	<b>Prix élevé pour la livraison de petits articles</b>	

8- Citer toute approche d'achat électronique importante non mentionnée ci-dessus. \_\_\_\_\_

### Section III

Cette partie est destinée à établir vos perceptions générales sur les attributs des différents types d'achats en ligne.

9- Encerclez le chiffre approprié indiquant vos impressions envers les achats en ligne.

EXEMPLE: En général les achats en lignes sont:

**Good      1      2      3      4      5      6      7      8      9      Bad**

- 1      indique que les achats en ligne sont bons
- 4      indique que les achats en ligne sont moyens
- 9      indique que les achats en ligne sont mauvais

<b>A</b>	<b>Excitant</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Ennuyant</b>
<b>B</b>	<b>Disponible</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Non disponible</b>
<b>C</b>	<b>Flexible</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Inflexible</b>
<b>D</b>	<b>Pratique</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Non pratique</b>
<b>E</b>	<b>Fiable</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Non fiable</b>
<b>F</b>	<b>Créatif</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Non créatif</b>
<b>G</b>	<b>Actif</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Passif</b>
<b>H</b>	<b>Plaisant</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Non plaisant</b>
<b>I</b>	<b>Confident</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Non confident</b>
<b>J</b>	<b>Indépendent</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Dépendent</b>
<b>K</b>	<b>Compétitif</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Non compétitif</b>
<b>L</b>	<b>Bonne qualité</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Pauvre qualité</b>
<b>M</b>	<b>Honnête</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Malhonnête</b>
<b>N</b>	<b>Simple</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Complexe</b>

10- Maintenant que dites vous pour les achats traditionnels ?

A	Excitant	1	2	3	4	5	6	7	8	9	Ennuyant
B	Disponible	1	2	3	4	5	6	7	8	9	Non disponible
C	Flexible	1	2	3	4	5	6	7	8	9	Inflexible
D	Pratique	1	2	3	4	5	6	7	8	9	Non pratique
E	Fiable	1	2	3	4	5	6	7	8	9	Non fiable
F	Créatif	1	2	3	4	5	6	7	8	9	Non créatif
G	Actif	1	2	3	4	5	6	7	8	9	Passif
H	Plaisant	1	2	3	4	5	6	7	8	9	Non plaisant
I	Confident	1	2	3	4	5	6	7	8	9	Non confident
J	Indépendent	1	2	3	4	5	6	7	8	9	Dépendent
K	Compétitif	1	2	3	4	5	6	7	8	9	Non compétitif
L	Bonne qualité	1	2	3	4	5	6	7	8	9	Pauvre qualité
M	Honnête	1	2	3	4	5	6	7	8	9	Malhonnête
N	Simple	1	2	3	4	5	6	7	8	9	Complexe
A	Exciting	1	2	3	4	5	6	7	8	9	Dull
B	Dependable	1	2	3	4	5	6	7	8	9	Not Dependable
C	Flexible	1	2	3	4	5	6	7	8	9	Inflexible
D	Practical	1	2	3	4	5	6	7	8	9	Unpractical
E	Reliable	1	2	3	4	5	6	7	8	9	Not Reliable
F	Creative	1	2	3	4	5	6	7	8	9	Not Creative
G	Active	1	2	3	4	5	6	7	8	9	Passive
H	Pleasant	1	2	3	4	5	6	7	8	9	Unpleasant
I	Trustworthy	1	2	3	4	5	6	7	8	9	Not Trustworthy
J	Independent	1	2	3	4	5	6	7	8	9	Dependent
K	Competitive	1	2	3	4	5	6	7	8	9	Not Competitive
L	High Quality	1	2	3	4	5	6	7	8	9	Poor Quality
M	Honest	1	2	3	4	5	6	7	8	9	Dishonest
N	Simple	1	2	3	4	5	6	7	8	9	Complex

#### Section IV

Ci-dessous se trouvent des questions sur votre vie personnelle.

11- Quel est le nom de l'université que vous fréquentez maintenant? \_\_\_\_\_

12- Vous êtes en quelle année? Mentionnez Licence **OU** Grade (année seulement).

Licence

- Première
- Deuxième
- Troisième
- Quatrième
- Autre (Spécifier)

**Gradué**

- Première
- Deuxième
- Autre (Spécifier)

13- Vous avez quel âge? \_\_\_\_\_ Années.

14- Votre Gender?     Homme         Femme

15- Vous considérez vous comme:

- Orienté vers les ordinateurs
- Orienté vers l'humain
- A la fois ordinateur et humain

16- Êtes-vous un étudiant à temps plein ou à temps partiel?

- Temps Plein     Temps partiel

17- Quelle est l'occupation de votre père? (S'il ne travaille pas, Quel a été son dernier emploi). Précisez ci-dessous. \_\_\_\_\_

18- Quelle est l'occupation de votre mère? (S'il ne travaille pas, Quel a été son dernier emploi). Précisez ci-dessous. \_\_\_\_\_

19- avez-vous déjà occupé ou occupez-vous présentement un emploi à plein temps?

- Oui, présentement     Oui, avant     Non

20- Après vos études, aimeriez-vous travailler dans votre propre entreprise, dans une entreprise à tendance informatique ou axée vers l'humain ou à la fois axée vers l'informatique et l'humain?

Mon proper entreprise    En Informatique    Orienté vers l'humain    Les Deux     
Autre (Spécifier)

21- Quelle langue parlez-vous? Identifier la langue. Vous pouvez identifier plus que deux.

Anglais    Français    Créole

Autre (Spécifier)

22- Quel type d'ordinateur possédez-vous?

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23- Avec qui vivez-vous?

Un partenaire    Un Ami    Ma famille    Seul

Autre (Spécifier)

### Section V

Évaluez-vous sur les dimensions suivantes en encerclant le chiffre qui vous décrit le mieux. PAR EXEMPLE:

GRAS	1	2	3	4	5	6	7	8	9	Mince
HONNÊTE	1	2	3	4	5	6	7	8	9	Malhonnête

24- Cette personne pense qu'elle n'est ni grosse ni mince et encercle le chiffre du milieu, 5. Elle pense qu'elle est moyennant une honnête personne et encercle 3.

A	Perfectionniste	1	2	3	4	5	6	7	8	9	Non concerne par la perfection
B	Croit aux experts	1	2	3	4	5	6	7	8	9	Doute par rapport aux experts
C	Préfère travailler avec les autres	1	2	3	4	5	6	7	8	9	Préfère travailler seul
D	N'aime pas les groupes	1	2	3	4	5	6	7	8	9	Aime les groupes
E	Soucieux d'argent	1	2	3	4	5	6	7	8	9	Peu d'intérêt pour l'argent
F	Peu de respect pour les autorités	1	2	3	4	5	6	7	8	9	Respect pour les autorités
G	compétitif	1	2	3	4	5	6	7	8	9	Pas compétitif
H	Ne cherche pas l'excellence	1	2	3	4	5	6	7	8	9	Se soucie beaucoup d'excellence
I	Aime être en charge	1	2	3	4	5	6	7	8	9	Aime partager les responsabilités
J	Pas d'intérêt pour les gains financiers	1	2	3	4	5	6	7	8	9	Se soucie des intérêt financiers
K	Facile a s'adapter	1	2	3	4	5	6	7	8	9	Difficile a s'adapter
L	Cherche l'appréciation	1	2	3	4	5	6	7	8	9	Indifférent à l'appréciation des autres
M	Ne cherche pas la qualité	1	2	3	4	5	6	7	8	9	Cherche la qualité
N	N'aime pas concurrencer	1	2	3	4	5	6	7	8	9	Aime concurrencer avec les autres
O	Pas populaire	1	2	3	4	5	6	7	8	9	Populaire
P	Favorise les récompenses financières stimulantes	1	2	3	4	5	6	7	8	9	Favorise les récompenses financières modérées
Q	Préfère travailler avec des experts	1	2	3	4	5	6	7	8	9	N'aime pas la présence d'experts
R	Pense rarement a devenir riche	1	2	3	4	5	6	7	8	9	Richesse est tres importante

25- Ci-dessous se trouvent les 9 Valeurs Instrumentales du système de valeur. *Valeurs Terminales*: Les objectifs et les plus importantes choses à accomplir durant votre vie.

**PREMIEREMENT A.** Dites combien ces valeurs sont importantes pour vous. *1 = la plus importante valeur instrumentale >> 9 = la moins importante valeur instrumentale.* Il n'y a pas de bonne ou de mauvaise, il y a seulement des priorités concernant votre propre système de valeur.

LISTE DES NEUF VALEURS TERMINALES	Ordre d'Importance 1(Plus) à 9(Moins)
Une vie confortable (Une vie prospère)	
Une vie excitante (Une vie active)	
Un sens d'accomplissement (Contribution durable)	
Egalité (Fraternité, memes opportunités)	
Sécurité familiale (Prendre soin des siens)	
Liberté (Indépendance, liberté de choix)	
Plaisir (Une vie plaisante)	
Respect de soi (Estime de soi)	
Reconnaissance sociale (Respect, admiration)	

**SECOND B.** Evaluer le niveau d'importance que vous placez sur les valeurs mentionnées ci-dessus. Ecrire un chiffre qui décrit le mieux vos impressions sur l'importance de la Valeur Terminale dans votre vie. Le chiffre **8** indique que la valeur est très importante pour vous, **0** indique que la valeur n'est pas importante.

LIST OF NINE TERMINAL VALUES	Please rate these <i>terminal values</i> 8 to 0. Number <b>8</b> indicates that the value is very important to you, <b>0</b> indicates that the value is not important to you at all.								
Une vie confortable (Une vie prospère)	8	7	6	5	4	3	2	1	0
Une vie excitante (Une vie active)	8	7	6	5	4	3	2	1	0
Un sens d'accomplissement (Contribution durable)	8	7	6	5	4	3	2	1	0
Egalité (Fraternité, memes opportunités)	8	7	6	5	4	3	2	1	0
Sécurité familiale (Prendre soin des siens)	8	7	6	5	4	3	2	1	0
Liberté (Indépendence, liberté de choix)	8	7	6	5	4	3	2	1	0
Plaisir (Une vie plaisante)	8	7	6	5	4	3	2	1	0
Respect de soi (Estime de soi)	8	7	6	5	4	3	2	1	0
Reconnaissance sociale (Respect, admiration)	8	7	6	5	4	3	2	1	0

26- Ci-dessous se trouvent les 9 Valeurs Instrumentales du système de valeur. *Valeurs Instrumentales*: les caractéristiques ou les moyens d'atteindre vos objectifs.

**PREMIEREMENT A.** Dites combien ces valeurs sont importantes pour vous. **1 = la plus importante valeur instrumentale** >> **9 = la moins importante valeur instrumentale**. Il n'y a pas de bonne ou de mauvaise, il y a seulement des priorités concernant votre propre système de valeur.

List of the Nine Terminal Values	Ordre d'Importance 1(Plus) à 9(Moins)
L'ambition (travailleur, ambitieux)	
L'ouverture d'esprit (ouverture d'esprit)	
La compétence (Compétent, effectif)	
L'enthousiasme (Gai, joyeux)	
L'imagination (Courageux, créatif)	
L'indépendance d'esprit (Autosuffisant)	
L'intellect (Intelligent, pensif)	
Le sens des responsabilités (Digne de confiance)	
La maîtrise de soi (retenu, discipline)	

**DEUXIEMEMENT B.** Evaluer le niveau d'importance que vous placez sur les valeurs mentionnées ci-dessus. Ecrire un chiffre qui décrit le mieux vos impressions sur l'importance de la Valeur Terminale dans votre vie. Le chiffre **8** indique que la valeur est très importante pour vous, **0** indique que la valeur n'est pas importante.

	Evaluez ces valeurs terminales 8 to 0. Le chiffre <b>8</b> indique que la valeur est tres importante pour vous, <b>0</b> indique que la valeur n'est pas importante.								
L'ambition (travailleur, ambitieux)	8	7	6	5	4	3	2	1	0
L'ouverture d'esprit (ouverture d'esprit)	8	7	6	5	4	3	2	1	0
La competence (Competent, effectif)	8	7	6	5	4	3	2	1	0
L'enthousiasme (Gai, joyeux)	8	7	6	5	4	3	2	1	0
L'imagination (Courageux, creatif)	8	7	6	5	4	3	2	1	0
L'indépendance d'esprit (Autosuffisant)	8	7	6	5	4	3	2	1	0
L'intellect (Intelligent, pensif)	8	7	6	5	4	3	2	1	0
Le sens des responsabilites (Digne de confiance)	8	7	6	5	4	3	2	1	0
La maitrise de soi (retenu, discipline)	8	7	6	5	4	3	2	1	0

27- Etes vous satisfait du questionnaire?

- Oui
- Non
- Je ne sais pas

28- Pourquoi?

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29- Avez vous des commentaires au sujet de ce questionnaire?\_\_\_\_\_

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**Appendix 3: Key For Scoring The Six Dimensional Achievement Scale For This Thesis:**

**KEY FOR SCORING**  
**SIX DIMENSIONAL ACHIEVEMENT SCALE**

This Appendix presents how the researcher scores the Six Dimensional Achievement Motivation Scale. It deals mainly with section V of the questionnaire, which includes questions on the respondents' behavior and characteristics. Also, it includes the different items that the respondents evaluate in the research (See below for an exemple).

<p><b><u>Positive</u></b> V8 -V91 V13 -V96 ((V91+V96+ (10-V84))</p>	<p><b><u>Concern for Excellence</u></b></p>	<p><b><u>Negative</u></b> 1 -V84</p>
<p><b><u>Positive</u></b> 10 -V93 18-V101 ((V93+V101+ (10-V88))</p>	<p><b><u>Acquisitiveness</u></b></p>	<p><b><u>Negative</u></b> 5-V88</p>
<p><b><u>Positive</u></b> 4-V87 15-V98 ((V87+V98+ (10-V95))</p>	<p><b><u>Status with Peers</u></b></p>	<p><b><u>Negative</u></b> 12-V95</p>
<p><b><u>Positive</u></b> 3-V86 ((V86+ (10-V92-V99))</p>	<p><b><u>Achievement via Independence</u></b></p>	<p><b><u>Negative</u></b> 9-V92 16-V99</p>
<p><b><u>Positive</u></b> 6 -V89 ((V89+ (10-V85-V100))</p>	<p><b><u>Status with Experts</u></b></p>	<p><b><u>Negative</u></b> 2-V85 17-V100</p>
<p><b><u>Positive</u></b> 11-V94 14-V97 ((V94+V97+ (10-V90))</p>	<p><b><u>Competitiveness</u></b></p>	<p><b><u>Negative</u></b> 7-V90</p>

**EXAMPLE:** To derive a respondent's score on the Concern for Excellence you add the above mentioned three items in the following fashion: 8 + Item 13+ (10- Item 1)  
Negative items should be added as (10-Score on Negative Item)

#### Appendix 4: Multiple Regressions: Durbin-Watson Values, Outliers

This Appendix gives the Durbin-Watson values and whether the variables contain outliers or not.

Dependent Variables	Durbin-Watson	Outliers
Banking	1.654	No outliers
Travel Arrangements	1.661	No outliers
Music and Videos	1.867	No outliers
Electronics	1.561	No outliers
Computer Items	1.631	No outliers
Books	1.757	No outliers
Clothing	1.729	No outliers
Household	1.803	No outliers
Furniture	2.112	No outliers

**Appendix 5: Online Banking’s Multiple Regressions Model: Collinearity Statistics**

Appendices 5 to 20 present each Multiple Regressions Model with the Collinearity Statistics (Standard Deviation, Tolerance, VIF) for every dependent and independent variable.

Banking : Model	Independent Variables	Collinearity Statistics		
		St. Error	Tolerance	VIF
17 Refers to Table 10; “Banking” Column	Table 7 Weights			
	V68	.071	.639	1.565
	V76	.171	.727	1.376
	V80	.129	.665	1.503
	V138	.102	.756	1.323
	V143	.017	.835	1.197
	V145	.018	.922	1.085

**Appendix 6: Travel Arrangement's Multiple Regressions Model: Collinearity Statistics**

<b>Travel : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
15: Refers to Table 10; "Travel" Column	Table 10 Weights	St. Errors	Tolerance	<i>VIF</i>
	V3	.116	.397	2.518
	V67	.160	.736	1.359
	V68	.113	.673	1.487
	V81	.203	.407	2.455
	V138	.163	.783	1.278
	V140	.149	.870	1.149
	V142	.035	.655	1.526
	V146	.027	.622	1.608

**Appendix 7: Buying Music and Video’s Multiple Regressions Model: Collinearity Statistics**

<b>Music/Videos : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
13  Refers to Table 10; “Music and Videos” Column	Table 10 Weights	St. Errors	Tolerance	<i>VIF</i>
	V3	.098	.825	1.212
	V67	.184	.826	1.211
	V71	.177	.662	1.512
	V75	.115	.888	1.126
	V79	1.010	.962	1.040
	V138	.208	.718	1.392
	V143	.038	.696	1.438
	V144	.037	.699	1.431
	V145	.036	.872	1.147
	V147	.039	.636	1.573

**Appendix 8: Buying Electronics’ Multiple Regressions Model: Collinearity Statistics**

<b>Electronics : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
13  Refers to Table 10; “Electronics” Column	Table 10 Weights	St. Errors	Tolerance	<i>VIF</i>
	V68	.158	.395	2.533
	V70	.052	.282	3.543
	V71	.155	.663	1.509
	V77	.118	.619	1.616
	V81	.172	.658	1.520
	V138	.215	.518	1.929
	V140	.174	.735	1.361
	V143	.033	.710	1.408
	V144	.030	.816	1.226
	V145	.031	.893	1.119

**Appendix 9: Buying Computer Items' Multiple Regressions Model: Collinearity Statistics**

<b>Computers : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
		<b>St. Errors</b>	<b>Tolerance</b>	<b>VIF</b>
12  Refers to Table 10; "Computers " Column	Table 10 Weights			
	V67	.190	.383	2.611
	V68	.132	.357	2.804
	V70	.045	.234	4.276
	V71	.128	.617	1.621
	V80	.254	.331	3.022
	V81	.122	.822	1.216
	V138	.171	.517	1.934
	V140	.137	.754	1.327
	V142	.033	.565	1.770
	V144	.025	.778	1.285
	V146	.026	.505	1.980

**Appendix 10: Buying Books' Multiple Regressions Model: Collinearity Statistics**

<b>Books : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
14  Refers to Table 10; "Books" Column	Table 10 Weights	St. Errors	Tolerance	<i>VIF</i>
	V68	.178	.397	2.522
	V70	.060	.264	3.789
	V71	.169	.717	1.394
	V77	.136	.593	1.685
	V80	.267	.605	1.654
	V81	.195	.653	1.532
	V138	.235	.553	1.808
	V144	.032	.942	1.061
	V145	.034	.938	1.066

**Appendix 11: Buying Clothing’s Multiple Regressions Model: Collinearity Statistics**

<b>Clothing Items: Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
14  Refers to Table 10; “Clothing” Column	Table 10 Weights	St. Errors	Tolerance	<i>VIF</i>
	V3	.100	.820	1.219
	V67	.247	.471	2.125
	V71	.188	.598	1.672
	V75	.115	.915	1.093
	V80	.314	.453	2.208
	V138	.208	.733	1.365
	V140	.196	.773	1.293
	V143	.038	.693	1.443
	V147	.037	.712	1.404

**Appendix 12: Buying Household’s Multiple Regressions Model: Collinearity Statistics**

<b>Household Items : Model</b>	<b>Independent Variables</b>			<b>Collinearity Statistics</b>
18	Table 10 Weights	St. Errors	Tolerance	<i>VIF</i>
Refers to Table 10; “Household” Column	V3	.025	.878	1.140
	V76	.078	.906	1.103
	V79	.260	.962	1.039
	V142	.009	.980	1.021
	V144	.008	.931	1.074

**Appendix 13: Buying Furniture’s Multiple Regressions Model: Collinearity Statistics**

<b>Furniture : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
9  Refers to Table 10; “Furniture” Column	Table 10 Weights	St.Errors	Tolerance	<i>VIF</i>
	V3	.018	.715	1.398
	V68	.032	.376	2.663
	V70	.011	.267	3.742
	V71	.033	.571	1.753
	V73	.130	.889	1.125
	V74	.021	.924	1.083
	V76	.060	.718	1.393
	V79	.178	.941	1.062
	V138	.044	.481	2.080
	V142	.008	.564	1.772
	V143	.007	.674	1.485
	V144	.007	.626	1.597
	V146	.006	.539	1.854
	V147	.007	.620	1.613

**Appendix 14: OS as Dynamic and Innovative’s Multiple Regressions Model:  
Collinearity Statistics**

<b>Online Shopping : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
12  Refers to Table 10; “OS as Dynamic and Innovative” Column	Table 9 Weights	St.Errors	Tolerance	<i>VIF</i>
	V3	.720	.661	1.513
	V68	.934	.631	1.585
	V77	.946	.541	1.849
	V80	1.911	.514	1.944
	V82	2.610	.708	1.413
	V138	1.320	.767	1.304
	V140	1.304	.734	1.362
	V142	.302	.583	1.715
	V144	.251	.665	1.503
	V146	.230	.564	1.774
	V147	.236	.742	1.347

**Appendix 15: OS as Trustworthy and Dependable’s Multiple Regressions Model:  
Collinearity Statistics**

<b>Online Shopping : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
9  Refers to Table 10; “OS as Trustworthy and Dependable” Column	Table 9 Weights	St.Errors	Tolerance	<i>VIF</i>
	V3	.610	.769	1.300
	V67	1.534	.430	2.328
	V68	.876	.598	1.671
	V73	4.508	.875	1.143
	V74	1.115	.375	2.668
	V75	1.066	.373	2.684
	V76	2.493	.486	2.059
	V80	2.143	.342	2.926
	V82	2.849	.496	2.016
	V138	1.236	.731	1.369
	V140	1.124	.824	1.213
	V144	.230	.661	1.513
	V146	.183	.744	1.344
	V147	.216	.737	1.358

**Appendix 16: TS as Dynamic and Innovative’s Multiple Regressions Model:  
Collinearity Statistics**

<b>Traditional Shopping : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
7  Refers to Table 10; “TS as Dynamic and Innovative” Column	Table 9 Weights	St.Errors	Tolerance	<i>VIF</i>
	V3	.643	.369	2.708
	V67	1.120	.430	2.328
	V68	.639	.599	1.668
	V71	.871	.524	1.910
	V74	.526	.900	1.111
	V76	1.846	.472	2.117
	V79	4.459	.949	1.054
	V80	1.563	.342	2.921
	V81	1.119	.384	2.601
	V82	2.075	.499	2.006
	V138	.982	.617	1.621
	V140	.876	.725	1.380
	V142	.178	.749	1.335
	V143	.171	.653	1.532
		V145	.167	.766
	V147	.162	.697	1.435

**Appendix 17: TS as Trustworthy and Dependable’s Multiple Regressions Model:  
Collinearity Statistics**

<b>Traditional Shopping : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
11  Refers to Table 10; “TS as Trustworthy and Dependable” Column	Table 9 Weights	St.Errors	Tolerance	<i>VIF</i>
	V3	.802	.830	1.204
	V67	2.061	.445	2.250
	V75	.951	.874	1.144
	V76	3.351	.502	1.993
	V80	2.862	.358	2.795
	V82	3.814	.517	1.935
	V138	1.632	.782	1.278
	V140	1.529	.833	1.201
	V142	.328	.769	1.300
	V143	.319	.657	1.523
	V145	.309	.782	1.279
	V147	.288	.772	1.296

**Appendix 18: Service’s Multiple Regressions Model: Collinearity Statistics**

Services : Model	Independent Variables	Collinearity Statistics		
15  Refers to Table 10; “Services” Column	Table 9 Weights	St.Errors	Tolerance	<i>VIF</i>
	V3	.126	.375	2.668
	V68	.121	.656	1.525
	V80	.224	.649	1.542
	V81	.214	.410	2.441
	V138	.172	.781	1.281
	V142	.032	.879	1.138
	V144	.031	.756	1.323
	V147	.030	.785	1.275

**Appendix 19: Family Items' Multiple Regressions Model: Collinearity Statistics**

<b>Family Items : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
14  Refers to Table 10; "Family Items" Column	Table 9 Weights	St.Errors	Tolerance	<i>VIF</i>
	V3	.092	.752	1.330
	V68	.111	.826	1.211
	V71	.152	.708	1.412
	V73	.634	.975	1.025
	V74	.104	.948	1.055
	V76	.298	.747	1.338
	V79	.899	.966	1.035
	V142	.032	.946	1.057
	V147	.030	.865	1.156

**Appendix 20: Household Items' Multiple Regressions Model: Collinearity Statistics**

<b>Household Items : Model</b>	<b>Independent Variables</b>	<b>Collinearity Statistics</b>		
18 Refers to Table 10; "Household Items" Column	Table 9 Weights	St.Errors	Tolerance	<i>VIF</i>
	V3	.025	.878	1.140
	V76	.078	.906	1.103
	V79	.260	.962	1.039
	V142	.009	.980	1.021
	V144	.008	.931	1.074

## Appendix 21: Scales of Factor Analysis

The following Appendix presents the seven dimensions (with Cronbach's Alpha) extracted from the factor analysis and the specific items that loaded on each factor with their loading .

Factor Alpha	Items	Factor Loading	Cronbach's Alpha
OS as Dynamic	Exciting;	.776	.93
	flexible;	.635	
	practical;	.691	
	creative;	.840	
	Active;	.767	
	pleasant;	.864	
	competitive.	.801	
OS as Trustworthy	Dependable;	.710	.89
	reliable;	.777	
	trustworthy;	.794	
	Dependent;	.831	
	honest;	.600	
	simple.	.704	
TS as Trustworthy	Dependable	.652	.89
	Practical	.687	
	Reliable	.881	
	Active	.725	
	Trustworthy	.909	
	Dependent	.846	
	Honest	.777	
	Simple	.838	
TS as Dynamic	Exciting	.832	.81
	Flexible	.783	
	Creative	.698	
	Competitive.	.715	
Personal Items	Buy music/film/videos	.803	.76
	Buy electronic goods	.770	
	Buy computer Items	.716	
	Buy Books	.632	
	Buy clothes.	.607	
Family Items	Buy Household Items	.851	.67
	Buy furniture	.867	
Services	Banking	.758	.52
	Make travel arrangement.	.796	

## **Appendix 22: Research Ethics Board Approval**

**This Appendix includes the Approval Letter from the Research Ethics Board Approval from University of Ottawa, which gives the researcher permission to collect the data from the respondents. Also, it includes the letters of information (both English and French versions, which describe the contents of the questionnaires.**

### **1) Approval Letter**



**Ethics Approval Notice**  
**Social Science and Humanities REB**

**Principal Investigator / Supervisor / Co-investigator(s) / Student(s)**

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
Sadrudin	Ahmed	School of Management / School of	Supervisor
Edwins	Raymond	School of Management / School of	Student Researcher

**File Number:** 11-12-10

**Type of Project:** Master's Thesis

**Title:** Online Shopping in Haiti

<b>Approval Date (mm/dd/yyyy)</b>	<b>Expiry Date (mm/dd/yyyy)</b>	<b>Approval Type</b>
02/21/2013	02/20/2014	Ia

(Ia: Approval, Ib: Approval for initial stage only)

**Special Conditions / Comments:**

N/A



**Université d'Ottawa**      **University of Ottawa**  
Bureau d'éthique et d'intégrité de la recherche      Office of Research Ethics and Integrity

This is to confirm that the University of Ottawa Research Ethics Board identified above, which operates in accordance with the Tri-Council Policy Statement and other applicable laws and regulations in Ontario, has examined and approved the application for ethical approval for the above named research project as of the Ethics Approval Date indicated for the period above and subject to the conditions listed the section above entitled "Special Conditions / Comments".

During the course of the study the protocol may not be modified without prior written approval from the REB except when necessary to remove subjects from immediate endangerment or when the modification(s) pertain to only administrative or logistical components of the study (e.g. change of telephone number). Investigators must also promptly alert the REB of any changes which increase the risk to participant(s), any changes which considerably affect the conduct of the project, all unanticipated and harmful events that occur, and new information that may negatively affect the conduct of the project and safety of the participant(s). Modifications to the project, information/consent documentation, and/or recruitment documentation, should be submitted to this office for approval using the "Modification to research project" form available at: <http://www.research.uottawa.ca/ethics/forms.html>.

Please submit an annual status report to the Protocol Officer four weeks before the above-referenced expiry date to either close the file or request a renewal of ethics approval. This document can be found at: <http://www.research.uottawa.ca/ethics/forms.html>.

If you have any questions, please do not hesitate to contact the Ethics Office at extension 5387 or by e-mail at: [ethics@uOttawa.ca](mailto:ethics@uOttawa.ca).

Riana Marcotte  
Protocol Officer for Ethics in Research  
For Barbara Graves, Chair of the Social Sciences and Humanities REB

## 2) Letters of Information (French and English)

### Letter of Information (English)

#### (Re: Surveys/Questionnaires)

Protocol Officer for Ethics in Research

tel.: (613) 562-5387

ethics@uottawa.ca

**Title of the study:** ONLINE SHOPPING IN HAITI

**Principal Investigator(s) (Supervisor(s):** Dr. Sadrudin A. Ahmed

Telfer School of Management  
University of Ottawa  
Ottawa, ON  
(613) 562-5800 ext. 4761

**Invitation to Participate:** You are invited to participate in the abovementioned research study conducted by Edwins Raymond, who is being supervised by Dr. Sadrudin A. Ahmed.

**Participation:** If you wish to participate in this study, please complete the attached survey. Your decision to complete and return this survey will be interpreted as an indication of your consent to participate. The survey should take you approximately thirty minutes to complete. You do not have to answer any questions that you do not want to answer. Once you have completed the survey, please return it in the stamped self-addressed envelope provided. We would appreciate receiving it before July 15<sup>th</sup>, 2013. If we do not receive it by said date, we will send you a notice of reminder.

**Purpose of the Study:** From this research we wish to explore the perspectives of Haitian customers on online shopping, to come up with results that contribute in future research in this same area of interest. Such questions among others will be answered, namely what are the Haitian consumers' perceptions of the online shopping experience compared to their perception of the traditional shopping experience? What is the relationship between the Haitian consumers' Rokeach value system and their likelihood of shopping online? What is the relationship between Haitian demographics and their likelihood of online shopping?

**Benefits:** By answering questions like the Rokeach value system and the 6 dimensional Achievement Scale, participants will have the chance to gain some knowledge about themselves, their values and what motivates them. As this topic is relatively new in Haiti, this thesis will definitely help in the awareness process

of the nation about Internet shopping. This study is intended to be a fundamental and a core research for students and academics conducting studies to address the Haitian consumers' attitudes toward online shopping.

**Confidentiality and Anonymity:** The information that you will share will remain strictly confidential and will be used solely for the purposes of this research. The only people who will have access to the research data are the principal investigator and his supervisor. Your answers to open-ended questions may be used verbatim in presentations and publications but neither you (nor your organization) will be identified. Results will be published in pooled (aggregate) format. Anonymity is guaranteed since you are not being asked to provide your name or any personal information.

**Conservation of data:** The surveys will be kept in a locked filing cabinet at the house of the investigator when doing the survey in Haiti and in a locked filing cabinet in the office of the supervisor at the University of Ottawa for a period of 5 years at which time they will be destroyed.

**Compensation (or Reimbursement):** There will be no compensation and/or reimbursement of out-of-pocket expenses.

**Voluntary Participation:** You are under no obligation to participate and if you choose to participate, you may refuse to answer questions that you do not want to answer. Completion and return of the questionnaire by you implies consent.

**Information about the Study Results:** Research findings will be made available to participants through public libraries

If you have any questions or require more information about the study itself, you may contact the researcher or his/her supervisor at the numbers mentioned herein.

If you have any questions with regards to the ethical conduct of this study, you may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5, tel.: (613) 562-5387 or [ethics@uottawa.ca](mailto:ethics@uottawa.ca).

Please keep this form for your records.

Thank you for your time and consideration.

Edwins Raymond

January, 29<sup>th</sup>, 2013

## Letter of Information (French)

### *Feuille d'information.*

Responsable de l'éthique en recherche à l'Université d'Ottawa

(613) 562-5387

[ethique@uottawa.ca](mailto:ethique@uottawa.ca)

**Titre:** ACHAT EN LIGNE EN HAÏTI

**Chercheur principal (ou superviseur) :** Dr. Sadrudin A. Ahmed

École de Gestion Telfer  
Université d'Ottawa  
(613) 562-5800 poste 4761

**Invitation :** Vous êtes invité à participer au projet nommé ci haut qui est mené par Edwins Raymond sous la supervision du docteur Sadrudin A. Ahmed.

**Participation volontaire:** Si vous acceptez de participer à ce projet, je vous demanderai de remplir le questionnaire ci-joint. Ceci devrait vous prendre environ trente minutes à compléter. Le fait de remplir ce questionnaire indique votre acceptation de participer à ce projet. SVP nous retourner le questionnaire avant le 15 juillet 2013. Vous pouvez vous retirer du projet en tout temps, et/ou refuser de répondre à certaines questions, sans subir de conséquences négatives. Si vous choisissez de vous retirer de l'étude, les données recueillies jusqu'à ce moment seront détruites.

**Objectif:** Ce projet de recherche vise à explorer la perception des consommateurs haitiens sur les achats en ligne afin d'arriver à des résultats qui seront utilisées dans de futures recherches dans le même domaine d'intérêt. Parmi les questions qui seront demandées aux participants, nous pouvons citer : quelles sont les perceptions des consommateurs haitiens entre le mode d'achat en ligne et le mode d'achat traditionnel? Quelle est la relation entre le système de valeur Rokeach et la possibilité d'acheter en ligne? Quelle est la relation entre les données démographiques et la possibilité d'acheter en ligne?

**Avantages:** En répondant aux questions telles que le système de valeur Rokeach et le 6 dimensional Achievement Scale, les participants auront la chance de se connaître mieux, leurs valeurs et ce qui les motive. Comme ce sujet est nouveau en Haïti, cette recherche aidera définitivement dans le processus de sensibilisation de la nation sur le sujet Achat en Ligne. Cette étude est destinée à être une recherche fondamentale pour les étudiants et les académiciens qui auront à conduire des études dans le domaine du comportement des consommateurs haïtiens face à l'achat en ligne.

**Confidentialité et anonymat:** L'information que vous partagerez restera strictement confidentielle. Le contenu ne sera utilisé que dans le cadre de cette étude et seules les personnes suivantes y auront accès, à savoir le chercheur et son superviseur. Votre identité sera protégée de la façon suivante : Votre anonymat est garanti car nous ne vous demandons pas pour votre nom ou autre information permettant de vous identifier.

**Conservation des données:** Les données recueillies seront conservées de façon sécuritaire : D'abord, dans un cabinet à documents sous clé dans la maison du chercheur en Haïti pendant les recherches et dans un cabinet à documents sous clé dans le bureau du superviseur à l'université d'Ottawa pour une période de 5 ans après laquelle les données seront détruites.

**Compensation:** Il n'y aura pas de compensation et/ou des remboursements de frais.

Pour tout renseignement additionnel concernant cette étude, vous pouvez communiquer avec moi aux numéros indiqués ci haut.

Pour tout renseignement sur les aspects éthiques de cette recherche, vous pouvez vous adresser au Responsable de l'éthique en recherche à l'Université d'Ottawa, 550, rue Cumberland, pièce 154, (613) 562-5387 ou [ethique@uottawa.ca](mailto:ethique@uottawa.ca).

Veillez conserver cette feuille d'information pour vos dossiers.

Edwins Raymond

29 Janvier 2013

## **Appendix 23: Trait description of high scores on Six Dimensional Achievement Scale**

**This Appendix is extracted from Ahmed (1990). It details the Trait description of high scores on the Six Dimensional Achievement Scale.**

The trait description of the high scorer on the personality variables is provided below:

**Excellence:** does a good job; works hard to win; maintains high work standards; assures that the finished product looks good; spends extra time to improve the quality of the final product; concentrates effort on one job; sticks with a difficult task; works hard to achieve high standards; corrects every detail; aims for perfection; tries hard to do well; work comes before all else.

**Acquisitiveness:** values high-paying job; respects self-made rich persons; works hard to make money; seeks out opportunities to become rich; salary is very important; relates performance to salary paid.

**Peer Status:** values what people think of oneself; works hard for a popular teacher; cares what others think of one's work; likes publicity about one's work; works to impress friends; displays work to others; likes efforts to be appreciated; demonstrates abilities to others.

**Achievement vs. Independence:** likes to be evaluated solely on one's own performance; dislikes team work; depends on one's own efforts to get ahead; likes working alone; likes rewards based on initiative; takes personal responsibility for success; enjoys the challenge of a new job; likes special bonuses for outstanding performance.

**Expert Status:** depends upon the opinion of experts; measures oneself against acknowledged experts' work; seeks high regard from superiors; anticipates criticisms of

experts; achieves respect of renowned authority; works closely with superiors; learns from teachers.

**Competitiveness:** likes to be more successful than others; is annoyed when passed on highways; enjoys competitive games; admires those who fought their way to the top; believes in survival of the fittest; enjoys the struggle for power; enjoys intense rivalry among business executives; likes heated arguments; like playing sports with someone better.