

**PHYGITAL BUYING EXPERIENCE OF
LINGERIE AMONG COLLEGE GOING GIRLS**
**महाविद्यालय जाने वाले लड़कियों के अधोवस्त्र फिजिटल क्रय
व्यवहार का अनुभव**

MISS MUSLIM FOUZIA BHANU

THESIS

MASTER OF SCIENCE IN COMMUNITY SCIENCES

(Textile and Apparel Designing)



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COLLEGE OF TEXTILES AND APPAREL DESIGNING

COLLEGE OF COMMUNITY AND APPLIED SCIENCES

**MAHARANA PRATAP UNIVERSITY OF AGRICULTURE AND
TECHNOLOGY, UDAIPUR (RAJASTHAN)**

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THESIS

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**MAHARANA PRATAP UNIVERSITY OF AGRICULTURE AND
TECHNOLOGY, UDAIPUR**

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR

THE DEGREE OF

MASTER OF SCIENCE IN COMMUNITY SCIENCES

(Textile and Apparel Designing)



BY

MS. MUSLIM FOUZIA BHANU

2021

CERTIFICATE - I

CERTIFICATE OF ORIGINALITY

The research work embodied in this thesis titled **“Phygital Buying Experience of Lingerie among College Going Girls”** submitted for the award degree of **Master of Science** to Maharana Pratap University of Agriculture and Technology, Udaipur (Rajasthan), is original and bonafide record of research work carried out by me under the supervision of **Dr. Rupal Babel**, Department of Textiles and Apparel Designing, CCAS, MPUAT, Udaipur. The contents of the thesis, either partially or fully, have not been submitted or will not be submitted to any other Institute or University for the award of any degree or diploma.

The work embodies in the thesis represents my idea in my own words and where others ideas or words have been included. I have adequately cited and referenced the original sources. I also declared that I have adhered to all principle of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/fact/source in my submission. I understand that any violation of the above will be cause for disciplinary action by the University and can also evoke penal action from the source which have thus not been properly cited or form proper permission has not been taken when needed.

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CERTIFICATE – V

Date:

This is to certify that **Ms. Muslim Fouzia Bhanu** (M.Sc. Scholar) has worked under me on **“Phygital Buying Experience of Lingerie among College Going Girls”**

1. I have monitored her research work.
2. My self and the scholar were in contact with the committee members and the research work was reviewed regularly.
3. The advisory committee members have gone through M.Sc. thesis critically and made the corrections as per requirement.

Dr. Rupal Babel

Major Advisor

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Date:

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INTRODUCTION

Lingerie was a word that was utilized for intimate things which were attractive, fascinating, desirable, and voguish. It was dissimilar from other intimate things which were built of cotton as it is the manufacture of stretchy and flexible materials like silk, lace, satin, polyester, nylon. The apparel compartment relatively called lingerie means 'linen' in French was naturally immense. From bras, panties, yoga togs, and loungewear to corsets it support increasing and enlarging as the present closet wants small change and progress. The clothes designs and form that construct the variety known as lingerie were a broad and various selection of garments in both conventional, expected designs and fashionable, unpredicted forms.

Intimate things have always been an extremely private circumstance. In the current situation, ladies are able to select a variation of design choices. While conventional designs may reach many wants, there is no rigid and rapid sovereignty. Whatever one feels most pleasant wearing is what does the duty greatest. It helps the greatest, ameliorate the physique, and it can highlight the physique strong areas. With the correct lingerie, one feels alluring.

Through the centuries intimate things have performed an essential job, beginning with modesty in the very starting to support ladies build up their individuality and develop a positive self-image.

Nowadays, lingerie has enfolded in many shapes. From the consolation build-in sports bras and use of Spandex to the ultra-sexy push-up bras and lacy corsets, all of which have specific forms and utilize for different occurrences. But no problem the reason or season, ladies should every time attire appealing lingerie for our self. According to French philosophy, wearing a "pretty little secret" helps to exude confidence and sex appeal.

<https://www.textileschool.com/348/basics-and-history-of-lingerie/>

Consumer buying behaviour was the behaviour when consumers choose and order the product and services to satisfy their wants and needs. The buying process of the consumer involves product search, product evaluation here customers evaluate different attributes, buy, and product utilization. Apparel has been a very popular selection for consumer buying behaviour surveys. In opposite to apparel, there are some studies on lingerie buying behaviour.

Consumer Buying Behaviour was defined as action taken in both physical and digital by customers before purchasing a service or product. Four consumer buying behaviour factors influencing are cultural, social, personal, and psychological factors. Cultural Factors are defined as an individual's nationality, associations and religious beliefs, location. Social Factors - components in individual surroundings that affect the way they see products. Personal Factors are age, marital status, budget, personal beliefs, values, and morals. Psychological Factors are how personally the product and brand feel.

<https://www.demandjump.com/blog/what-is-consumer-buying-behavior>

Shopping is the term that shows a smile on people's faces. Shopping has been done for many years, but there has been a drastic change in the past few years. Present situation people don't have to run from one shop to another for shopping, just one click from home over the internet, and this act of buying now is called online shopping.

<https://www.quora.com/What-is-the-difference-between-online-shopping-and-offline-shopping-and-which-is-best>

After the utilization of the internet, retail shopping has enlarged tremendously in the present years and had an intense effect on the shopping procedure for so many customers. In online buying behaviour customers are browsing websites for goods and services to search, select, purchase, and order to satisfy their needs, wants, and desires. It is one type of behaviour that is affected during the buying process through the internet.

A wide range of differences between online and offline shopping channels. The online shopping channel was the untouchable channel. Most of the population likes online shopping because of various benefits. Offline shopping has been alive since the alive of mankind, which provides its peculiar advantage to the consumers.

The word 'Phygital' has been created and trademarked in 2013 by the Australian agency Momentum. It is a combination of the terms 'physical' and 'digital' and is a bit of this new World Wide Web era, since commodities are not only offline or online nowadays they are both, at the same time.

Phygital (physical plus digital) is a marketing word that delineates merging digital experiences with physical ones. Phygital marketing is the fusion of virtual and

physical experiences, brought together to advantage the customers. It is about seamlessly integrating marketing efforts across real-life and digital spaces.

<http://magikbook.com/2019/01/10/what-the-heck-is-phygital-marketing/>

OBJECTIVES

1. To study the buying behaviour of girls towards lingerie.
2. To study the online and offline lingerie buying experience of college girls.
3. To find out the convergence of digital and physical buying of lingerie and trace out the emergence of phygital marketing of lingerie.

JUSTIFICATION

Lingerie plays a very major role in fashion today. India has a larger proportion of the young population who is demanding, fashion-conscious, and embrace newer styles readily. Young shoppers are very upbeat and upfront about their lingerie fashion and trends. Thus this study proposes to find out millennial consumer buying behaviour and study and compare the online and offline lingerie buying experience and phygital marketing of lingerie among college-going students.

DELIMITATIONS OF THE STUDY:

Only college girls of age group ranging between 20-25 years of MPUAT, Udaipur district, Rajasthan considered for the present study.

IMPLICATIONS OF THE STUDY:

The study helpful in

- Providing valuable insight to the lingerie marketers with regards to consumer behaviour.
- Learning about the factors which affect lingerie shopping both online and offline.
- Knowing about the lingerie buying experience amongst girls of Udaipur.
- Finding out the difference between online and offline shopping experiences.
- Knowing about the problems encountered in online and offline lingerie purchases.
- Understanding the impact of phygital marketing in the lingerie buying experience.

OPERATIONAL DEFINITION

Buying experience:

Buying experience include the entire experience that the buyer has as they move from the buyer's psychology to the information they consume, to the interaction they have during the buying process.

Phygital marketing:

Phygital (physical plus digital) is a marketing term that describes blending digital experiences with physical ones. Phygital marketing is the combination of digital and real-life experiences, brought together to benefit the consumer. It is about seamlessly integrating marketing efforts across the physical and virtual spaces.

REVIEW OF LITERATURE

The review of literature is a very important process of the related subject of objectives and these reviews sort out the problem of the current topic. The topic name is “**phygital buying experience of lingerie among college going girls**”. The objectives are as follows:

- 2.1 Lingerie
- 2.2 Buying behaviour of girls
- 2.3 online and offline buying experience of college girls
- 2.4 Phygital marketing of lingerie

2.1 LINGERIE

Intimate wear and nightdresses were parts of the kind of clothing called lingerie. Innerwear was underwear or just a garment that was directly synonymous with ladies. Nowadays, there are more personal purposes that a female think about buying outfit and material like lingerie's. Fulfilling and gorgeously founded lingerie's have an upbeat outcome on human thought and physique shape. Lingerie does not just wear individually it also provides self-confidence and self-fulfilment to that person. Lingerie's are also designed to make women feel comfortable.

(<https://lacenlingerie.com/category/articles/>).

The lingerie market has increased over the years and the need for these items has enlarged. The bra was the most marketing lingerie product. The choice of measurements for females to select from was more different than in the previous. The thought of selecting bras has moved from size to size. Intimate things have enhanced a selling point in apparel sales, many retailers in catalogues, stores, and e-companies are providing enlarged choices. Vendors notice that lingerie has greater benefit sides than regular clothes, and as such are spending more money and time in retail. Current lines of undergarments are being displayed and worn-out intimate things are being renovated. Rivalry within the lingerie field is increasing. As such manufacturers and retailers are moving their target to particular niche lingerie products.

(<https://www.marketresearch.com/Consumer-Goods-c1596/Consumer-Goods-Retailing-c80/Lingerie-c1889/>).

2.2 BUYING BEHAVIOUR OF GIRLS

Grant and Stephen (2005) research teenagers were buying behaviour and social factors that influence buying decisions on fashion clothing. This age group was much fashion conscious. Peer groups and parents were fully influenced to buy the brand name and its association. Age and experience transform the buying process and opinion.

According to Solomon (2006), customer behaviour was referred to as the survey of the procedures concerned when groups or individuals choose, buy, utilize or dispose of goods, services, thoughts, or experiences to fulfil wants and requirements. An individual who has mentioned his or her readiness to get products or services from a distributor with the intent of paying for them is called a Consumer.

Dixon (2007) said in social factors, media was most influenced than peers and family for dress and appearance. In psychological factors, fashion leadership having the highest influencers for dress and appearance.

Now-a-days children are very well known about brands and also use the branded products. According to their taste, need, style, and preferences they select the branded products and also improve their decision making. At this age family fully influencing children buying behaviour. Nithala Vincent (2007).

Rath *et al.* (2008) survey that purchase behaviour was eventually a study of consumption, which was the help of a resource and goods. The most frequently acknowledge elements in the customer decision-making procedure were desires, needs, intrinsic elements, and extrinsic elements. The needs and wants were slightly equivalent and there were certain differences. There were various intrinsic and extrinsic elements, such as viewpoint and merchandising that impact the customers buying decisions.

Consumers buy goods and services to satisfy their wants and needs psychologically. Consumer buying behaviour in shopping select, buy, use and dispose of goods and services. Fashionable consumers buy goods to show their personality or self-esteem. The researcher conducts survey on the socio-economic status of consumer buying behaviour through retail outlets. Here he took five views of behaviour that was quality, product criterion, product performance, price, and promotion. The data was collected from emails through friends and colleagues and

480 respondents were collected. The data was collected and analyzed and SPSS used for the statistical procedure. Leena et al (2013).

Nirbhan and Sarvanan (2013) study on female buying behaviour throughout the buying decision of their apparel sector. According to age and occupation markets demand their apparel along with likes and dislikes. The other buying behaviour factors were cultural, tradition, and occasion was also much essential for the female apparel sector.

The motive of this study was to explore internal and external buying decision influence on the consumer. This study was conducted in two parts. The first part consists of demographic characteristics which were gender, marital status, age, occupation, monthly income, and the second part study on consumer buying behaviour. Hemanth et al (2014).

Alexandra et al (2015) study on 'Psychological and Social Factors of Fashion Consciousness: An Empirical Study in the Luxury Fashion Market'. This study mainly focuses on psychological and social factors. In that, the researcher takes the age group of 18-23, 24-29, and 30-35. Psychologically they study on the age group of 18-23 about self-monitoring and self-concept how to affect fashion consciousness and the same way a social factor in that media exposure was the positive vibe to younger's the age group of 24-29 and 30-35 influence on fashion consciousness.

Agu and Onuoha (2016) product fitting as the more essential element in the fashion buying process. The survey also provides that the psychological factors attitude, perception, self-concept, personality, and motivation were consumer behaviour. The survey was suggested that production emphasis on products fit for consumers.

Ramya and Mohamed Ali (2016) explained factors influencing consumer buying behaviour. Under this they said about cultural factors were set by norms, roles, and regulations within the family religion society (culture, sub-culture, social class). Social factors (family were two types joint (small) and nuclear (big), the reference group was a group of people. These people fully influenced to individual values, behaviour and attitude, role and status). Personal factors (age, occupation, lifestyle, personality). Psychological factors (motivation buy the goods and services whatever they want to satisfy individual needs, perception, learning, beliefs, and attitude).

Economic factors (personal income, family income, income expectations, liquid assets, government policy).

The outcome of the survey stipulates that the female students received their apparel knowledge from the media, peers, family members, fashion leaders, store displays, and salespersons. The powerful psychological and social elements that affect the opinion of apparel among female students were found to be body image and media. Besides the outcome exhibited that colour and fit were among the more essential characteristics of apparel considered by the female students. It is suggested that as much as female students would want to attire like their epitome, they should be suggested by teachers, parents, and fashion experts to accept apparel practices that conform to the social morals and cultural humility in apparel excellence. Thomas et al (2016).

Neetu Singh (2018) come out with brand experience has classified as sensory, affective, intellectual, behavioural, and positively change customer self-satisfaction and loyalty. The lingerie brand experience was mostly affected by women, personally external looks along with self-confidence and self-image. According to age and occupation, the lingerie brand experience is done on women buying behaviour.

The personal factors were age, occupation, income, lifestyle, and personality was more important for the consumer buying decisions. Njigna (2018).

Mukesh (2019) simply said consumer buying behaviour was the need of the consumer. In that, some strong points were who what how they buy. The outcome gave so much information to the consumer for the buying process and they were different from surrounding variables, demographic and income is some patterns of buying behaviour. This research paper focuses on some effects of buying behaviour were personal traits and perception, personality and motivation and some external factors were families, social, cultural, and religion. These factors were affected in three steps: before buying, during buying, after buying. Brand, social status individual educational qualification, monthly income was affected before buying. Price, packing review, value price, and comparison with other brands were affected during the purchase. Marketers pick out good advertisements to change the consumer thinking process on brand awareness.

2.3 ONLINE AND OFFLINE BUYING EXPERIENCE OF COLLEGE GIRLS

Joanne et al (2007) the in-store environment of lingerie and the special carnal think up of every girl buyer integrate to guide that customer practices for lingerie will be different out of other clothes. The fashion-conscious and non-fashion-conscious companies have identical homogeneous concerns together with a fit, product quality, style, and store atmosphere in buying lingerie.

Indrila and Rupa (2014) study has investigated the purpose of different components on an individual's online selection, such as geography and store accessibility, risk and online shopping benefits, typology of digital stores, enjoyment and trust in Web sites, gender differences in attitudes toward internet shopping.

Neetu Singh (2014) explained about three lingerie brand experiences were product experience, shopping and service experience, consumption experience. Under product experience study on price, style, brand name, product fit, product quality, product fabric, product colour. Second one shopping and service experience under this study on convenience, location, store atmosphere, nature of the store, and customer service. The third was consumption experience this category study was on advertising, brand, and ambassador.

Preliminary surveys convey that knowledge of product price, product quality, service quality, and threat fully affect the perceived value and purchasing intention in the traditional and virtual network. A Survey of physical and digital consumers can be evaluated to see how value was constructed in both channels. It was previously to estimate what elements influence the digital and physical shopping decision process. This survey aims to give an opinion of the digital shopping selection procedure by measure the online and offline opinion building and recognizing the components that motivate buyers to elect whether to do virtual shopping or go for traditional shopping. The survey finds that girls were more into digital shopping than boys. In the last two years as the population was more aware of the technology, online shopping increased immensely. The respondents answer that they will intimacy to buy from digital shopping if only the cost of the product was lower than the market. Components influencing digital Shopping were risk, convenience, anxiety, previous online experience, pricing policy, quality, online trust, and tangibility of the product,

delivery time, income, taste and preferences, information, variety, discreet shopping, offers, available products, and services. Components influencing traditional Shopping were less number of choices, time-consuming, information, authenticity, taste and preferences, and bargaining. Puja (2015).

Fitting and texture of garment, maintenance, care, and quality of overall products were the most essential components while buying apparel. Most teenagers have more confident feelings towards digital apparel buying. Rupal and shanu (2016).

Aparna (2017) study intends to discover what components help in build-up trust in the procedure of shopping along with online digital mediums. They were then evaluated by a call on them to discover the elements because of which, they have established a few degrees of 'trust' found on the e-commerce sites. A whole of twenty digital shopping websites was given to them to study the components that led to the strengthening of trust in the buying procedure and proceedings build by them. The design of this study is to give perception into basic procedures that were linked to online buying. The research by twenty-seven teenagers had been involved in recognizing desire and taste in the cases of digital purchase. The research also attempts to acknowledge the various troubles faced in the purchasing activity. The study winds up that numerous components were answerable for structured trust for digital buying from a peculiar website.

Raja and Sabyasachi (2017) the buyer preferences vary based upon their choices towards internet shopping versus traditional shopping. Online and offline shopping both have their benefits and flaws. Digital shopping doesn't need moving lengthy spaces, varieties, working 24*7, discounts, and increase the facility of buyer reviews. Offline shopping allows buyers to touch and feel the products. Buyers may be used both the internet and offline mode of shopping hang on their choices at a distinct region, which results in basically two different types of shopping. This survey tries to provide some differences between digital and physical shopping behaviour.

Day-by-day competition increased, so it retailers very difficult to provide convenience shopping to customers. In this study, they took 300 respondents from a retail shop. After collecting the data they analysed and concluded that location, salesperson, product layout, and customer services are very essential to provide convenience shopping. Kezia et all (2019).

2.4 PHYGITAL MARKETING OF LINGERIE.

Azhari and Bernet (2015) investigated on use of digital technology in physical stores and its impact on the customer decision-making process. In this study, digital technologies were explained very well. Those were RFID (radio frequency identification) technology has tags and barcodes attached to products. When scan the tag or barcode of products directly matches the customer profile. Tablets or iPad were used for payment and some stores were used for reviews. Smart mirrors or virtual garment fitting systems permit customers to try clothes on smart mirrors. These interactive technologies were very useful to customers to try their products whatever want without physical interactions. The target age group of this study was 18, the data was collected through computer aided personal interview (CAPI). The awareness of digital in-store technology in this study was video screens 73%, digital in-store displays 71%, free Wi-Fi 65%, interactive kiosks 56%, tablets or iPad's 39%, interactive walls 21%

The development of the latest technologies, the World Wide Web, and investigation for more individualized and altered shopping occurrences have affected the increase of ROPO (Research Online, Purchase Offline) shopping. With the more retailers splitting the list of their goods on their webpage, with or without the possibility to order digital, customers have attached a modern step to their customer's tour by researching online before buying offline. ROPO is entitled to research products or check the size or colour accessibility before attempting it and purchasing it in the storeroom (Bergère et al. 2016).

The well-known Professor Philip Kotler wrote that he is influenced by the gospel that so many citizens were straightforwardly becoming corporeally and psychologically dependent on digital shopping. He exhibited, among other features that: differentiated to offline buying like U.S. shopping centers, malls, and store-based retailers and the rate of digital purchasing was developing indeed fast-moving. The number of storerooms self-reliant of digital will be minimized by a Darwinian process of the continuity of the relevant, there were few choices of the continues stores such as: recommending both offline buying and virtual buying, providing more personalized facility, developing community, using BOPIS(buy online pick-up in-store), etc. It is mandatory to sufficient responses to the current threat represented by Smartphones, taking into account the increasing frequency and intensity with which consumers need a low-cost. (Kotler, 2017)

These days' customer buying processes have changed with the possibility of smartphones, tablets, and the internet. The individuals find the right product, offers, recommendations, and discounts with the help of apps and websites anywhere and anytime. In the present situation, customers are not just shopping online, but are blending their digital and physical shopping practices. There are various channels convenient to buyers and they, at a time, access one channel while in the midway of another channel, like retrieve a mobile app from a store. Brick and mortar (B&M) marketers also face an endless challenge from e-commerce retailers, who work with lower elevated costs and come up with the best deals to buyers on every purchase. A correct Omni channel plan as a tool for the full combination of the physical and the digital customer shopping experience. Rajan et al (2017).

Ajay and Aesha (2018) Phygital marketing was the integration of virtual and real-life exercise, put forward side by side profit to the customer. It is about the harmonious combination of business efforts over the offline and online areas. ROPO (research online purchase offline) like price, styles to check-in online buy in offline. In opposite to ROPO, showrooming defines product search offline like fitting, size, feel, touch, and buy-in online. So many online companies going phygital like Zivame, Lenskart, Myntra, Nykaa, Flipkart, Amazon and physical become digital like the point of sale system, digital payment, mobile coupons.

The investigation was taken three elements of interrelationship: physical, digital, and phygital. By using these three dimensions on designing acculturated phygital experience. Francesco Zurlo et al (2018).

The retailers facing increasing their customer shopping experience. So digital experience with physical gave seamless experience to retailers to improve their shopping experience. Theodor Purcarea (2018).

Vidushi (2019) provides information related to advanced technologies shown seamless experience to customer buying behavior and also explained Omni-channel stories like Nike, Macy's strategy, Bestseller India, and shoppers stop these gave customer seamless experience both online and offline. In nowadays most of the stores used digital technology like Flipkart, Amazon, Snapdeal, Jabong, brick motor stores used magic mirrors its gave dress outfit without browsing touch the products customers to swipe. Interactive technologies like mobiles, laptops, electronic devices are used both online and offline.

METHODOLOGY

The chapter discussed about the procedure of research work, tools and techniques of present research topic **“Phygital Buying Experience of Lingerie among College Going Girls”** according to the objectives used for collection and analysis of data. The methodology chapter discussed some of the following headings:

3.1 Research design

3.2 Locale of the study

3.3 Selection of the sample

3.4 Development of research tool

3.5 Procedure of data collection

3.6 Analysis of data

3.1 RESEARCH DESIGN

Descriptive research design applied to evaluate the buying behaviour and the online and offline buying experience and phygital marketing of college girls regarding lingerie.

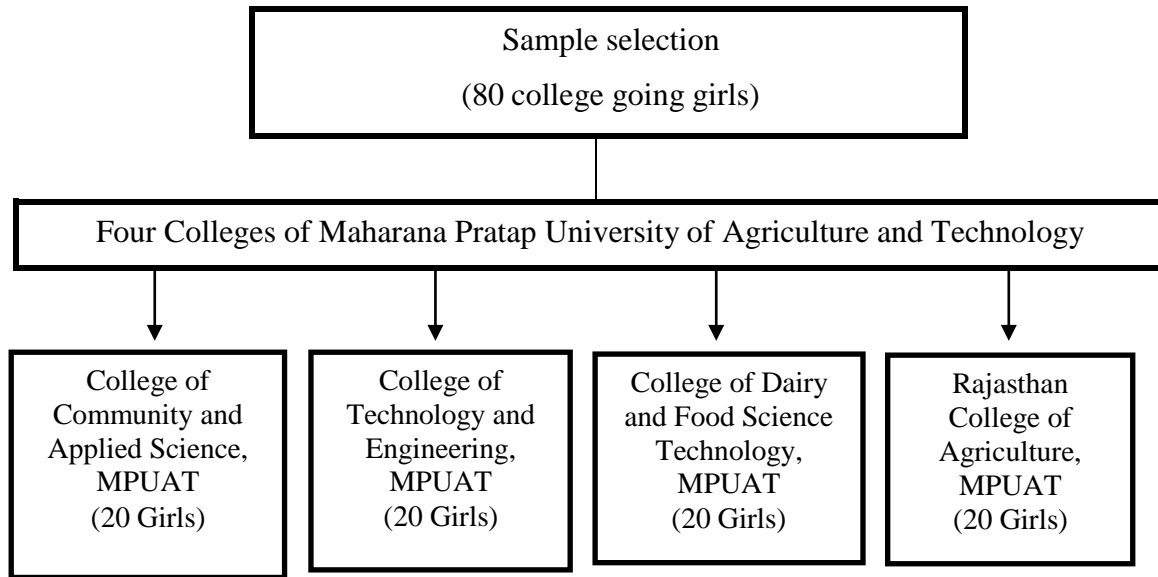
3.2 LOCALE OF THE STUDY

The study conducted in College of Maharana Pratap University of Agriculture and Technology, Udaipur city (Rajasthan). Under this university we took four colleges i.e. college of community and applied science, college of technology and engineering, College of Dairy and Food Science Technology and Rajasthan College of Agriculture.

3.3 SELECTION OF THE SAMPLE

For the sample selection, college girls of 20-25 years from Maharana Pratap University of Agriculture and Technology, Udaipur district, Rajasthan selected. From each college 20 girls selected to form a total sample of 80 girls. Respondents selected by random sampling method.

Flow chat of sample selection



3.4 Development of research tool

For the present study, the **structured survey questionnaire was developed according to the objectives** and used for data collection. The 4 point Likert scale ranging from (Always-4, Frequently-3, Sometimes-2, and Rarely-1) used in the first objective and 5 point Likert scale (Strongly agree-5, agree-4, Neutral-3, disagree-2, and strongly disagree-1) used in the second objective and multiple questions used in both third objective and demographic profile. After that questionnaire developed according to the current study and given to experts and changed the modifications according to expert suggestions. The questionnaire will consist of two sections.

Section I: This part will consist of background information of respondents which includes name, age, qualification, source of income, family type, family occupation, family monthly income, lingerie products do you use, money spent on lingerie products, ensure the quality of lingerie products, buy lingerie from any particular brand, from which brands do you buy lingerie products and from which source of information do you get to know about the lingerie products.






Section II: In this section question related to objectives

3.4.1 In this section questions related to the buying behavior of college-going girls related to lingerie. Under buying behavior psychological, social, cultural, and economic factors related questionnaire developed by using 4 point Likert scale.

3.4.2 In this part question related to online and offline lingerie buying experience which includes the following

- **Product experience:** Product price, style, brand name, fit, quality, fabric, color.
- **Shopping and service experience:** convenience, risk, past and present shopping experience, mode of payment, quality, online trust, tangibility of the product, delivery time, variety, offers, available product and services, authenticity, time, information, taste and preference, bargaining, location of store, shopping ambience, nature of store, customer service.

3.4.3 In this part question related to the convergence of digital and physical buying of lingerie and trace out the emergence of phygital marketing of lingerie: which include the following

- When do you use digital channels in your lingerie purchase, seen any of the lingerie brands use any one of the interactive technologies in the physical store for giving a seamless in-store experience to you, spend time researching lingerie products and prices online, the websites of the lingerie brands feature videos that show the way an item fits the body, seen virtual shopping kiosks in any of the physical stores of various brands, payment mode do you use while paying the bill, received any product and service recommendations on social media (Facebook, Instagram, Twitter, etc.) and during internet browsing, based on your lingerie browsing history, and aspects of a brand prompt you to purchase lingerie.
- Buying lingerie which of the strategies do you adopt like,
 -  Research online and buy offline in a physical store
 -  Go to a physical store to check the fit, fabric, color, and quality in the trial room and then shop online
 -  Follow social media (Facebook, Instagram, website advertisements, etc.) feeds/recommendations on sales/ events and visit store for purchase of a product
 -  Follow 'Influencers' on social media and try the product either online or offline
 -  Buy offline and use their online coupons

3.5 Procedure of data collection

The data was collected by the researcher by using the survey method.

3.6 Analysis of data

The data was obtained and analysed through appropriate statistical methods. Suitable statistical analyses as per the objectives of the study done were as follows:

- Frequency and percentage used for demographic profile and third objective
- Average, standard deviation and F-test used to find out the P-value in demographic profile (See if there is any significant difference between age group, education, job mode, family type, and salary mode, money spend on lingerie products, quality of lingerie products)
- The first objective used a factorial analysis method based on the two-way classification or two-factor analysis method to evaluate P-value.
- The second objective used the Chi-square test, to test the significant difference between observed and expected values and also evaluate P-value to find the significant difference between online and offline.
- The third objective used F – test to find out the P-value

Statistical formulas

Percentage:

$$percentage = \frac{Value}{Total\ value} \times 100$$

Average:

$$Average = \frac{Sum\ of\ all\ the\ observations}{Total\ no.of\ observations} = \frac{\sum x}{n}$$

Standard deviation

$$SD = \sqrt{\frac{\sum x^2}{n} - \bar{x}^2}$$

Here, x= variable

Mean percent score

$$MPs = \frac{Mean\ score}{Maximum\ score} \times 100$$

Chi-square test:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i} \sim \chi^2_{(r-1)(c-1)} \propto \%$$

O_i = observed value

E_i = expected value

$\chi^2_{(n-1)} \propto \%$ = χ^2 – table value with (n-1) degree of freedom at $\propto \%$ level of significance

r = no. of. Rows

c = no. of. Columns

\propto = level of significance. Here it is taken as 5%

χ^2 = calculated value

χ^2 - p value is the critical value of the Chi-square test

If χ^2 - p value is < 0.05 then there significant difference between categorical variables. Otherwise there is no significance difference between categorical variables.

F-test: To test the homogeneity of two variances can use the F-test.

$$F = \frac{\text{variance of the group means}}{\text{mean of the within group variances}}$$

$$F = \frac{S_1^2}{S_2^2} \sim F_{(n_1-1, n_2-2)} \propto \%$$

S_1, S_2 = two variances

F= calculated value

$F_{(n_1-1, n_2-2)} \propto \%$ = table value with $(n_1 - 1, n_2 - 2)$ degree of freedom with at $\propto \%$ level of significance

If calculated value is greater than the F-table value then we reject our null hypothesis, otherwise we accept our null hypothesis.

n_1 , n_2 = sample size of 1st and 2nd sample

Factor analysis:

When we test the significant difference between several means can test by using factor analysis. In my experiment, I used one-factor and two-factor analysis method.

- One-factor or one-way analysis: one source of variation between observations can test use the one-factor analysis i.e., applied for significance between within the observations.
- Two-factor or two-way analysis: two source of variation can be tested we use the two-factor analysis i.e., applied for significance difference between within the observations and between observations.

RESULT AND DISCUSSION

The most important work in the research was results and discussion. This unit was dealing with the objectives of the present study. The present study was **“Phygital Buying Experience of Lingerie among College Going Girls”**. The results from the objectives have been organized and analysed the data. The obtained results have been discussed under the following sections:

4.1 SECTION I

4.1.1 Demographic profiles of the girls

4.1.2 General information of the lingerie

4.2 SECTION II

4.2.1 Study the buying behaviour of girls towards lingerie.

4.2.2 Study the online and offline lingerie buying experience of college girls.

4.2.3 Find out the convergence of digital and physical buying of lingerie and trace out the emergence of phygital marketing of lingerie.

4.1 SECTION I

This section discussed the demographic profile and general information of the lingerie.

4.1.1 Demographic profiles of the girls

Demographic profiles of the respondents were discussed in this segment. This part consists of name, age, and educational qualification, source of income, family type, family occupation, and family monthly income and how much do you spend on lingerie products per year, and how you ensure the quality of lingerie products. These all demographic profiles of the respondents were discussed briefly.

Table 4.1: Demographic profile of the girls

S.No	Aspects	Categories	F	%
1.	Age	20-21	5	6.25
		21-22	11	13.75
		22-23	15	18.75
		23-24	16	20
		24-25	33	41.25
2.	Qualification	UG	35	43.8
		PG	34	42.5
		PHD	10	12.5
		Another	1	1.2
3.	Source of income	Scholarship/education	17	21.25
		Pocket money from home	42	52.5
		Self employed	8	10
		Service	7	8.75
		Any other	6	7.5
4.	Family type	Joint	19	23.75
		Nuclear	61	76.25
5.	Family occupation	Government job	37	46.25
		Private job	16	20
		Business	15	18.75
		Anyother	12	15
6.	Family monthly income(in Rs)	less than Rs 20,000Rs	11	13.75
		20,000 - Rs 40,000Rs	18	22.5
		40,000 - Rs 60,000	21	26.25
		Moe than Rs 60,000	30	37.5
7.	Spend on an average per year on your lingerie products	less than Rs500	4	5
		Rs500-1000	22	27.5
		Rs1000-2000	32	40
		more than Rs2000	22	27.5
8.	Ensure the quality of lingerie products	Appearance	24	30
		Price	5	6.25
		Brand	42	52.5
		Reviews	9	11.25

Age

Table 4.1 revealed that the majority of age group 24-25 responded 41.25%, whereas 20% responded 23-24 age group, 18.75% responded in 22-23 age, and 13.75 responded in 21-22 age group, least respondent's age group was 20-21 belonged 6.25%.

Educational qualification

Table 4.1 represents 43.8% of the UG girls responded in this survey, 42.5% responded PG girls, 12.5% of the respondents from Ph.D., and 1.2% from other respondents.

Source of income

Table 4.1 showed that the respondents got the source of income from home 52.5 percent, scholarships or education 21.25 percent, self-employed 10 percent, services 8.75 percent, and any other 7.5 percent.

Family type

Further revealed that 76.25% of the majority family type was nuclear, and 23.75% of the respondents were from joint families.

Family occupation

The table revealed that the majority of the family occupations respondents were 46.25% government job, family occupation of the respondent 20% were private job and 18.75% of the respondents family occupation were a business, family occupation of the respondents were 15% other like a farmer.

Family income

The respondents of the family income majority were 37.5% (more than Rs 60,000), family income Rs40,000-60,000 of the respondents was 26.25%, family income Rs20,000-40,000 of the respondents was 22.5%, and family income less than Rs 20,000 of the respondents was 13.75%.

Spend money on lingerie

The respondents spend on an average per year on lingerie products were 40% that was Rs 1000-2000, and 27.5% of the respondents spend on lingerie products were both Rs 500-1000 and more than Rs 2000 per year, least 5% of the respondents from less than Rs 500.

Quality of lingerie

The respondents ensure their quality of lingerie products were 52.5% of the brands, 30% of appearance, 11.25% of reviews, and 6.25% of the price.

4.1.2 General information of the lingerie

This segment discussed general information on lingerie.

4.1.2.1 Utilization of lingerie products

The segment discussed regular and sometimes utilization of lingerie products among college-going girls like bra, panties, camisole, nightdress, Thermals, Lounge pants, Pyjama, Sleepshirt, Stockings, Night suits, Shapewear, Bathrobe, Yoga pants.

Table 4.2 revealed that most of the respondents regularly used lingerie products were panties(90%), bra(85%), pyjama(71.25), night dress(51.25), night suits(35%), sleep shirt(35%), lounge pants(28.75), lounge shorts(21.25), bathrobe(18.75),camisole(15), yoga pants (13.75), thermals (10), stockings (7.5%), others (7.5%) and shape wear(3.75%).

Table 4.2: Utilization of lingerie products

S.no	Aspects	Regular (f)	%	Sometimes (f)	%
1	Bra	68	85	6	7.5
2	Panties	72	90	2	2.5
3	Camisole	12	15	33	41.25
4	Night dress	41	51.25	21	26.25
5	Thermals	8	10	39	48.75
6	Lounge pants	23	28.75	31	38.75
7	Lounge shorts	17	21.25	31	38.75
8	Pyjama	57	71.25	12	15
9	Sleep shirt	28	35	23	28.75
10	Stockings	6	7.5	35	43.75
11	Night suits	28	35	27	33.75
12	Shape wear	3	3.75	37	46.25
13	Bathrobe	15	18.75	20	25
14	Yoga pants	11	13.75	32	40
15	Other	6	7.5	32	40

similarly sometimes used lingerie products were thermals(48.75), shape wear (46.25%), stockings (43.75%), camisole (41.25), yoga pants (40%), others (40%), lounge pants (38.75%), lounge shorts (38.75%), night suits (33.75%), sleep shirt (28.75%), night dress (26.25%), bath robe (25%), pyjama (15%), bra (7.5%) and panties(2.5%).

4.1.2.2 Buying lingerie from a particular brand

This category discussed college girls were lingerie buy from any a particular brand.

Table 4.3 Frequency and Percentage distribution on buying of lingerie from particular brand

S.No	Buying of lingerie from particular brand	Frequency	Percentage
1.	Yes	57	71.25
2.	No	23	28.75

Table 4.3 conveys that 71.25% majority of the respondents were buying lingerie from a particular brand. Only 28.75% of respondents bought non-branded lingerie products.

4.1.2.3 Preference of brands for buying lingerie products

The college-going girls have been preferred to buy branded lingerie products were discussed in this section. The brands gave confidence to a consumer regarding durability, colourfastness, and quality. Some names of lingerie brands were Clovia, Zivame, Lovable, Enamor, pretty secret, jockey, Leo, and others.

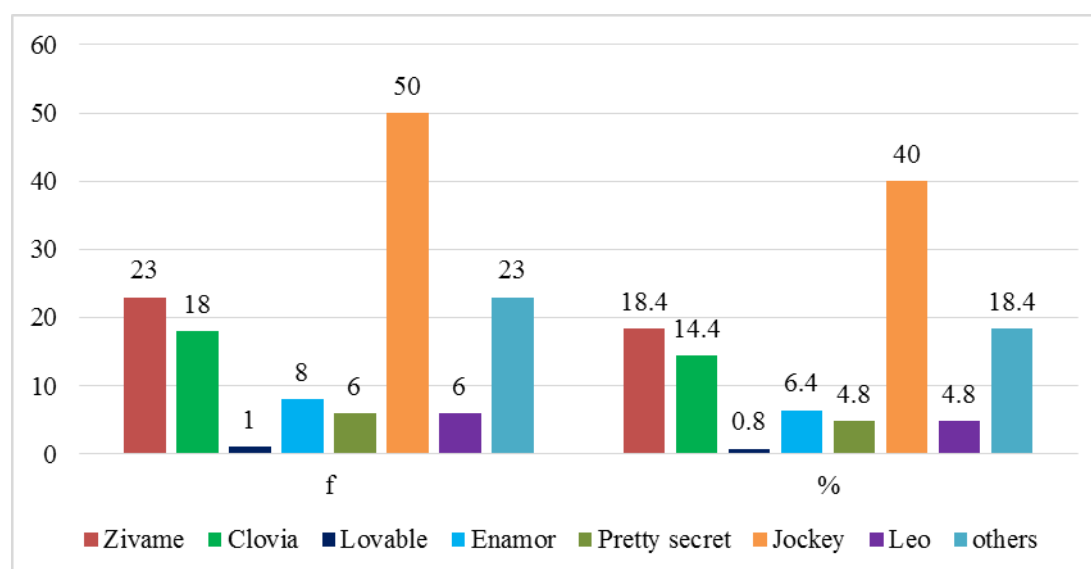


Figure 4.1 Frequency and percentage distribution on Preference of brands for buying lingerie products

Figure 4.1 portrays that the respondents preferred to bought jockey (40%), 18.4%Zivame, 14.4% Clovia, 6.4% Enamor, 4.8% of the respondents were buy both the brands were pretty secret, and Leo and other brands prefer 18.4%.

4.1.2.4 Source of information

This section discussed from which source of information college-going girls have known the lingerie products.

Table 4.4 Source of information on lingerie

Source of information	Frequency	Percentage
Relatives	15	18.75
Friends	37	46.25
Neighbours	5	6.25
T.V.	27	33.75
Radio	1	1.25
Internet	47	58.75
Magazines	21	26.25
News paper	8	10
Facebook	15	18.75
Instagram	30	37.5
Twitter	2	2.5
WhatsApp	7	8.75
Exhibitions	5	6.25
Others	7	8.75

Table 4.4 narrates most of the respondents were gain knowledge about their lingerie product information through the internet (58.75%), friends (46.25%), Instagram (37.5%), T.V.(33.75%), and 26.25% magazines.

4.2. Section II

4.2.1 Buying behaviour of girls towards lingerie

The buying behaviour factors like psychological, social, cultural, and economic factors of college-going girls have been described as related to lingerie in this segment.

4.2.1.1 Psychological Factors

This section discussed the psychological factors of respondents that were related to lingerie buying behaviour. The data was collected concerning a good sales pitch by salesman prompts me to buy expensive lingerie products, the window display in a store attracts me to the merchandise and prompts me to buy, my self-confidence improves upon

wearing lingerie products that fit my body well, lingerie products were one of the most important ways I have in expressing my individuality, although my lingerie products were similar to what everyone else wears, it is how I wear that makes it different from other students on campus, I compare the quality proportionate to the price, I use more time and effort to buy the best quality lingerie products, I select lingerie products that emphasizes body part(s) I want, and I select colour, style, and fabrics that minimize my dissatisfied body parts.

Table 4.5 Mean scores of psychological factors

S.No.	Statements	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
1.	A good sales pitch by salesman prompts me to buy expensive lingerie products.	2.45	2.6	2.4	2.8
2.	The window display in a store attracts me to the merchandise and prompts me to buy.	3.15	2.6	2.5	2.95
3.	My self-confidence improves upon wearing lingerie products that fit my body well.	4.55	4.5	4.15	4.1
4.	Lingerie products are one of the most important ways I have in expressing my individuality	3.6	3.65	3.4	3.35
5.	Although my lingerie products are similar to what everyone else wears, it is how I wear that makes it different from other students on campus	3.55	2.7	3	3
6.	I compare the quality proportionate to the price	4.35	4.15	4.3	3.95
7.	I use more time and effort to buy the best quality lingerie products	3.85	3.9	3.7	3.9
8.	I select lingerie products that emphasizes body part(s) I want	3.3	3.3	2.9	3.85
9.	I select colour, styles and fabrics that minimize my dissatisfied body parts	3.55	3.05	3.15	3.4

Table 4.5 depicts that in statement number 1 the mean score of the respondent between the colleges was RCA mean score was 2.8 followed by CTAE mean score was 2.6 followed by CCAS was 2.45, and the mean score of 2.4 was CDFS. All the scores neared to score sometimes (3). So all the four college respondents were a good sales pitch by salesman prompts me to buy expensive lingerie products sometimes. But RCA College was most attracted and followed by a salesman.

Statement number 2 revealed that the mean scores of the colleges were CCAS was 3.15 mean score, RCA was 2.95 mean score, CTAE was 2.6 mean score and 2.5 mean score was CDFS. The second statement all scores here also near to sometimes score. So all the four college respondents here window display in a store attracts me to the merchandise and prompts me to buy sometimes. But more attracted to window displays to buy lingerie products the CCAS college respondents. The statement number 1 and 2 both were near to score sometimes (3).

Table 4.5 further revealed that the statement number 3 my self-confidence improves upon wearing lingerie products that fit my body well mean scores were the CCAS college was highest mean score 4.55, followed by CTAE college was 4.5 mean score, followed by 4.15 mean score was CDFS college respondents and finally RCA college respondents were 4.1 mean scores. Here both the mean scores CCAS and CTAE neared score always (5), and both the mean scores CDFS and RCA neared score frequent (4). So the CCAS and CTAE respondents were self-confidence improves upon wearing lingerie products that fit my body well always. Another both the colleges CDFS and RCA respondents were frequently self-confidence improves upon wearing lingerie products that fit the body well. But the statement number 3 highest mean score of college was CCAS (4.55).

The statement number 4 lingerie products were one of the most important ways I have in expressing my individuality revealed that the mean scores of colleges were CCAS College was 3.6 mean score neared score always (4), CDFS College was 3.65 mean score near score always (4), CTAE College was 3.4 mean score near to sometimes score (3) and 3.35 mean score was RCA College near to sometimes score (4). The CCAS and CTAE respondents always used lingerie products to express their individuality, and the same way CDFS and RCA respondents sometimes used lingerie products to express their individuality. But the CCAS respondents have more using lingerie products to express their individuality.

Table 4.5 represented statement number 5 that although my lingerie products were similar to what everyone else wears, it was how I wear that makes it different

from other students on campus mean scores of the colleges were CCAS college was 3.55 mean score near to frequently score (4), followed by both CDFS and RCA college girls were mean score 3 neared to sometimes score (3) and 2.7 mean score was CTAE college near to sometimes score (3). The CCAS college respondents frequently followed statement number 3 and the other three colleges were CTAE, CDFS, and RCA, followed by statement number 3 sometimes. The CCAS College respondents have similar lingerie products compare to other college respondents, but they wear differently on campus.

Statement number 6 I compare the quality proportionate to the price revealed that the respondents mean scores were CCAS College was 4.35 mean score, followed by CDFS College was 4.3 mean score, followed by CTAE College 4.15 mean score and 3.95 mean score was RCA College. All the college's mean scores neared to score frequent (4). The CCAS College was more compare the quality proportionate to the price.

Table 4.5 further revealed that the mean scores of statement number 7 I use more time and effort to buy the best quality lingerie products were both CTAE and RCA college respondents were 3.9 mean scores and mean score of CCAS college respondents 3.58, followed by 3.7 mean score of CDFS college respondents. The entire mean scores near to frequent score (4). The CTAE and RCA respondents used more time and effort to buy the best quality lingerie products compared to CCAS and CDFS respondents.

Statement number 8 I select lingerie products that emphasize body part(s) want revealed that the mean scores of different colleges were 3.85 mean score of RCA respondents near to frequent score (4), followed by both CCAS and CTAE respondents were 3.3 mean score near to sometimes score (3) and 2.9 mean score of CDFS respondents were near to sometimes score (3). The RCA College respondents have frequently selected their lingerie products that emphasized body parts wherever they want. The other three colleges of CCAS, CTAE, CDFS, were selected their lingerie products that emphasized body parts wherever they want sometimes.

The statement number 9 I select colour, style, and fabrics that minimize my dissatisfied body parts revealed information from 4.5 table that means scores were CCAS college was 3.4 mean score neared score frequent (4), followed by RCA college was 3.4 mean score near to sometimes score (3), followed by CDFS college was 3.15 mean score neared to sometimes score (3) and 3.05 mean score of CTAE college near to sometimes score (3). The CCAS College frequently and the remaining

three colleges have sometimes CTAE, CDFS, RCA selected their colour, style, and fabric that minimize their dissatisfied body parts.

Believe in brands

The brands gave quality, trust, and comfortable to customers. This section discussed college-going girls have been believed in brands or not.

Table 4.6 Frequency and percentage distribution on the basis of girls were believe in brands yes or no

S.No.	Believe in brands	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
1	Yes	20 (100%)	20 (100%)	18 (90%)	18 (90%)
2	No	0 (0%)	0 (0%)	2 (10%)	2 (10%)

Table 4.6 describes both CCAS and CTAE respondents were believed in brands 100%. Simultaneously CDFS and RCA respondents were 90% believed in brands. The respondents believe in brands maximum 90-100% because they gave comfort, last longer, quality, good value for money, trust, and confidence.

Reason for prefer to buy branded lingerie

This part discussed the reason for preferring to buy branded lingerie.

Table 4.7 Mean score on the basis of Reason for prefer to buy branded lingerie

S.No.	Statement	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
1.	Branded products have good quality in terms of fabric and fit	4.65	4.05	4.1	4.3
2.	Branded products are more comfortable	4.35	4.1	4.05	4.4
3.	Branded products last longer	4.55	4.15	4.4	4.25
4.	Branded products offer good value for money	4.4	3.7	4.1	3.9
5.	Brands instils trust and confidence in the minds of consumer	4.5	4.3	4.2	4.3

Table 4.7 revealed that from statement number 1 'Branded products have good quality in terms of fabric and fit' the mean score of CCAS College was 4.65 mean scores neared score always(5), so CCAS college respondents were always branded products have good quality in terms of fabric and fit. The CTAE college was 4.05 mean score neared to score frequent (4), followed by CDFS college was 4.1 mean score nearer to score frequently (4) and RCA college was 4.3 mean score near to score frequent (4), so all the three colleges CTAE, CDFS and RCA respondents were frequently branded products have good quality in terms of fabric and fit.

From statement number 2 branded products were more comfortable revealed that the CCAS college was 4.35 mean score near to score frequent (4), followed by CTAE college was 4.1 mean scores nearer to score frequently (4) and CDFS college was 4.05 mean score neared to score frequent (4). So all the three colleges CCAS, CTAE, and CDFS respondents were frequently branded products were comfortable. The RCA college was a 4.4 mean score in between frequent (4) and always (5) scores, so RCA college respondents were frequently and always comfortable with branded products.

Statement number 3 branded products last longer the CCAS College was 4.55 mean score neared to score always (5), so CCAS College respondents were always branded products last longer. The CDFS college was a 4.4 mean score in between frequent (4) and always (5) scores, so CDFS college respondents always and frequently branded products were last longer. The CTAE College was 4.15 mean score near to frequently score (4) and RCA College was 4.25 mean score near to frequently score (4), so both the colleges CTAE and RCA respondents were frequently branded products were last longer.

Table 4.7 further revealed that from statement number 4 'Branded products offer good value for money' the CCAS College was 4.4 mean score in between frequently (4) and always (5) scores, so CCAS college respondents frequently and always branded products offer good value for money. The CTAE college was 3.7 mean score near to frequently score (4), followed by CDFS was 4.1 mean score near to frequently score (4) and RCA college was 3.9 mean score near to frequently score (4), so all the three colleges CTAE, CDFS and RCA respondents were frequently branded products offer good value for money.

From statement number 5 'Brands instils trust and confidence in the minds of the consumer' revealed that the mean scores of different college respondents were

the CCAS college was 4.5 mean score in between frequent score (4) and always score (5), so CCAS college respondents were frequently and always brands instils trust and confidence in the minds of the consumer. The CTAE College was 4.3 mean score near to frequently score (4), followed by CDFS college was 4.2 mean score near to frequently score (4) and RCA college was 4.3 mean score near to frequently score (4), so all the three colleges CTAE, CDFS and RCA respondents were frequently brands instils trust and confidence in the minds of the consumer.

4.2.1.2 Social factors

The Social factor was one of the factors that influence consumer buying behaviour. This factor, they got influence from family, friends, peer groups, parents, movies, and television, etc.

Table 4.8 Mean scores of social factors

S.NO	Statements related to social factors	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
1.	My lingerie buying decision is influenced by my family members.	2.4	2.6	2.4	2.5
2.	My lingerie buying decision is influenced by my friends.	3	2.85	2.35	2.75
3.	My choice of lingerie reflects my social status	2.75	2.4	2.5	2.9
4.	I often buy lingerie products that is advertised	2.7	2.5	2.6	2.7
5.	I buy more lingerie products if I have seen them being worn or used by a celebrity	2	1.55	1.95	2.4
6.	I tend to notice lingerie products in movie	2.95	2.2	2.2	2.35
7.	I notice lingerie products in television	3.05	2.3	2.4	2.45

8.	I notice the lingerie products in magazines	3.25	2.55	2.45	2.3
9.	I seek out the lingerie latest fashions on the internet	3.45	3	3.05	3
10.	I notice lingerie products in music videos	2.18	2.15	2	1.95
11.	I get information from my peers before I select my lingerie	2.85	2.5	2.35	2.45
12.	My parents / guardians provide me with information concerning lingerie before I select my lingerie Products	2.8	2.3	2.25	2.35
13.	My sibling(s) has the greatest influence on the lingerie products I Select	2.9	2.35	2.7	2.25
14.	A store's dressed mannequin and displays influence my choice of lingerie.	2.8	2.1	2.05	2.85
15.	Fashion leaders inform me of the latest lingerie before I select my lingerie products	2.9	2.05	2.1	2.4

Table 4.8 depicts that statement number 1 'My lingerie buying decision was influenced by my family members' mean scores of the colleges were CCAS college was in between sometimes and rarely with 2.4 mean scores. So CCAS college respondents sometimes (3) and rarely (2) lingerie buying decision was influenced by my family members. The CTAE College was a 2.6 mean score near to sometimes score (3). So CTAE respondents were sometimes my lingerie buying decision was influenced by my family members. The CDFS College was a 2.4 mean score in between sometimes (3) and rarely (2) my lingerie buying decision was influenced by my family members. The RCA College was a 2.5 mean score in between sometimes (3) and rarely (2) my lingerie buying decision was influenced by my family members.

From statement number 2 the mean score of the colleges were CCAS was 3 mean score equal to sometimes score (3). The mean score of CTAE College was 2.85 near to sometimes score (3). The RCA College was a 2.75 mean score near to sometimes score (3). All the three colleges were CCAS, CTAE, and RCA sometimes my lingerie buying decision was influenced by my friends. The least mean score of the college was CDFS 2.35 near to rarely (2) my lingerie buying decision was influenced by my friends.

From statement number 3 the CCAS College was 2.75 mean score near to sometimes score (3). So CCAS college respondents were sometimes my choice of lingerie reflects my social status. The CTAE college was a 2.4 mean score in between sometimes (3) and rarely (2) scores. So sometimes and rarely CTAE college respondents were my choice of lingerie reflects my social status. The CDFS college was a 2.5 mean score in between sometimes (3) and rarely (2) scores. So sometimes and rarely CDFS college respondents were my choice of lingerie reflects my social status. The RCA College was a 2.9 mean score near to sometimes score (3). So RCA college respondents were sometimes my choice of lingerie reflects my social status. The CCAS and RCA college respondents were near to sometimes score and the CTAE and CDFS college respondents in between sometimes and rarely score.

Table 4.8 further revealed that from statement number 4 'I often buy lingerie products that were advertised' the mean scores of the colleges were both CCAS and RCA colleges 2.7 mean score, followed by CDFS college was 2.6 mean score, these all the three colleges near to sometimes score (3). So CCAS, CDFS, and RCA College respondents often bought lingerie products that were advertised. The CTAE college mean score was 2.5 in between sometimes (3) and rarely (2) scores. So rarely or sometimes often buy lingerie products that were advertised.

statement number 5 'I buy more lingerie products if I have seen them being worn or used by a celebrity' revealed that different colleges of the mean scores were the RCA college was 2.4 mean score in between sometimes (3) and rarely (2) scores. So RCA College respondents were sometimes or rarely buy more lingerie products if we had seen them being worn or used by a celebrity. The CCAS college mean score was 2, followed by CDFS college was 1.95 mean score, and CTAE college was 1.55 mean score, all the three colleges near to rarely score (2). So these three colleges rarely buy lingerie products that were seen them being worn or used by a celebrity.

Statement number 6 ‘I tend to notice lingerie products in the movie’ revealed that the mean scores of the colleges were CCAS College was 2.95 mean score near to sometimes score (3). So CCAS college respondents were sometimes noticed lingerie products in movies. The RCA College mean score was 2.35, followed by both CTAE and CDFS respondents mean score was 2.2, these three colleges near to rarely score (2). So CTAE, CDFS, and RCA respondents rarely noticed lingerie products in movies.

From statement number 7 ‘I notice lingerie products in television’ revealed that the mean score of CCAS College was 3.05 near to sometimes score (3). So CCAS College sometimes noticed lingerie products on television. The CTAE College was 2.3 mean score in between sometimes (3) and rarely (2) scores, followed by CDFS College was 2.4 mean score again in between sometimes (3) and rarely (2) scores and RCA College was 2.45 mean score in between sometimes (3) and rarely (2) scores. So all three colleges were CTAE, CDFS, and RCA sometimes or rarely noticed lingerie products on television.

From statement number 8 ‘I notice the lingerie products in magazines’ revealed that mean scores of colleges were the CCAS college was 3.25 mean score near to sometimes score (3), followed by CTAE college was 2.55 mean score near to sometimes score (3) and CDFS college was 2.45 mean score near to sometimes score (3), so all the three colleges CCAS, CTAE and CDFS were sometimes noticed lingerie products in magazines. The RCA College was 2.3 mean score near to rarely score (2), so RCA College rarely noticed lingerie products in magazines.

Table 4.8 further revealed that from statement number 9 ‘I seek out the lingerie latest fashions on the internet’ the mean scores were the CCAS college was 3.45 mean score near to frequently score (4), so CCAS college frequently seek out the lingerie latest fashions on the internet. Both CTAE and RCA colleges were a 3 mean score equal to sometimes score (3), followed by CDFS college was 3.05 mean score near to sometimes score (3). The three colleges CTAE, CDFS, and RCA have sometimes sought out the lingerie latest fashions on the internet.

From statement number 10 ‘I notice lingerie products in music videos’ revealed that the mean scores of the colleges were the CCAS college was 2.18 mean score near to rarely score (2), followed by CTAE college was 2.15 mean score near to rarely score (2), followed by CDFS college was 2 mean score equal to rarely score (2)

and RCA college was 1.95 mean score near to rarely score (2). The entire four colleges rarely noticed lingerie in music videos.

From statement number 11 'I get information from my peers before I select my lingerie' revealed that the mean score of the CCAS College was 2.85 near to sometimes score (3) and CTAE college was 2.5 mean score near to sometimes score (3), so both the colleges CCAS and CTAE were sometimes I get information from my peers before I select my lingerie. The CDFS College was 2.35 mean score near to rarely score (2), so CDFS College rarely gets information from my peers before I select my lingerie. The RCA college was 2.45 mean score in between sometimes (3) and rarely (2) scores, so RCA college sometimes or rarely I get information from my peers before I select my lingerie.

From statement number 12 'My parents/guardians provide me with information concerning lingerie before I select my lingerie products' revealed that the CCAS college was 2.8 mean score near to sometimes score (3), so CCAS college sometimes my parents/guardians provide me with information concerning lingerie before I select my lingerie products. The CTAE college was 2.3 mean score near to rarely score (2), followed by CDFS college was 2.25 mean score near to rarely score (2) and RCA college was 2.35 mean score near to rarely score (2). The three colleges CTAE, CDFS, and RCA were rarely my parents/guardians provide me with information concerning lingerie before I select my lingerie products.

From statement number 13 'My sibling(s) has the greatest influence on the lingerie products I select' revealed that CCAS College was 2.9 mean score near to sometimes score (3) and CDFS college was 2.7 mean score near to sometimes score (3), so both CDFS and CCAS respondents were sometimes My sibling(s) has the greatest influence on the lingerie products I select. The CTAE College was 2.35 mean score near to rarely score (2) and RCA college was 2.25 mean score near to rarely score (2), so both CTAE and RCA respondents were rarely My sibling(s) has the greatest influence on the lingerie products I select.

Table 4.8 further revealed that the statement number 14 'A store's dressed mannequin and displays influence my choice of lingerie' mean scores were the CCAS college was 2.8 mean score near to sometimes score (3), followed by the RCA college was 2.85 mean score near to sometimes score (3). So both the college

respondents were sometimes a store's dressed mannequin and display influence my choice of lingerie. The CTAE college was 2.1 mean score near to rarely score (2) and the CDFS college was 2.05 mean score near to rarely score (2), so both the college respondents CTAE and CDFS were rarely a store's dressed mannequin and displays influence my choice of lingerie.

The last statement of a social factor was 15 'Fashion leaders inform me of the latest lingerie before I select my lingerie products' revealed that the CCAS College mean score was 2.9 near to sometimes score (3), so CCAS respondents sometimes fashion leaders inform me of the latest lingerie before I select my lingerie products. The CTAE College was 2.05 mean score near to rarely score (2) and CDFS College was 2.1 mean score near to rarely score (2), so both CTAE and CDFS college respondents were rarely fashion leaders inform me of the latest lingerie before I select my lingerie products. The RCA college was a 2.4 mean score in between sometimes (3) and rarely (2) scores. The RCA college respondents sometimes or rarely fashion leaders inform me of the latest lingerie before I select my lingerie products.

4.2.1.3 Cultural factors

The Cultural factor was also one of the buying behavior factors that influence the consumers. It contained questions regards to social class affects the choice of lingerie, utilizes the experience of my family, friends, neighbors while buying lingerie products, and lingerie choice based on the boundaries set by my religion.

Table 4.9 Mean scores of cultural factors

S.NO	Statements related to cultural factors	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
1.	My social class affects the choice of lingerie	2.95	2.35	2.4	2.7
2.	I utilize the experience of my family, friends, neighbours etc. while buying lingerie products	2.85	3	3.1	2.6
3.	My choice of lingerie is based on the boundaries set by my religion	2.05	1.75	2.6	2.2

Table 4.9 represent from statement number 1 ‘My social class affects the choice of lingerie’ revealed that the CCAS College was 2.95 mean score maximum near to sometimes score (3) and RCA college was 2.7 mean score near to sometimes score (3), so both CCAS and RCA college respondents were sometimes my social class affects the choice of lingerie. The CTAE college was 2.35 mean score near to rarely score (2), so CTAE college respondents rarely my social class affects the choice of lingerie. The CDFS college was a 2.4 mean score in between sometimes (3) and rarely (2) scores, so CDFS college respondents sometimes and rarely my social class affects the choice of lingerie.

From statement number 2 ‘I utilize the experience of my family, friends, neighbours, etc. while buying lingerie products’ revealed that the CCAS College was 2.85 mean score near to sometimes score (3), followed by CTAE college was 3 mean score equal to sometimes score (3), followed by CDFS college was 3.1 mean score near to sometimes score (3) and RCA college was 2.6 mean score near to sometimes score (3). The entire Colleges respondents CCAS, CTAE, CDFS, and RCA were sometimes utilized the experience of family, friends, neighbours, etc. while buying lingerieproducts.

Table 4.9 further revealed that from statement number 3 ‘My choice of lingerie was based on the boundaries set by my religion’ the mean scores of the colleges were the CCAS College was 2.05 mean score near to rarely score (2), followed by CTAE college was 1.75 mean score near to rarely score (2) and RCA was 2.2 mean score near to rarely score (2), so all the three college respondents CCAS, CTAE andRCA were sometimes my choice of lingerie was based on the boundaries set by my religion. The CDFS College was a 2.6 mean score near to sometimes score (3), so CDFS college respondents were sometimes my choice of lingerie was based on the boundaries set by my religion.

4.2.1.4 Income factors

This part deal with the income factors of college respondents. Income factor contained questions regards family income affects the choice of lingerie products, the size of the family effect to buying decision and buy lingerie products when you have an amount.

Table 4.10 Mean scores of income factors

S.NO	Statements related to income factors	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
1.	My family income affects the choice of lingerie products	3.25	3.05	2.45	3.1
2.	Do you feel size of the family effect to your buying decision	2.4	1.75	2.65	2.6
3.	Do you prefer to buy lingerie products when you have amount	3.35	3.1	3.2	3.55

Table 4.10 depict that the statement number 1 ‘My family income affects the choice of lingerie products’ revealed mean scores of different colleges were the CCAS college was 3.35 mean score near to sometimes score (3), followed by CTAE college was 3.1 mean score near to sometimes score (3) and CDFS college was 3.2 mean score near to sometimes score (3). So all the three colleges were CCAS, CTAE, and CDFS respondents were sometimes my family income affects the choice of lingerie products. The RCA College was 3.55 mean score near to frequently score (4), so RCA College respondents were frequently my family income affects the choice of lingerie products.

statement 2 ‘Do you feel the size of the family affect your buying decision’ revealed that the CDFS college was 2.65 mean score near to sometimes score (3) and RCA college was 2.6 mean score near to sometimes score (3), so both the colleges CDFS and RCA respondents were sometimes felt size of the family effect to your buying decision. The CCAS College was a 2.4 mean score in between sometimes (3) and rarely (2) scores, so RCA college respondents sometimes and rarely feel the size of the family affect to your buying decision. The CTAE College was a 1.75 mean score near to rarely score (2), so CTAE College respondents were rarely felt the size of the family's effect on their buying decision.

Table 4.10 represent that statement number 3 ‘Do you prefer to buy lingerie products when you have amount’ revealed that the CCAS college was 3.35 mean score near to sometimes score (3), followed by CTAE college was 3.1 mean score near to sometimes score (3) and CDFS college was 3.2 mean score near to sometimes score (3), so all the three colleges CCAS, CTAE and CDFS respondents were sometimes preferred to buy lingerie products when you have amount. The RCA

College was 3.55 mean score near to frequently score (4), so RCA college respondents were frequently preferred to buy lingerie products when you have amount.

4.2.2 Online and offline lingerie buying experience

In this part discussed about the shopping and service experience while buying lingerie products online and offline, girls product experience after buying lingerie products online and offline and girls experience during online and offline purchase of lingerie.

4.2.2.1 Shopping and service experience while buying lingerie products online

The online lingerie shopping and service experience of college-going girls studied in this segment as a convenience, risk, mode of payment, quality, trust, variety, offers, information, taste and preferences, available products, customer service, authenticity, and shopping ambiance discussed.

Table 4.11 Mean scores of girls related to Shopping and service experience while buying lingerie products online

Experience	Variables	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
Shopping and service experience	Convenience	4.15	4.1	3.9	4
	Risk	4.1	3.55	3.35	3.3
	Mode of payment	4	4	3.75	4.3
	Quality	3.9	4.1	4.05	4.2
	Trust	3.75	3.9	3.85	4.05
	Variety	4.4	4.45	4.15	4.05
	Offers	4	4.2	3.8	4.45
	Information	4.3	4.1	4.1	4.1
	Taste and Preference	4.4	3.95	3.7	4.05
	Available products	4.3	3.9	3.95	4.25
	Customer service	4.05	4.05	3.65	4
	Authenticity	3.95	3.85	3.55	4.15
	Shopping ambience	4.05	3.7	3.4	3.75

Table 4.11 revealed that the respondents were shopping and service experience while buying online was the convenience of CCAS college was 4.15 mean score near to agree with score (4), followed by CTAE college respondents were 4.1 mean score near to agree score (4), followed by CDFS college was 3.9 mean score near to agree score (4) and RCA college respondents were 4 mean score equal to agree with score (4), so all the four college respondents were agreed that online shopping and service experience was convenience.

Table 4.11 revealed that the risk of CCAS college was 4.1 mean score near to agree score (4) and CTAE college respondents were 3.55 mean score near to agree on the score (4), so CCAS and CTAE college respondents were agreed that risk while buying lingerie products online. The CDFS college was 3.35 mean score near to neutral score (2) and RCA college was 3.3 mean score near to neutral score (3), so both the college respondents were CDFS and RCA while buying lingerie products risk was neutral.

Table 4.11 further revealed that the mode of payment of CCAS College was 4 mean score equal to agree on the score (4), followed by CTAE college was 4 mean score equal to agree on the score (4), followed by CDFS college was 3.75 mean score near to agree score (4) and RCA college was 4.3 mean score near to agree to score (4), so all the four college respondents were agreed to the mode of payment while buying lingerie products online.

Table 4.11 represented the quality of different colleges respondents mean score was the CCAS college was 3.9 mean score near to agree with score (4), followed by CTAE college was 4.1 mean score near to agree score (4), followed by CDFS college was 4.05 mean score near to agree score (4) and RCA college was 4.2 mean score near to agree with score (4), so all the four college respondents were agreed to quality was good while buying lingerie products online.

Table 4.11 revealed that the trust of CCAS college was 3.75 mean score near to agree with score (4), followed by CTAE college was 3.9 mean score near to agree score (4), followed by CDFS college was 3.85 mean score near to agree score (4) and RCA college was 4.05 mean score near to agree with score (4), so all the four college respondents CCAS, CTAE, CDFS, and RCA were agree to trust while buying lingerie products online.

Table 4.11 further revealed that the variety of lingerie while buying lingerie products online the CCAS college was 4.4 mean score near to agree with score (4), followed by CTAE college was 4.45 mean score near to agree score (4), followed by CDFS college was 4.15 mean score near to agree score (4) and RCA college was 4.05 mean score near to agree with score (4), so all the four college respondents were agreed that the variety of lingerie products available while buying lingerie products online.

Table 4.11 revealed that an offer of lingerie while buying lingerie products online the CCAS college was 4 mean score near to agree with score (4), followed by CTAE college was 4.2 mean score near to agree score (4), followed by CDFS college was 3.8 mean score near to agree score (4) and RCA college was 4.45 mean score near to agree with score (4), so all the four college respondents were agreed that the offers of lingerie products available while buying lingerie products online.

Table 4.11 further revealed that the information of lingerie while buying lingerie products online the CCAS college was 4.3 mean score near to agree with score (4), followed by CTAE college was 4.1 mean score near to agree score (4), followed by CDFS college was 4.1 mean score near to agree score (4) and RCA college was 4.1 mean score near to agree with score (4), so all the four college respondents were agreed that the information of lingerie products available while buying lingerie products online.

Table 4.11 revealed that the taste and preference of lingerie while buying lingerie products online the CCAS college was 4.4 mean score near to agree score (4), followed by CTAE college was 3.95 mean score near to agree with score (4), followed by CDFS college was 3.7 mean score near to agree score (4) and RCA college was 4.05 mean score near to agree with score (4), so all the four college respondents were agreed that the taste and preference of lingerie products available while buying lingerie products online.

Table 4.11 further revealed that the available products of lingerie while buying lingerie products online the CCAS college was 4.3 mean score near to agree with score (4), followed by CTAE college was 3.9 mean score near to agree score (4), followed by CDFS college was 3.95 mean score near to agree score (4) and RCA college was 4.25 mean score near to agree with score (4), so all the four college respondents were agreed that the lingerie products available while buying lingerie products online.

Table 4.11 revealed that the customer service of lingerie while buying lingerie products online the CCAS college was 4.05 mean score near to agree score (4), followed by CTAE college was 4.05 mean score near to agree score (4), followed by CDFS college was 3.65 mean score near to agree score (4) and RCA college was 4 mean score near to agree with score (4), so all the four college respondents were agreed that the customer service of lingerie products available while buying lingerie products online.

Table 4.11 revealed that the authenticity of lingerie while buying lingerie products online the CCAS college was 3.95 mean score near to agree score (4), followed by CTAE college was 3.85 mean score near to agree score (4), followed by CDFS college was 3.55 mean score near to agree score (4) and RCA college was 4.15 mean score near to agree with score (4), so all the four college respondents were agreed that the authenticity of lingerie products available while buying lingerie products online.

Table 4.11 revealed that the shopping ambiance of lingerie while buying lingerie products online the CCAS college was 4.05 mean score near to agree score (4), followed by CTAE college was 3.7 mean score near to agree score (4) and RCA college was 3.75 mean score near to agree with score (4), so all the three college respondents were agreed that the shopping ambiance of lingerie products available while buying lingerie products online. The CDFS college was a 3.4 mean score near to neutral score(3), so CDFS college respondents were neutral to shopping ambiance while buying lingerie products online.

4.2.2.2 Shopping and service experience while buying lingerie products offline

The offline lingerie shopping and service experiences of college-going girls have been discussing in this part like convenience, risk, mode of payment, quality, trust, variety, offers, information, taste and preferences, available products, customer service, authenticity, and shopping ambiance.

Table 4.12 Mean scores of girls related to Shopping and service experience while buying lingerie products offline

Experience	Variables	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
Shopping and service experience	Convenience	4.05	4.1	4.1	4.1
	Risk	3.7	3.25	3.4	3.35
	Mode of payment	4.2	3.9	3.9	4.3
	Quality	4.3	4.55	4.25	4.6
	Trust	4.4	4.35	4	4.65
	Variety	3.95	3.8	3.9	4.2
	Offers	3.45	3.75	3.7	3.8
	Information	4.25	3.75	4.1	4.1
	Taste and preference	4.1	3.8	3.95	4.05
	Available products	3.85	3.7	3.85	4.1
	Customer service	4.1	3.9	3.9	3.95
	Authenticity	4.4	4	3.9	4.2
	Shopping ambience	4.4	3.8	4	4.05

Table 4.12 revealed that the girls were shopping and service experience while buying offline was the convenience of CCAS college was 4.05 mean score near to agree score (4), followed by CTAE college respondents were 4.1 mean scores near to agree score (4), followed by CDFS college was 4.1 mean score near to agree score (4) and RCA college respondents were 4.1 mean score near to agree with score (4), so all the four college respondents were agreed that offline shopping and service experience was convenience.

Table 4.12 revealed that risk of CCAS college was 3.7 mean score near to agree score (4) and CTAE college respondents were 3.25 mean score near to neutral score (4), the CDFS college was 3.4 mean score near to neutral score (3) and RCA college was 3.35 mean score near to neutral score (3), so all the three

college respondents were CTAE, CDFS and RCA risk while buying lingerie products offline was neutral and CCAS college respondents were agreed while buying lingerie products offline was a risk.

Table 4.12 further revealed that the mode of payment of CCAS College was 4.2 mean score near to agree with score (4), followed by CTAE college was 3.9 mean score near to agree score (4), followed by CDFS college was 3.9 mean score near to agree score (4) and RCA college was 4.3 mean score near to agree with score (4), so all the four college college respondents were agreed to the mode of payment while buying lingerie products offline.

Table 4.12 represented the quality of different colleges respondents mean score was the CCAS college was 4.3 mean score near to agree score (4), followed by CDFS college was 4.25 mean score near to agree with score (4), so both the college respondents were agreed to quality was good while buying lingerie products offline. The CTAE college was a 4.55 mean score near to strongly agree with score (5), and RCA college was 4.6 mean score near to strongly agree with score (5), so both the college respondents were strongly agreed to quality was good while buying lingerie products offline.

Table 4.12 revealed that the trust of CCAS college was 4.4 mean score near to agree with score (4), followed by CTAE college was 4.35 mean score near to agree score (4) and CDFS college was 4 mean score equal to agree with score (4), so all the three college respondents CCAS, CTAE and CDFS were agree to trust while buying lingerie products offline. RCA College was 4.65 mean score near to a strongly agree score (5), so RCA college respondents were agreed to trust while buying lingerie products offline.

Table 4.12 further revealed that the variety of lingerie while buying lingerie products offline the CCAS college was 3.95 mean score near to agree with score (4), followed by CTAE college was 3.8 mean score near to agree with score (4), followed by CDFS college was 3.9 mean score near to agree score (4) and RCA college was 4.2 mean score near to agree with score (4), so all the four college respondents were agreed that the variety of lingerie products available while buying lingerie products offline.

Table 4.12 revealed that offers of lingerie while buying lingerie products offline the CCAS College was 3.45 mean score near to neutral score (4), so CCAS

college respondents were neutral that the offers of lingerie products available while buying lingerie products offline. The CTAE college was 3.75 mean score near to agree with score (4), followed by CDFS college was 3.7 mean score near to agree score (4) and RCA college was 3.8 mean score near to agree with score (4), so all the three college respondents were agreed that the offers of lingerie products available while buying lingerie products offline.

Table 4.12 further revealed that the information of lingerie while buying lingerie products online the CCAS college was 4.25 mean score near to agree score (4), followed by CTAE college was 3.75 mean score near to agree with score (4), followed by CDFS college was 4.1 mean score near to agree score (4) and RCA college was 4.1 mean score near to agree with score (4), so all the four college respondents were agreed that the information of lingerie products available while buying lingerie products offline.

Table 4.12 revealed that the taste and preference of lingerie while buying lingerie products offline the CCAS college was 4.1 mean score near to agree with score (4), followed by CTAE college was 3.8 mean score near to agree score (4), followed by CDFS college was 3.95 mean score near to agree score (4) and RCA college was 4.05 mean score near to agree with score (4), so all the four college respondents were agreed that the taste and preference of lingerie products available while buying lingerie products offline.

Table 4.12 further revealed that the available products of lingerie while buying lingerie products offline the CCAS college was 3.85 mean score near to agree with score (4), followed by CTAE college was 3.7 mean score near to agree score (4), followed by CDFS college was 3.85 mean score near to agree score (4) and RCA college was 4.1 mean score near to agree with score (4), so all the four college respondents were agreed that the lingerie products available while buying lingerie products offline.

Table 4.12 revealed that the customer service of lingerie while buying lingerie products offline the CCAS college was 4.1 mean score near to agree score (4), followed by CTAE college was 3.9 mean score near to agree score (4), followed by CDFS college was 3.9 mean score near to agree score (4) and RCA college was 3.95 mean score near to agree with score (4), so all the four college respondents were agreed that the customer service of lingerie products available while buying lingerie products offline.

Table 4.12 revealed that the authenticity of lingerie while buying lingerie products online the CCAS college was 4.4 mean score near to agree score (4), followed by CTAE college was 4 mean score equal to agree with score (4), followed by CDFS college was 3.9 mean score near to agree score (4) and RCA college was 4.2 mean score near to agree with score (4), so all the four college respondents were agreed that the authenticity of lingerie products available while buying lingerie products offline.

Table 4.12 revealed that the shopping ambiance of lingerie while buying lingerie products offline the CCAS college was 4.4 mean score near to agree score (4), followed by CTAE college was 3.8 mean score near to agree score (4), followed by CDFS college was 4 mean score equal to agree score (4) and RCA college was 4.05 mean score near to agree with score (4), so all the four college respondents were agreed that the shopping ambiance of lingerie products available while buying lingerie products offline.

4.2.2.3 Product experience after buying lingerie products online

This part deals with girls product experience of product price, product style, brand availability, product fabric, product fit, product quality and product colour after buying lingerie products online.

Table 4.13 Mean scores girls product experience after buying lingerie products online

Experience	Variables	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
Product experience	Product price	3.95	4.05	3.65	3.95
	Product style	4.1	4.3	3.75	3.95
	Brand availability	4.15	4.45	3.7	3.95
	Product fabric	3.8	4.2	3.8	3.85
	Product fit	3.95	3.9	3.65	4
	Product quality	3.85	4.3	3.8	4
	Product colour	4.15	4.2	3.95	3.8

Table 4.13 revealed product price of mean scores of respondents product experience after buying lingerie products online. The product prices of different colleges mean scores were the CCAS College was 3.95 mean score near to satisfying score (4), followed by CTAE college was 4.05 mean score nearer to satisfying score (4), followed by CDFS college was 3.65 mean score neared to satisfying score (4) and RCA college was 3.95 mean score near to satisfying score (4), so all the four college respondents were satisfied with product price after buying lingerie products online.

Table 4.13 revealed the product style of mean scores of respondents product experience after buying lingerie products online. The mean score of CCAS College was 4.1 near to satisfying score (4), followed by CTAE College was 4.3 mean score near to satisfying score (4), followed by 3.75 mean score near to satisfying score (4) and RCA college was 3.95 mean score near to satisfying score (4), so all the four college respondents were satisfied with product style after buying lingerie products online.

Table 4.13 further revealed the brand availability of mean scores of respondents product experience after buying lingerie products online. The mean score of CCAS college was 4.15 mean score near to satisfying score (4), followed by CTAE college was 4.45 mean score near to satisfying score (4), followed by CDFS college was 3.7 mean score near to satisfying score (4) and RCA college was 3.95 mean score near to satisfying score (4), so all the four college respondents were satisfied with brand availability after buying lingerie products online.

Table 4.13 revealed the product fabric of mean scores of respondents product experience after buying lingerie products online. The mean score of CCAS College was 3.8 mean score near to satisfying score (4), followed by CTAE college was 4.2 mean score near to satisfying score (4), followed by CDFS college was 3.8 mean score near to satisfying score (4) and RCA college was 3.85 mean score near to satisfying score (4), so all the four college respondents were satisfied with product fabric after buying lingerie products online.

Table 4.13 revealed the product fit of mean scores of respondents product experience after buying lingerie products online. The mean score of CCAS college was 3.95 mean score near to satisfying score (4), followed by CTAE college was 3.9 mean score near to satisfying score (4), followed by CDFS college was 3.65 mean score near to satisfying score (4) and RCA college was 4 mean score equal to satisfied score (4), so all the four college respondents were satisfied with product fit after buying lingerie products online.

Table 4.13 further revealed the product quality of mean scores of respondents product experience after buying lingerie products online. The mean score of CCAS college was 3.85 mean score near to satisfying score (4), followed by CTAE college was 4.3 mean score near to satisfying score (4), followed by CDFS college was 3.8 mean score near to satisfying score (4) and RCA college was 4 mean score equal to satisfied score (4), so all the four college respondents were satisfied with product quality after buying lingerie products online.

Table 4.13 revealed the product colour of mean scores of respondents product experience after buying lingerie products online. The mean score of CCAS college was 4.15 mean score near to satisfying score (4), followed by CTAE college was 4.2 mean score near to satisfying score (4), followed by CDFS college was 3.95 mean score near to satisfying score (4) and RCA college was 3.8 mean score near to satisfying score (4), so all the four college respondents were satisfied with product colour after buying lingerie products online.

4.2.2.4 Product experience after buying lingerie products offline

This part deals with girls product experience of product price, product style, brand availability, product fabric, product fit, product quality and product colour after buying lingerie products offline.

Table 4.14 Mean scores of girl's product experience after buying lingerie products offline

Experience	Variables	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
Product experience	Product price	4.25	4.1	4.35	4.35
	Product style	4.15	4.1	4.45	4.2
	Brand availability	4	3.95	3.9	4.25
	Product fabric	4.3	4.25	4.35	4.45
	Product fit	4.25	4.15	4.4	4.4
	Product quality	4.2	4.25	4.4	4.4
	Product colour	4.3	4.05	4.15	4.45

Table 4.14 revealed product price mean scores of respondents product experience after buying lingerie products offline. The product prices of different colleges mean scores were the CCAS College was 4.25 mean score near to satisfying score (4), followed by CTAE college was 4.1 mean score near to satisfying score (4), followed by CDFS college was 4.35 mean score near to satisfying score (4) and RCA college was 4.35 mean score near to satisfying score (4), so all the four college respondents were satisfied with product price after buying lingerie products offline.

Table 4.14 revealed the product style of mean scores of respondents product experience after buying lingerie products offline. The mean score of CCAS College was 4.15 near to satisfying score (4), followed by CTAE College was 4.1 mean score near to satisfying score (4), followed by 4.45 mean score near to satisfying score (4), and RCA college was 4.2 mean score near to satisfying score (4). So all four college respondents were satisfied with product style after buying lingerie products offline.

Table 4.14 further revealed the brand availability of mean scores of respondents product experience after buying lingerie products offline. The mean score of CCAS college was 4 mean score equal to satisfied score (4), followed by CTAE college was 3.95 mean score near to satisfying score (4), followed by CDFS college was 3.9 mean score near to satisfying score (4) and RCA college was 4.25 mean score near to satisfying score (4), so all the four college respondents were satisfied with brand availability after buying lingerie products offline.

Table 4.14 revealed the product fabric of mean scores of respondents product experience after buying lingerie products offline. The mean score of CCAS College was 4.3 mean score near to satisfying score (4), followed by CTAE college was 4.25 mean score near to satisfying score (4), followed by CDFS college was 4.35 mean score near to satisfying score (4) and RCA college was 4.45 mean score near to satisfying score (4), so all the four college respondents were satisfied with product fabric after buying lingerie products offline.

Table 4.14 revealed the product fit of mean scores of respondents product experience after buying lingerie products offline. The mean score of CCAS college was 4.25 mean score near to satisfying score (4), followed by CTAE college was 4.15 mean score near to satisfying score (4), followed by CDFS college was 4.4 mean score near to satisfying score (4) and RCA college was 4.4 mean score near to satisfying score (4), so all the four college respondents were satisfied with product fit after buying lingerie products offline.

Table 4.14 further revealed the product quality of mean scores of respondents product experience after buying lingerie products offline. The mean score of CCAS college was 4.2 mean score near to satisfying score (4), followed by CTAE college was 4.25 mean score near to satisfying score (4), followed by CDFS college was 4.4 mean score near to satisfying score (4) and RCA college was 4.4 mean score near to satisfying score (4), so all the four college respondents were satisfied with product quality after buying lingerie products offline.

Table 4.14 revealed the product colour of mean scores of respondents product experience after buying lingerie products offline. The mean score of CCAS college was 4.3 mean score near to satisfying score (4), followed by CTAE college was 4.05 mean score near to satisfying score (4), followed by CDFS college was 4.15 mean score near to satisfying score (4) and RCA college was 4.45 mean score near to satisfying score (4), so all the four college respondents were satisfied with product colour after buying lingerie products offline.

4.2.2.5 Girls experience during online purchase of lingerie

This part deals with built or construction of website, tangibility, trial facility, difference in actual and shown product and delivery related issues during online purchase of lingerie.

Table 4.15 Mean scores of girls experience during online purchase of lingerie

Features	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
Built / construction of website	3.8	4.05	3.8	3.5
Tangibility	3.55	3.45	3.6	3.35
Trial facility	3.25	3.5	3.4	2.85
Difference in actual and shown product	3.75	3.55	3.5	3.55
Delivery related issues	3.55	3.45	3.05	3.25

Table 4.15 revealed the built or construction of website of mean scores of respondents experience during online purchase of lingerie. The mean score of CCAS college was 3.8 mean score near to much scores (4), followed by CTAE college was 4.05 mean score near too much score (4), followed by CDFS college was 3.8 mean

score near to much score (4) and RCA college was 3.5 mean score near too much score (4), so all the four college respondents were much built or construction of website of girls experience during online purchase of lingerie.

Table 4.15 revealed the tangibility of mean scores of respondents experiences during online purchase of lingerie. The mean score of CCAS College was 3.55 mean score near to much score (4) and CDFS College was a 3.6 mean score near to much score (4), so both the college respondents experience during online purchase of lingerie of tangibility was much better. The CTAE College was 3.45 mean score near to rather score (3) and RCA College was 3.35 mean score near to rather score (3), so both college respondents experience during online purchase of lingerie of tangibility was neutral.

Table 4.15 further revealed the trial facility of respondents experience during online purchase of lingerie. The mean score of CCAS college was 3.25 mean score near to rather score (3), followed by CDFS college was 3.4 mean score near to rather score (3), and RCA college was 2.85 mean score near to rather score (3), so all the three college respondents were trial facility of girls experience during online purchase of lingerie was neutral. The CTAE College was a 3.5 mean score near much score (4), so CTAE College respondents were trial facility of girls experience during online purchase of lingerie was neutral.

Table 4.15 revealed the difference in actual and shown product of respondents experience during online purchase of lingerie. The CCAS college was 3.75 mean score near to much score (4), followed by CTAE college was 3.55 mean score near to much score (4), followed by CDFS college was 3.5 mean score near to much score (4) and RCA college was 3.55 mean score near to much score (4), so all the college respondents were much difference in actual and shown products of girls experience during online purchase of lingerie.

Table 4.15 revealed the delivery-related issues respondents experience during the online purchase of lingerie. The CCAS college mean score was 3.55 near to much score (4), so CCAS college respondents were much delivery related issues during online purchase of lingerie. The CTAE college was 3.45 mean score near to rather score (3), followed by CDFS college was 3.05 mean score near to rather score (3) and RCA college was 3.25 mean score near to rather score (3), so all the three college respondents were rather of girls experience during online purchase of lingerie.

4.2.2.6 Girls experience during purchase of lingerie offline store

This part deals with girl's experience of location of stores, nature of stores, visual display, tangibility and bargaining during purchase of lingerie at offline store.

Table 4.16 Mean scores of girls experience during purchase of lingerie offline store

Stores	CCAS (n=20)	CTAE (n=20)	CDFS (n=20)	RCA (n=20)
Location of store	4.3	4.15	4.1	4.2
Nature of store	4.05	4.1	4.3	4.05
Visual display	4.1	4.05	3.95	4.1
Tangibility	4.05	3.95	4.3	3.75
Bargaining	4.2	3.8	3.75	3.85

Table 4.16 revealed the location of store mean scores of respondents experience during the purchase of lingerie at an offline store. The CCAS college was 4.3 mean score near to important score (4), followed by CTAE college was 4.15 mean score near to important score (4), followed by CDFS college was 4.1 mean score near to important score (4) and RCA college was 4.2 mean score near to important score (4), so all the four college respondents were the location of store important during the purchase of lingerie at an offline store.

Table 4.16 revealed the nature of the store means scores of respondents experiences during the purchase of lingerie at an offline store. The CCAS college was 4.05 mean score near to important score (4), followed by CTAE college was 4.1 mean score near to important score (4), followed by CDFS college was 4.3 mean score near to important score (4) and RCA college was 4.05 mean score near to important score (4), so all the four college respondents were nature of store important during the purchase of lingerie at an offline store.

Table 4.16 further revealed the visual display mean scores of respondents experiences during the purchase of lingerie at an offline store. The CCAS college was 4.1 mean score near to important score (4), followed by CTAE college was 4.05 mean score near to important score (4), followed by CDFS college was 3.95 mean score near to important score (4) and RCA college was 4.1 mean score near to important score (4), so all the four college respondents were visual display important during the purchase of lingerie at an offline store.

Table 4.16 revealed the tangibility of mean scores of respondents experiences during the purchase of lingerie at an offline store. The CCAS college was 4.05 mean score near to important score (4), followed by CTAE college was 3.95 mean score near to important score (4), followed by CDFS college was 4.3 mean score near to important score (4) and RCA college was 3.75 mean score near to important score (4), so all the four college respondents were tangibility important during the purchase of lingerie at an offline store.

Table 4.16 revealed the bargaining of mean scores of respondents experiences during the purchase of lingerie at an offline store. The CCAS college was 4.2 mean score near to important score (4), followed by CTAE college was 3.8 mean score near to important score (4), followed by CDFS college was 3.75 mean score near to important score (4) and RCA college was 3.85 mean score near to important score (4), so all the four college respondents were bargaining important during the purchase of lingerie at an offline store.

4.2.3 Find out the convergence of digital and physical buying of lingerie and trace out the emergence of phygital marketing of lingerie

Phygital marketing was both physical and digital. Provided a seamless customer experience. This objective discussed the college girls using the combination of physical and digital channels, spend time researching lingerie products and prices online, and also discussed the use of digital channels for purchase of lingerie products, and also what are the strategies college girls using for buying lingerie products, and payment mode, and also discussed interactive technologies.

4.2.3.1 Use of digital channels in your lingerie purchase

In this section, it was mentioned the use of digital channels in your lingerie.

Table 4.17 Frequency and percentage of digital channels in your lingerie purchase

Use of digital channels in your lingerie purchase	CCAS	CTAE	CDFS	RCA
Before the purchase	11 (55)	11 (55)	16 (80)	15 (75)
during the purchase	7 (35)	6 (30)	2 (10)	4 (20)
after purchase	2 (10)	3 (15)	2 (10)	1 (5)

Table 4.17 shows that most respondents at CCAS College were 55% prior to purchase and used digital channels to buy lingerie. Only 35 per cent and 10 per cent of college respondents used digital channels during and after purchase.

Table 4.17 depict most of the CTAE College respondents were 55% before the purchase they used digital channels for lingerie purchase. Only 30% and 15% of college respondents were during and after the purchase they used digital channels.

Further table 4.17 depict most of the CDFS College respondents were 80% before the purchase they used digital channels for lingerie purchase. Only 10% of college respondents were during the purchase and 10% of the college respondents after the purchase they used digital channels.

Table 4.17 depict most of the CTAE College respondents were 75% before the purchase they used digital channels for lingerie purchase. Only 20% and 5% of college respondents were during and after the purchase they used digital channels.

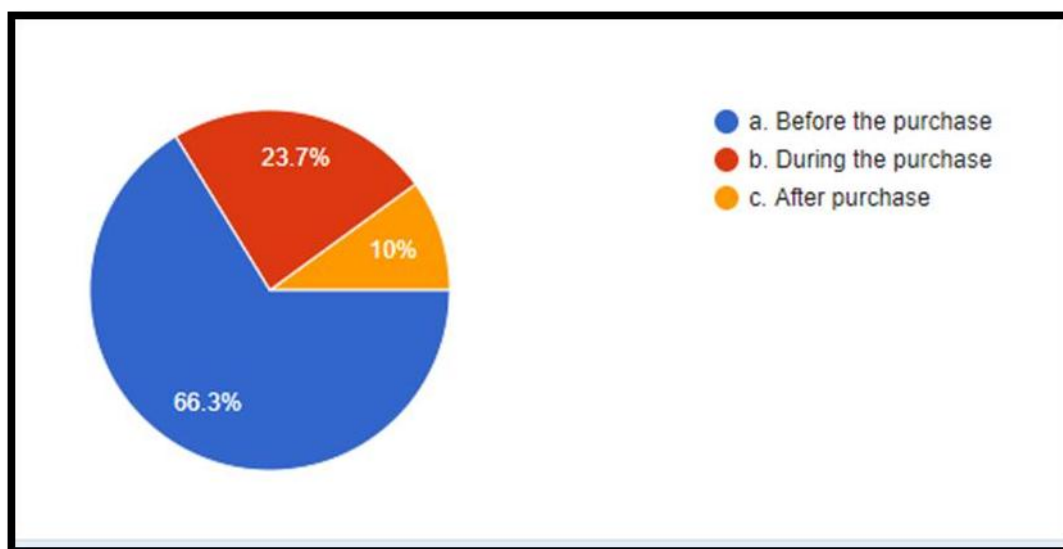


Figure 4.2 Percentages of digital channels in your lingerie purchase

Figure 4.2 represents the use of digital channels in your lingerie before, after, and during the purchase. 66.3% of college respondents before buying used digital channels. The 23.7% of respondents at the time of the buying used digital channels, 10% of respondents after purchase used digital channels.

4.2.3.2 Lingerie brands use interactive technologies

Lingerie brands utilized any interactive technologies in the physical store to give a seamless in-store experience discussed in this part.

Table 4.18 Lingerie brands use interactive technologies

S.No	Lingerie brands use interactive technologies yes/no	Frequency	Percentage
1.	Yes	38	47.5
2.	No	42	52.5

Table 4.18 indicates that only 47.5% of respondents use interactive technologies at physical stores. The 52.5 percent of respondents were that do not use interactive technologies in physical stores.

4.2.3.3 Interactive Technologies

The interactive technologies give a seamless in-store experience to physical stores. Some of the interactive technologies were large digital screen in the store showing their products, a tablet with digital images of the products available which can be used for superimposing on the customer's images, an in-store navigation app giving directions to the customer regarding the product location, radio Frequency Identification (RFID) tags on the products, magic mirrors, interactive fitting rooms with a touch screen kiosk, Scan the QR codes which lead to the product information on the website, and mPOS (mobile point of sale) – a handheld portable device used to swipe the debit/credit cards.

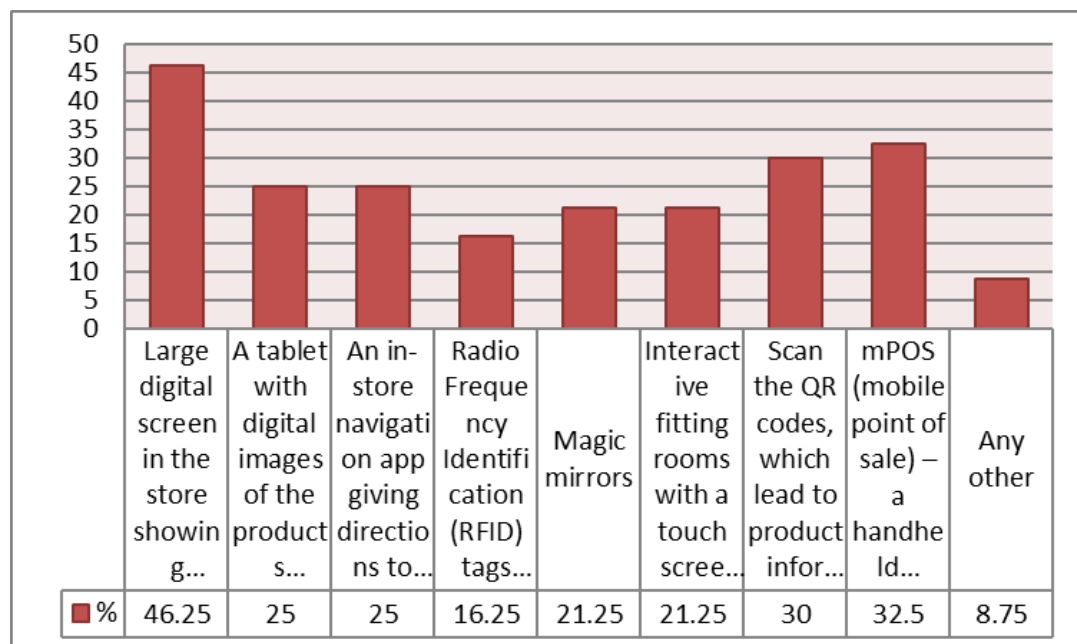
**Figure 4.3 Percentage of interactive Technologies**

Figure 4.3 showed that 46.25 percent of the respondents saw large digital screens in the store display their products, 32.5 percent of the respondents used mPOS (mobile point of sale) – a handheld portable device used to swipe the debit/credit cards. The 30 percent of respondents have used Scan QR codes that lead to the information produced on the website.

4.2.3.4 Brands using interactive technologies

In this segment, college-going girls were in which brands saw interactive technologies.

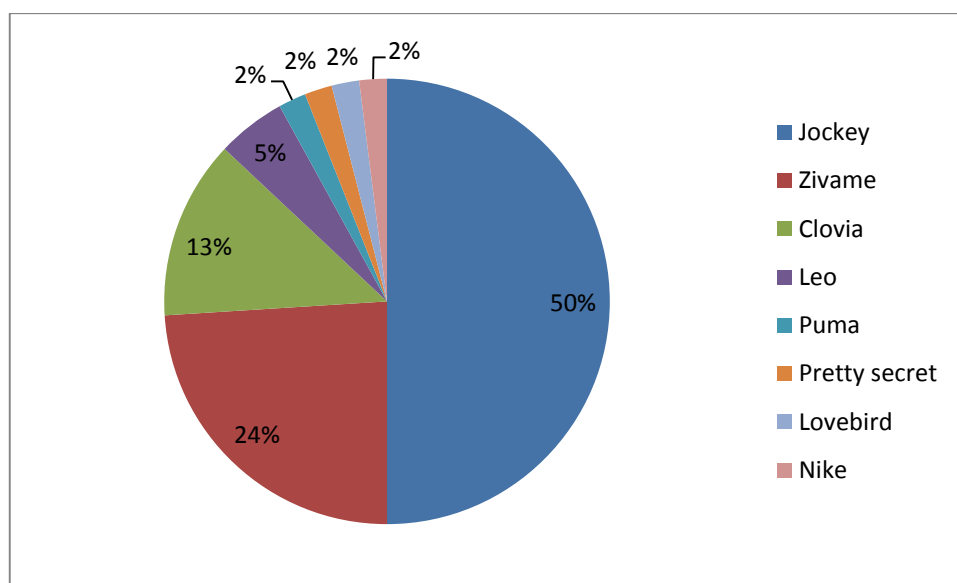


Figure 4.4 Percentage of brands using interactive technologies

Figure 4.4 showed that 50 percent of the respondents saw interactive technologies in jockeybrands, and only 2 percent saw in puma, love bird, Nike, and pretty secret.

4.2.3.5 Spend time researching lingerie products and prices online

This part discussed the spend time researching lingerie products and prices online

Table 4.19 Frequency and percentage of spend time researching lingerie products and prices online

Spend time researching lingerie products and prices online	CCAS n=20	CTAE n=20	CDFS n=20	RCA n=20
Yes	16 (80)	11 (55)	14 (70)	14 (70)
No	4 (20)	9 (45)	6 (30)	6 (30)

Table 4.19 represents 80% of CCAS College respondents spend time researching lingerie products and prices online. Among the CDFS and RCA college respondents, 70% spend time researching products and prices online. Only 55% of CTAE college respondents spend time researching lingerie products.

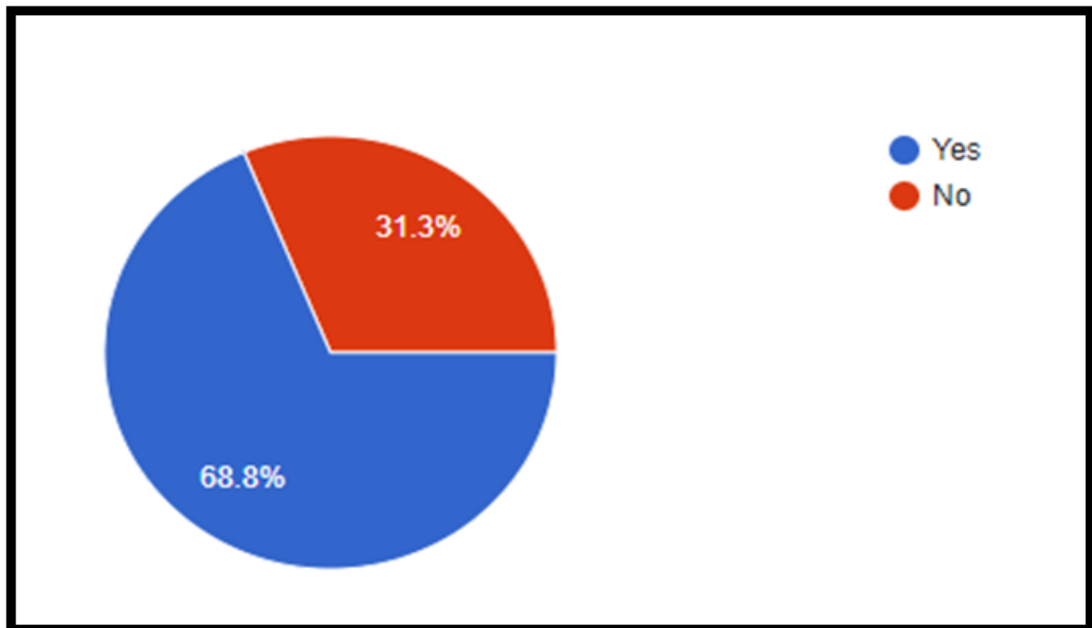


Figure 4.5 Percentage Spend time researching lingerie products and prices online

Figure 4.5 portrays 68.8% of college respondents spend time researching lingerie products and prices online. Only 31.3% of the college respondents spend time researching lingerie products and prices online.

4.2.3.6 Time spent in online research

The amount of time devoted to online research every day, every week, every month, and rarely discussed.

Table 4.20 Frequency and percentage of time spent in online research

Time spent	CCAS n=20	CTAE n=20	CDFS n=20	RCA n=20
Daily	1 (5)	0 (0)	1 (5)	0 (0)
Weekly	4 (20)	1 (5)	3 (15)	1 (5)
Monthly	3 (15)	4 (20)	3 (15)	7 (35)
every few months	5 (25)	5 (25)	4 (20)	5 (25)
Rarely	7 (35)	10 (50)	9 (45)	7 (35)

Table 4.20 represents 35% of CCAS College respondents rarely spend time in online research, every few months 25% of the college respondents, weekly 20% of the respondents, followed by a monthly 15 % of the college respondents and only 5% of the college respondents spend time in online research.

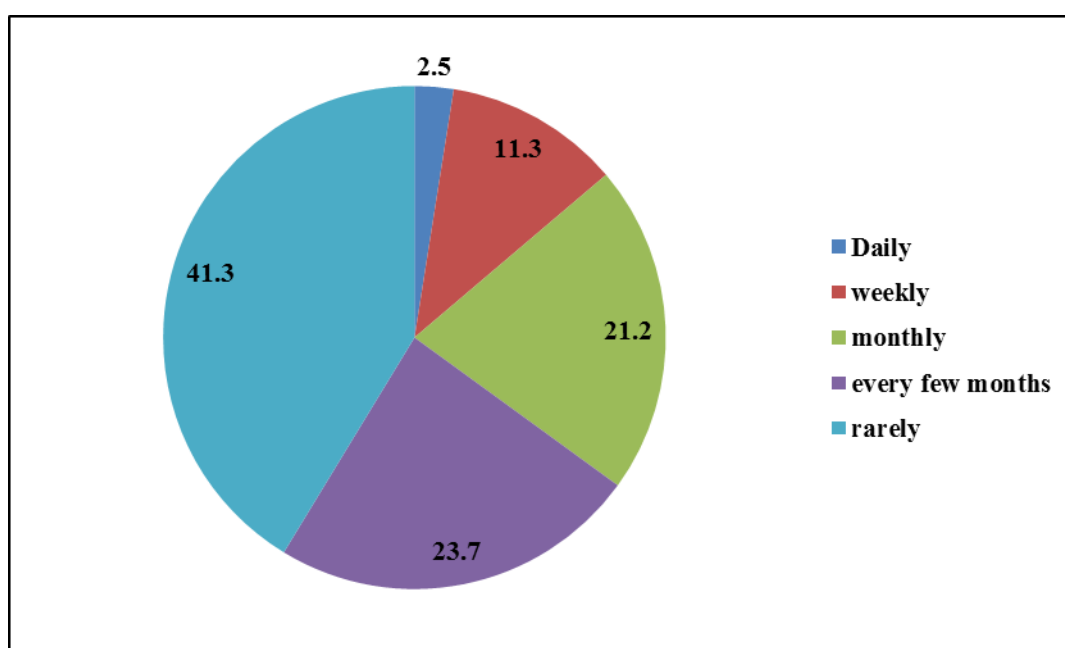


Figure 4.6 Percentage of time spent in online research

Figure 4.6 depicts the majority 41.3% of the college respondents rarely spend time in online research, and 23.7% of respondents every few months, 21.2% of respondents monthly, and 11.3% of respondents weekly spend time in online research. Only 2.5% of respondents spend time in online research.

4.2.3.7 Websites of the lingerie brands feature videos

College girls saw any website of the lingerie brands used feature videos that showed an item fits the body studied in this section.

Table 4.21 Frequency and percentage websites of the lingerie brands feature videos

S.No.	Websites of the lingerie brands feature videos	f & %
1	Yes	29(36.3)
2	No	51(63.7)

Table 4.21 depicts that 63.7 percent of college respondents do not see any website of the lingerie brands feature videos that show the way an item fits the body. Only 36.3 percent of the college respondents saw a website of the lingerie brands used feature videos that showed an item fit the body.

4.2.3.8 Websites of the lingerie brands used feature videos

The website of the lingerie brands that used feature videos was discussed in this part.

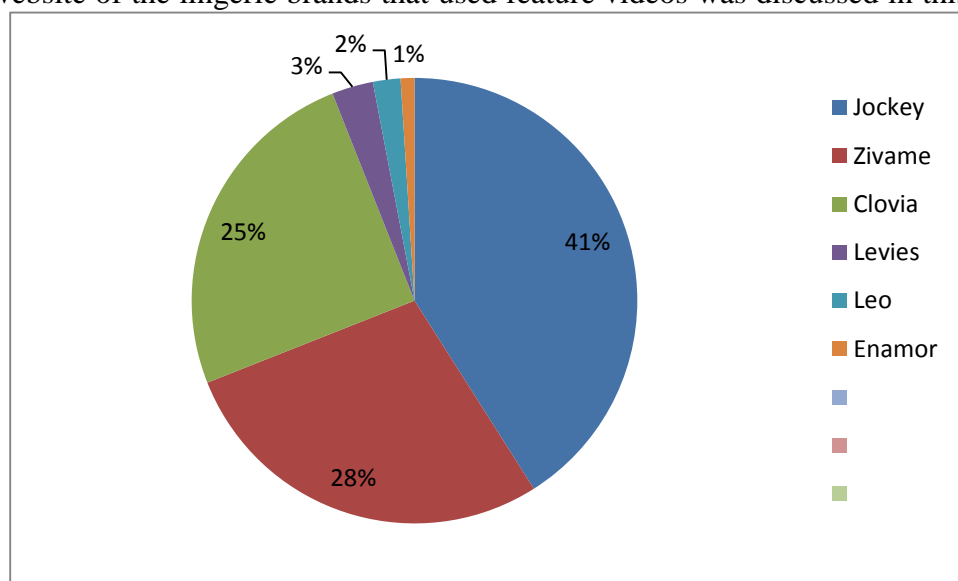


Figure 4.7 Percentage of websites of the lingerie brands used feature videos

Figure 4.7 showed 49% of the respondents saw the website of the lingerie brand feature videos in jockey brand, and only 1% saw in levies, pretty secret, Enamor, and Leo.

4.2.3.9 Virtual shopping kiosks

This part discussed the respondents have seen any of the virtual shopping kiosks in lingerie stores of various brands.

Table 4.22 Frequency and percentage of virtual shopping kiosks

S.No.	Lingerie brands used virtual shopping kiosks or not	f & %
1	Yes	19(23.8)
2	No	61(76.2)

Table 4.22 narrates that the college-going girls have seen any virtual shopping kiosks in lingerie stores of various brands. Only 23.8% of the respondents saw virtual shopping kiosks in lingerie stores of brands. The 76.2% majority of the respondents did not saw any virtual shopping kiosks in the lingerie brand at a physical store.

4.2.3.10 Lingerie brands used virtual shopping kiosks

The college girls saw any lingerie brands using virtual shopping kiosks discussed here.

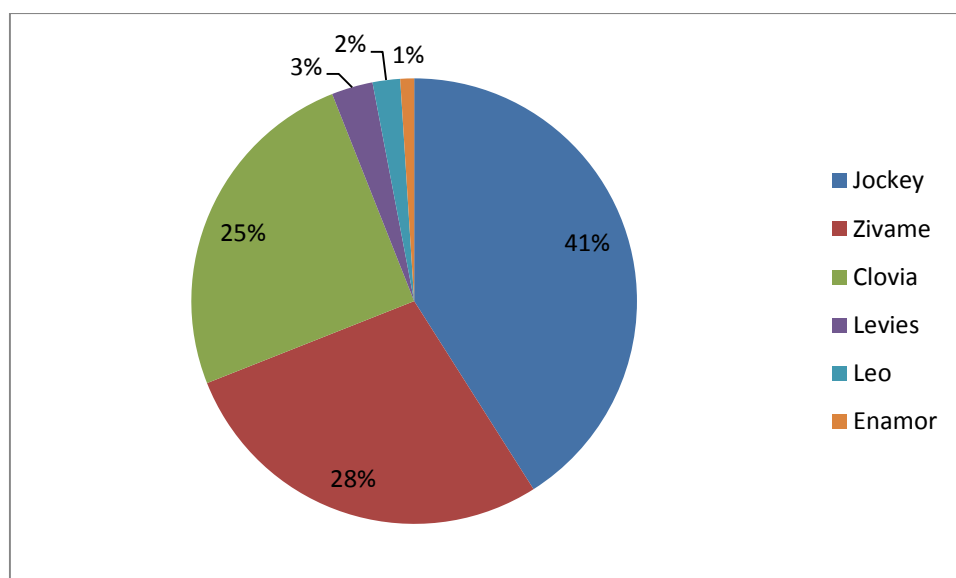


Figure 4.8 Percentage of lingerie brands used virtual shopping kiosks

Figure 4.8 showed that 41% majority of the college respondents saw virtual shopping kiosks in jockey brands and only 1% in Enamor brands.

4.2.3.11 Buying lingerie strategies

This category discussed buying lingerie strategies like a combination of online and offline.

Table 4.23 Percentage of lingerie buying strategies

S.No	Strategies	f	%
a.	Research online and buy offline in a physical store	40	50
b.	Go to a physical store to check the fit, fabric, colour and quality in trial room and then shop online.	49	61.25
c.	Follow social media (face book, Instagram, website advertisements etc.) feeds/recommendations on sales/ events and visit store for purchase of product	30	37.5
d.	Follow 'Influencers' on social media and try the product either online or offline	19	23.75
e.	Buy offline and use their online coupons	19	23.75

Table 4.23 showed 61.25% of the college respondents were go to a physicalstore to check the fit, fabric, color, and quality in the trial room and then

shop online. 50% of the respondents were research online and buy offline in a physical store. The 37.5% of the college respondents followed social media (Facebook, Instagram, website advertisements, etc.) feeds/recommendations on sales/ events and visit stores to purchase the product. 23.75% of the respondents followed ‘Influencers’ on social media and tried the product online or offline. 23.75% buy offline and use their online coupons.

4.2.3.12 Payment mode

This part discussed the payment mode of college girls paying the bills like cash, debit card, credit card, Google Pay, and Paytm studied in this section.

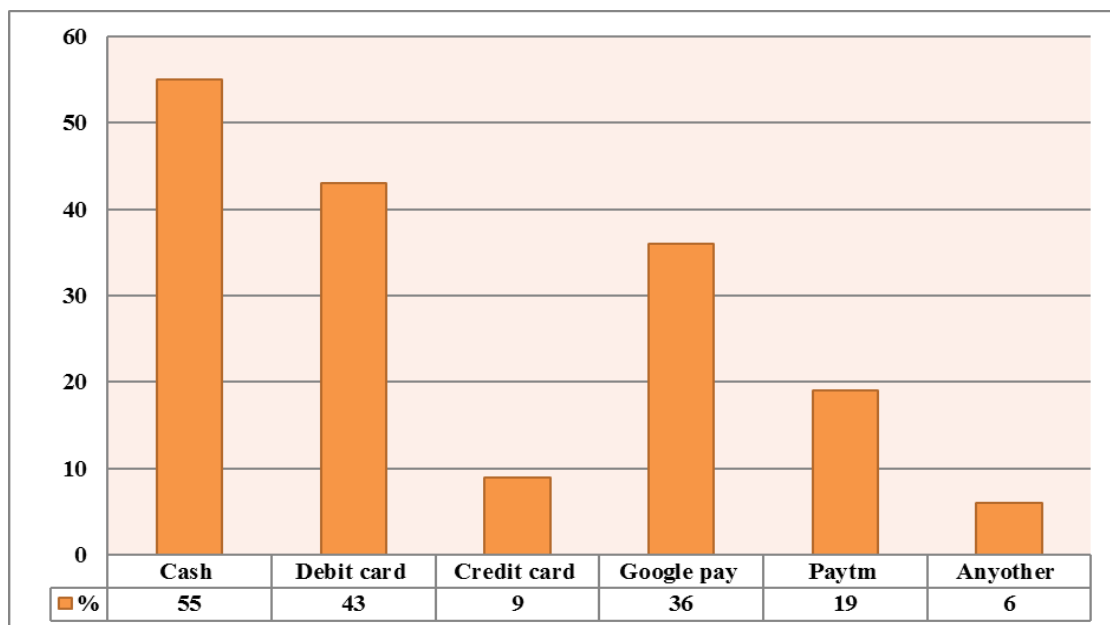


Figure 4.9 Percentage of payment mode

Figure 4.10 showed that the payment mode of respondents was paying the bills. The 55% of the respondents used cash, 43% of the respondents used a debit card, 36% of the respondents used google pay, 19% of the respondents used Paytm, 9% of the respondents used a credit card, and only 6% of the respondents used another payment mode.

4.2.3.13 Lingerie product and service recommendation on social media

The college-going girls have been lingerie product, service recommendations on social media like Facebook, Instagram, Twitter, etc., during internet browsing, based on the lingerie browsing history discussed.

Table 4.24 Percentage of Lingerie product and service recommendation on social media

S.No.	Lingerie product and service recommendation on social media	CCAS n=20	CTAE n=20	CDFS n=20	RCA n=20
1	Yes	13 (65)	7 (35)	15 (75)	13 (65)
2	No	7 (35)	13 (65)	5 (25)	7 (35)

Table 4.24 represents that 75% of the CDFS College respondents were got the lingerie products and service recommendations on social media. The CCAS and RCA College respondents were 65% got the lingerie products and service recommendation on social media. Only 35% of the CTAE college respondents got the lingerie products and service recommendations on social media.

4.2.3.14 Use of recommendations

Use of recommendations discussed in this section.

Table 4.25 Percentage of Use of recommendations

S.No.	Use of recommendations	CCAS n=20	CTAE n=20	CDFS n=20	RCA n=20
1	Useful and helped you to increase your knowledge on lingerie	7(35)	11(55)	7(35)	3(15)
2	Useful and helped you to buy lingerie online/offline	6(30)	4(20)	5(25)	6(30)
3	Very useful and helped you to buy lingerie online/offline	4(20)	3(15)	7(35)	6(30)
4	Not at all useful to you and made you unfollow the brand on Instagram or unfriend on face book	3(15)	2(10)	1(5)	5(25)

Table 4.25 depicts that 35% of CCAS college respondents said it was helpful and useful to increase their knowledge of lingerie. College respondents at CTAE helped to increased their lingerie knowledge by 55%. The CDFS college respondents increased their lingerie knowledge and were very useful and helped you buy lingerie online/ offline at 35%. The respondents from RCA College were 30% helpful and very helpful, helped buy lingerie online/ offline.

4.2.3.15 Prompt to purchase lingerie

The college girls were from which source prompt to purchase lingerie like friend's recommendation, website navigation experience, social media engagement, conversation with a sales representative, and waiting time in the queue discussed here.

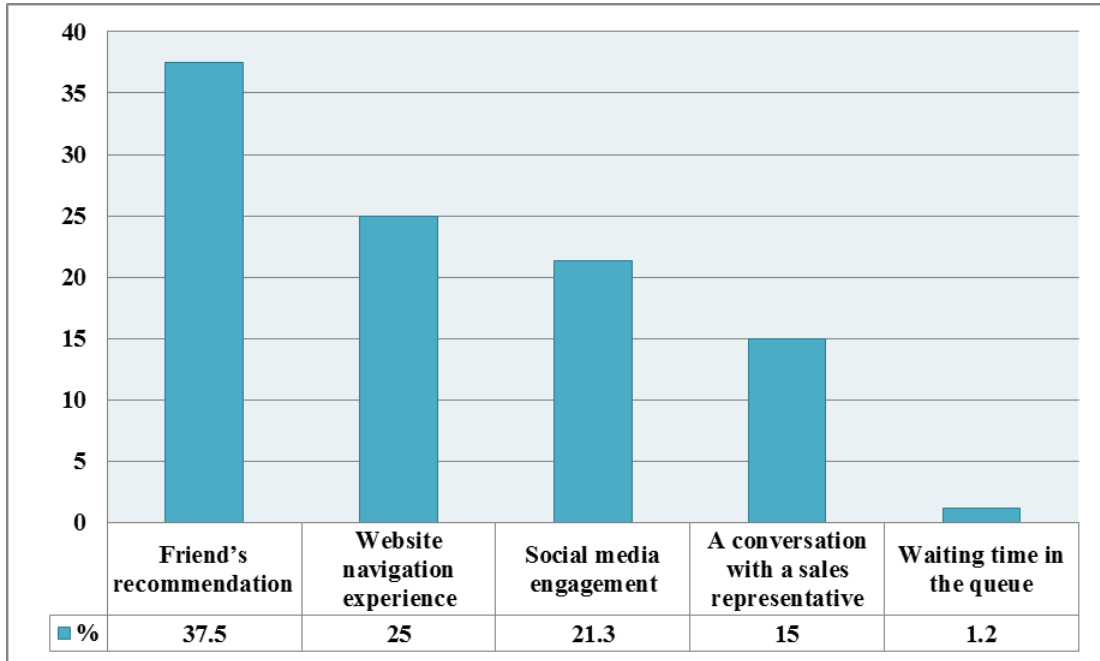


Figure 4.10 Percentage of prompt to purchase

Figure 4.11 showed that 37.5% of the college respondents prompt to purchase lingerie from a friend's recommendation. 25% of the respondents were prompt to purchase lingerie from the website navigation experience. 21.3% of the respondents were prompt to purchase lingerie from social media engagement. 15% of the respondents were prompt to purchase lingerie from a conversation with a sales representative, and only 1.2% of the respondents were prompt to purchase lingerie from waiting time in the queue.

Specific questions related to research

Demographic profile

❖ Is there any significant difference of money spent on lingerie products based on different demographic profile characteristics like age, education, job mode, family type, salary mode?

H0: There is no significant difference of money spent on lingerie products based on different demographic profile characteristics.

H1: There is a significant difference of money spent on lingerie products based on different demographic profile characteristics.

Table 4.26 Significant difference of money spent on lingerie products based on different demographic profile characteristics

		Statistics for spend money on Lingerie products			
Demographic profile		AVG	SD	P-Value	Inference
Age groups	20-21	1.25	0.95	0.003	Significant
	21-22	2.75	2.21		
	22-23	3.75	2.21		
	23-24	4	2.70		
	24-25	8.25	4.92		
Education	UG	8.75	2.95	0.017	Significant
	PG	8.5	2.91		
	PHD	2.75	1.65		
Job mode	private job	4	2.82	0.1599	Not Significant
	government job	9.25	5.12		
	Business	6.75	5.73		
Family type	Nuclear	15.25	8.38	0.0317	Not Significant
	Joint	4.75	3.59		
Salary mode	less than Rs 20,000	2.75	1.89	0.2254	Not Significant
	Rs 20,000 - Rs 40,000	4.5	3.78		
	Rs 40,000 - Rs 60,000	5.25	3.59		

Interpretation:

1. There was a significant difference in money spent on lingerie products based on only two demographic profile characteristics namely age and education, as the P-Value was less than 0.05.

2. Among all the age groups, respondents in the age rang

3. e of 24-25 years show a significant difference in terms of money spend on lingerie products as the average was 8.25 and the spread of data in this group was huge (4.92).

4. When it comes to education, the PG students spend higher money on lingerie products as their average (8.5) was huge compared to UG and Ph.D. students. This could be attributed to the freedom in choice due to better awareness, less dependency on family, and more influence of peers on their clothing. On the other hand, Ph.D. students show a lesser significant difference as the standard deviation was 1.6583. The possible reason could be that most of them were mature, and their choice of lingerie more or less settles into a pattern. A certain brand may be preferred due to the many features and comfort given to the user/wearer.

5. There was no significant difference in money spent on lingerie products based on the three demographic profile characteristics namely job mode, family type, and salary, as the P-Value was more than 0.05.

❖ Is there any significant difference of ensure the quality on lingerie products based on different demographic profile characteristics like age, education, job mode, family type, salary mode?

H0: There is no significant difference of ensure the quality on lingerie products based on different demographic profile characteristics.

H1: There is a significant difference of ensure the quality on lingerie products based on different demographic profile characteristics.

Table 4.27 Significant difference of ensure the quality on lingerie products based on different demographic profile characteristics

		Statistics for ensure the quality on Lingerie products			
Demographical region		AVG	SD	P-Value	Inference
Age groups	20-21	1	1	0.0001***	Highly Significant
	21-22	2.2	1.48		
	22-23	3	1.73		
	23-24	3.2	1.78		
	24-25	6.6	2.56		
Education	UG	7	2.64	0.006***	Highly Significant
	PG	6.8	2.60		
	PHD	2.2	1.48		
Family occupation	private job	3.2	1.78	0.00065***	Highly Significant
	government job	7.4	2.72		
	Business	5.4	2.32		
Family type	Nuclear	12.2	3.49	0.199	Not Significant
	Joint	3.8	1.94		
Family monthly income	less than Rs 20,000	2.2	1.48	0.00001***	Highly Significant
	Rs 20,000 - Rs 40,000	3.6	1.89		
	Rs 40,000 - Rs 60,000	4.2	2.04		
	more than Rs 60,000	6	2.44		

Interpretation:

1. There was a highly significant difference of ensure the quality of lingerie products based on demographic profile characteristics namely age, education, job mode, and salary mode as the P-Value was less than 0.05.
2. Among all the age groups, respondents in the age range of 24-25 years show a greater significant difference in terms of ensuring the quality of lingerie products as the average was 6.6 and the spread of data in this group was larger (2.56).
3. When it comes to education, the UG students ensure high-quality lingerie products as their average (7) and spread of the data in this group was greater (2.64) when compared to PG and Ph.D. students. On the other hand, it was interesting to note that Ph.D. students show a lesser significant difference as the standard deviation was 1.48. The possible reason could be that most of them were mature and their choice of lingerie more or less settles into a pattern. A certain brand may be preferred due to the many features and comfort that it gives to the user/wearer.
4. Family occupation of the government job college girls was highly significant and their average was (7.4) and spread of the data in this group was (2.72) when compared to the private job and business occupation. The family occupation of government job students ensures high-quality lingerie products.
5. The demographic profile of family monthly income Rs 40,000 to Rs 60,000 ensures high-quality lingerie products, their average was (4.2) and the standard was 2.04 compared to other family income. The last one was less than Rs 20,000 monthly income and their standard deviation was 1.48, so they cannot ensure their quality lingerie products because family income was low.
6. There was no significant difference to ensure the quality of lingerie products based on demographic profiles like Family type.

Factorial analysis

- ❖ Is there any significance difference between different factors like psychological factors, social factors, cultural factors and economic factors
- H0: There is no significance difference between statements of Psychological factors**
- H1: There is a significance difference between statements of Psychological factors**

Table 4.28 Significance difference between statements of Psychological factors

Statement	Always	Frequently	Sometimes	Rarely	P-Value	Inference
A good sales pitch by salesman prompts me to buy expensive lingerie products.	3.75	11.25	40.00	45.00	0.04	Significant
The window display in a store attracts me to the merchandise and prompts me to buy.	10.00	12.50	38.75	38.75		
My self-confidence improves upon wearing lingerie products that fit my body well.	63.75	11.25	21.25	3.75		
Lingerie products are one of the most important ways I have in expressing my Individuality	32.50	20.00	25.00	22.50		
Although my lingerie products are similar to what everyone else wears, it is how I wear that makes it different from other students on campus	21.25	13.75	30.00	35.00		
I compare the quality proportionate to the Price	55.00	16.25	25.00	3.75		
I use more time and effort to buy the best quality lingerie Products	36.25	21.25	33.75	8.75		
I select lingerie products that emphasizes body part(s) I want	32.50	10.00	27.50	30.00		
I select colour, styles and fabrics that minimize my dissatisfied body parts	30.00	15.00	23.75	31.25		
Average	31.67	14.58	29.44	24.31		

Interpretation

1. There was a significant difference between statements of psychological factors as the p-value was less than 0.05.
2. Statement number 2 “My self-confidence improves upon wearing lingerie products that fit my body well” was greater significant as their average was (63.75). So college-going girls always improved their self-confidence upon wearing lingerie products.
3. There was a significant difference between statements of psychological factors as the p-value was 0.04.

H0: There is no significant difference between different statements of Social factors

H1: There is a significant difference between different statements of Social factors

Table 4.29 Significant difference between different statements of Social factors

S.No	Statement	Always	Frequently	Sometimes	Rarely	P-Value	Inference
2.1	My lingerie buying decision is influenced by my family members.	5	18.75	26.25	50	0.00***	Highly Significant
2.2	My lingerie buying decision is influenced by my friends.	8.75	18.75	31.25	41.25		
2.3	My choice of lingerie reflects my social status	20	7.5	27.5	45		
2.4	I often buy lingerie products that is advertised	5	11.25	40	43.75		
2.5	I buy more lingerie products if I have seen them being worn or used by a celebrity	2.5	11.25	15	71.25		
2.6	I tend to notice lingerie products in movie	7.5	11.25	25	56.25		
2.7	I notice lingerie products in television	7.5	12.5	28.75	51.25		

2.8	I notice the lingerie products in magazines	12.5	11.25	23.75	52.5		
2.9	I seek out the lingerie latest fashions on the internet	22.5	20	22.5	35		
2.1	I notice lingerie products in music videos	5	11.25	20	63.75		
2.11	I get information from my peers before I select my lingerie	2.5	16.25	36.25	45		
2.12	My parents / guardians provide me with information concerning lingerie before I select my lingerie products	6.25	12.5	27.5	53.75		
2.13	My sibling(s) has the greatest influence on the lingerie products I select	10	12.5	28.75	48.75		
2.14	A store's dressed mannequin and displays influence my choice of lingerie.	5	10	35	50		
2.15	Fashion leaders inform me of the latest lingerie before I select my lingerie products	2.5	11.25	32.5	53.75		
	Average	8.16	13.08	28	50.75		

Interpretation

1. There was a significant difference between statements of social factors as the p-value was less than 0.05.
2. Statement number 5 "I buy more lingerie products if I have seen them being worn or used by a celebrity" was greater significant as their average was (71.25). So college-going girls buy more lingerie products seen them being worn or used by a celebrity.
3. There was a highly significant difference between statements of social factors as the p-value was 0.00.

Ho: There is no significant difference between statements of Cultural factors.

H1: There is a significant difference between statements of cultural factors.

Table 4.30 Significant difference between statements of cultural factors

S.No	Statement	Always	Frequently	Sometimes	Rarely	P-Value	Inference
3.1	My social class affects the choice of lingerie	10	11.25	36.25	42.5	0.01	Significant
3.2	I utilize the experience of my family, friends, neighbours etc. while buying lingerie products	10	17.5	38.75	33.75		
3.3	My choice of lingerie is based on the boundaries set by my religion	11.25	11.25	11.25	66.25		
	Average	10.41	13.33	28.75	47.5		

Interpretation

1. There was a significant difference between statements of cultural factors as the p-value was less than 0.05.
2. Statement number 3“My choice of lingerie was based on the boundaries set by my religion” was greater significant as their average was (66.25). So college-going girls selected their lingerie products according to their religious boundaries. Religion affects more on college girls to purchase lingerie.
3. There was a significant difference between statements of cultural factors as the p-value was 0.01

H0: There is no significance difference between statements of economic factors

H1: There is a significant difference between statements of economic factors

Table 4.31 Significant difference between statements of economic factors

S.No	Statement	Always	Frequently	Sometimes	Rarely	P-Value	Inference
4.1	My family income affects the choice of lingerie products	20	11.25	36.25	32.5	0.02	Significant
4.2	Do you feel size of the family effect to your buying decision	12.5	6.25	28.75	52.5		
4.3	Do you prefer to buy lingerie products when you have amount	20	20	36.25	23.75		
	Average	17.5	12.5	33.75	36.25		

Interpretation

1. There was a significant difference between statements of economic factors as the p-value was less than 0.05.
2. Statement number 2 “size of the family affect buying decision” was greater significant as their average was (52.5). So the size of the family affects the buying decision of college-going girls because fewer family members buy more products and the size of the family more they cannot afford to purchase more lingerie products.

3. There was a significant difference between statements of economic factors as the p-value was 0.02.

H0: There is no significance difference between different factors like psychological factors, social factors, cultural factors and economic factors

H1: There is a significance difference between different factors like Psychological factors, Social factors, Cultural factors and Economic factors

Table 4.32 Significance difference between different factors like Psychological factors, Social factors, Cultural factors and Economic factors

Factors	Mean	SD	P-Value	Inference
Psychological factors	16.93	10.59	0.01	Significant
Social factors	13.37	0.87		
Cultural factors	29.98	2.57		
Economic factors	39.70	11.99		

Interpretation

1. There was a significant difference between different statements of buying behaviour factors like psychological, social, cultural, and economic factors as the p-value was less than 0.05.
2. The economic factor was significant as their average was (39.70) and the standard deviation was (11.99).
3. There was a significant difference between factors liked psychological, social, cultural, and economic factors as the p-value was 0.01.

Online and offline lingerie buying experience

❖ What is the experience while buying lingerie products online and offline?

H0: There is no significance difference on different variables while buying lingerie products online

H1: There is a significance difference on different variables while buying lingerie products online

Table 4.33 Significance difference on different variables while buying lingerie products online

	Online Experience						
Variables	Strongly agree	Agree	Neutral	disagree	Strongly disagree	P-Value	Inference
Convenience	33.75	38.75	25	2.5	0	0.00***	Highly Significant
Risk	13.75	35	46.25	5	0		
Mode of payment	26.25	50	22.5	1.25	0		
Quality	37.5	35	23.75	3.75	0		
Trust	25	43.75	26.25	5	0		
Variety	42.5	42.5	13.75	1.25	0		
Offers	40	36.25	18.75	5	0		
Information	37.5	41.25	20	1.25	0		
Taste and preference	31.25	46.25	16.25	6.25	0		
Available products	35	41.25	22.5	1.25	0		
Customer service	28.75	45	20	3.75	2.5		
Authenticity	30	33.75	31.25	3.75	1.25		
Shopping ambience	25	30	38.75	5	1.25		
Average	25	31.92	20	2.76	0.30		

Interpretation

1. There was a significant difference on different variables while buying lingerie products online as the p-value was less than 0.05.
2. The college-going girls were strongly agreed at varieties as their average value (42.5) compared to other variables. So respondents like online buying because so many varieties available. During online shopping, respondents were more concentrated on varieties.
3. There was a highly significant difference between different variables as the p-value was 0.00.

H0: There is no significance difference on different variables while buying lingerie products offline

H1: There is a significance difference on different variables while buying lingerie products offline

Table 4.34 Significance difference on different variables while buying lingerie products offline

Offline Experience							
Variables	Strongly agree	Agree	Neutral	disagree	Strongly disagree	P-Value	Inference
Convenience	42.5	30	22.5	3.75	1.25	0.00***	Highly Significant
Risk	17.5	31.25	33.75	11.25	6.25		
Mode of payment	41.25	32.5	21.25	2.5	2.5		
Quality	56.25	31.25	11.25	1.25	0		
Trust	52.5	33.75	10	3.75	0		
Variety	31.25	41.25	21.25	5	1.25		
Offers	26.25	28.75	32.5	11.25	1.25		
Information	35	38.75	22.5	3.75	0		
Taste and preference	37.5	28.75	27.5	6.25	0		
Available products	30	32.5	32.5	5	0		
Customer service	33.75	37.5	21.25	6.25	1.25		
Authenticity	40	36.25	20	3.75	0		
Shopping ambience	35	40	21.25	3.75	0		
Average	29.46	27.23	18.30	4.15	0.84		

Interpretation

1. There is a significant difference in different variables while buying lingerie products offline as the p-value was less than 0.05.
2. The college-going girls were strongly agreed on quality as their average value (56.25) compared to other variables. So respondents like offline buying because quality lingerie products were available. During offline shopping respondents more like the quality of the products.
3. There was a highly significant difference between different variables as the p-value was 0.00.

❖ After buying lingerie products online and offline how satisfied you feel regarding following features

H0: There is no significance difference on different variables after buying lingerie products online

H1: There is a significance difference on different variables after buying lingerie products online

Table 4.35 Significance difference on different variables after buying lingerie products online

Experience	Variables	Online						
		Very satisfied	satisfied	Neutral	unsatisfied	Very unsatisfied	P- Value	Inference
Product experience	Product price	21.25	50	26.25	2.5	0	0.00***	Highly Significant
	Product style	27.5	48.75	22.5	1.25	0		
	Brand availability	32.5	43.75	21.25	2.5	0		
	Product fabric	20	53.75	23.75	2.5	0		
	Product fit	21.25	48.75	26.25	3.75	0		
	Product quality	31.25	40	25	3.75	0		
	Product colour	27.5	47.5	25	0	0		
	Average	25.89	47.5	24.28	2.32	0		

Interpretation

1. There was a significant difference in different variables after buying lingerie products online as the p-value was less than 0.05.
2. The college-going girls were very satisfied with brand availability as their average value (32.5) compared to other variables. After buying the lingerie products respondents were very satisfied with branded products. The branded products gave comfort, quality, and trust and last longer.
3. There was a highly significant difference between different variables as the p-value was 0.00.

H0: There is no significance difference on different variables after buying lingerie products offline

H1: There is a significance difference on different variables after buying lingerie products offline

Table 4.36 Significance difference on different variables after buying lingerie products offline

Experience	Variables	Very satisfied	satisfied	Neutral	Un satisfied	Very unsatisfied	P-Value	Result
Product experience	Product price	42.5	45	8.75	3.75	0	0.00***	Highly Significant
	Product style	36.25	50	13.75	0	0		
	Brand availability	32.5	38.75	27.5	1.25	0		
	Product fabric	50	36.25	11.25	2.5	0		
	Product fit	45	38.75	13.75	1.25	1.25		
	Product quality	50	33.75	13.75	2.5	0		
	Product colour	43.75	37.5	17.5	1.25	0		
	Average	42.85	40	15.17	1.78	0.17		

Interpretation

1. There was a significant difference in different variables after buying lingerie products offline as the p-value was less than 0.05.
2. The college-going girls were very satisfied with product fabric as their average value (50) compared to other variables. After buying the lingerie products respondents were very satisfied with the fabric. The product fabric gave comfort to users so respondents were more concentrated on fabric.
3. There was a highly significant difference between different variables as the p-value was 0.00.

Find out the convergence of digital and physical buying of lingerie and trace out the emergence of phygital marketing of lingerie

Testing of significance

❖ **There is any significance between Q.1 with Q.4**

Q.1 When do you use digital channels in your lingerie purchase?

Q.4 Do you spend time researching lingerie products and prices online?

Table 4.37 Significance differences between use digital channels in your lingerie purchase and spend time researching lingerie products and prices online

	Before the purchase	During the purchase	After purchase	P-Value	Inference
Daily	1.81	1.81	0	0.0021 **	Highly Significant
Weekly	12.72	3.63	0		
Monthly	20	5.45	1.81		
Every few months	20	10.90	0		
Never	14.54	5.45	1.81		

Interpretation:

1. There was a significant difference between using digital channels and spend time researching lingerie products and prices online as the p-value was less than 0.05.
2. Monthly and Every few months use digital channels before the purchased lingerie products as their average value was (20).
3. There was a highly significant difference between using digital channels on spend time researching lingerie products and prices online as the p-value was 0.0021.

❖ **There is any significance between Q.4 with Q.10**

Q.4 Do you spend time researching lingerie products and prices online?

Q.10 While buying lingerie which of the following strategies do you adopt?

Table 4.38 Significance difference between spend time researching lingerie products and prices online and buying lingerie strategies

Strategies	Daily	Weekly	Monthly	Every few months	Rarely	P-Value	Result
Research online and buy offline in a physical store	5.0	7.5	27.5	30.0	30.0	0.00***	Highly Significant
Go to a physical store to check the fit, fabric, colour and quality in trial room and then shop online.	2.0	12.2	30.6	18.4	36.7		
Follow social media (face book, Instagram, website advertisements etc.) feeds/recommendations on sales/ events and visit store for purchase of product	3.3	16.7	30.0	20.0	30.0		
Follow ‘Influencers’ on social media and try the product either online or offline	0.0	19.2	19.2	15.4	19.2		
Buy offline and use their online coupons	0.0	16.0	16.0	20.0	24.0		

Interpretation:

1. There was a significant difference between spending time researching lingerie products and prices online and buying lingerie strategies as the p-value was less than 0.05.
2. Go to a physical store to check the fit, fabric, color, and quality in the trial room and then shop online strategies average value was (36.7). The college-going girls have checked their fabric, fit, color, and quality in a physical store and buy in online.
3. There was a highly significant difference between spending time researching lingerie products and prices online.

❖ **There is any significance between Q.4 with Q.12**

Q.4 Do you spend time researching lingerie products and prices online?

Q.12 Have you received any product and service recommendations on social media (face book, Instagram, Twitter etc.) and during internet browsing, based on your lingerie browsing history?

Table 4.39 Significance difference between spend time researching lingerie products and prices online and received product and service recommendations on social media

	Daily	Weekly	Monthly	Every few months	rarely
Friend's recommendation	0	5.55	16.66	27.77	50
Website navigation experience	0	23.52	23.52	17.64	35.29
Social media engagement	0	21.42	42.85	28.57	7.14

Interpretation:

There was no significant difference between spend time researching lingerie products and prices online and product and service recommendations on social media.

SUMMARY

Lingerie was a word that was utilized for intimate things which are attractive, fascinating, desirable, and voguish. It was dissimilar from other intimate things which were built of cotton as it is the manufacture of stretchy and flexible materials like silk, lace, satin, polyester, nylon. The apparel compartment relatively called lingerie means 'linen' in French was naturally immense. From bras, panties, yoga togs, and loungewear to corsets it support increasing and enlarging as the present closet wants small change and progress. The clothes designs and form that construct the variety known as lingerie were a broad and various selection of garments in both conventional, expected designs and fashionable, unpredicted forms.

Intimate things have always been an extremely private circumstance. In the current situation, ladies were able to select a variation of design choices. While conventional designs may reach many wants, there was no rigid and rapid sovereignty. Whatever one feels most pleasant wearing was what does the duty greatest. It helps the greatest, ameliorate the physique, and it can highlight the physique strong areas. With the correct lingerie, one feels alluring.

Consumer buying behaviour was the behaviour when consumers choose and order the product and services to satisfy their wants and needs. The buying process of the consumer involves product search, product evaluation here customers evaluate different attributes, buy, and product utilization. Apparel has been a very popular selection for consumer buying behaviour surveys. In opposite to apparel, there are some studies on lingerie buying behaviour.

Consumer Buying Behaviour was defined as action taken in both physical and digital by customers before purchasing a service or product. Four consumer buying behaviour factors influencing are cultural, social, personal, and psychological factors. Cultural Factors are defined as an individual's nationality, associations and religious beliefs, location. Social Factors - components in individual surroundings that affect the way they see products. Personal Factors are age, marital status, budget, personal beliefs, values, and morals. Psychological Factors are how personally the product and brand feel.

After the utilization of the internet, retail shopping has enlarged tremendously in the present years and has had an intense effect on the shopping procedure for so

many customers. In online buying behaviour customers are browsing websites for goods and services to search, select, purchase, and order to satisfy their needs, wants, and desires. It was one type of behaviour that was affected during the buying process through the internet.

A wide range of differences between online and offline shopping channels. The online shopping channel was the untouchable channel. Most of the population likes online shopping because of various benefits. Offline shopping has been alive since the alive of mankind, which provides its peculiar advantage to the consumers.

The word 'Phygital' has been created and trademarked in 2013 by the Australian agency Momentum. It was a combination of the terms 'physical' and 'digital' and was a bit of this new World Wide Web era, since commodities were not only offline or online nowadays they are both, at the same time.

Phygital (physical plus digital) was a marketing word that delineates merging digital experiences with physical ones. Phygital marketing was the fusion of virtual and physical experiences, brought together to advantage the customers. It was about seamlessly integrating marketing efforts across real-life and digital spaces.

OBJECTIVES

- To study the buying behaviour of girls towards lingerie.
- To study the online and offline lingerie buying experience of college girls.
- To find out the convergence of digital and physical buying of lingerie and trace out the emergence of phygital marketing of lingerie.

Methodology

The study conducted in the College of Maharana Pratap University of Agriculture and Technology, Udaipur city (Rajasthan). Under this university, we took four colleges i.e. college of community and applied science, college of technology and engineering, College of Dairy and Food Science Technology, and Rajasthan College of Agriculture. For the sample selection, college girls of 20-25 years from each college 20 girls selected to form a total sample of 80 girls. Respondents selected by random sampling method.

Development of research tool

The questionnaire consists of two sections were as follows

Section I: This part will consist of background information of respondents which includes name, age, qualification, source of income, family type, family occupation, family monthly income, lingerie products do you use, money spent on lingerie products, ensure the quality of lingerie products, buy lingerie from any particular brand, from which brands do you buy lingerie products and from which source of information do you get to know about the lingerie products.

Section II: In this section question related to objectives

- The buying behaviour of girls towards lingerie.
- The online and offline lingerie buying experience of college girls.
- The convergence of digital and physical buying of lingerie and trace out the emergence of phygital marketing of lingerie.

Major findings of the study

Demographic profiles of the girls

Age: The majority of age group 24-25 responded 41.25%.

Educational qualification: 43.8% of the UG girls responded to this survey

Source of income: The college girls got the source of income from home 52.5 percent.

Family type: 76.25% of the majority family type was nuclear.

Family occupation: The majority of the family occupations respondents were 46.25% government job

Family income: The respondents of the family income majority were 37.5% (more than Rs 60,000).

Spend money on lingerie: The respondents spend an average per year on lingerie products was 40% that was Rs 1000-2000.

Quality of lingerie: The respondents ensure their quality of lingerie products were 52.5% of the brands, 30% of appearance, 11.25% of reviews, and 6.25% of the price.

General information of the lingerie

Utilization of lingerie products: Most of the girls regularly used lingerie products were panties (90%). similarly sometimes used lingerie products were thermals (48.75).

Buying lingerie from a particular brand: 71.25% majority of the girls were buying lingerie from a particular brand.

Preference of brands for buying lingerie products: The girls preferred to buy jockey (40%).

Source of information: The girls were gain knowledge about their lingerie product information through the internet (58.75%).

Buying behaviour of girls towards lingerie

Psychological Factors: The CCAS college was the highest mean score 4.55. The CCAS College-going girls have always improved self-confidence upon wearing lingerie products that fit the body well.

Believe in brands: The girls believe in brands maximum of 90-100% because they gave comfort, last longer, quality, good value for money, trust, and confidence.

Reason for prefer to buy branded lingerie: statement number 1 'Branded products have good quality in terms of fabric and fit' the mean score of CCAS College was 4.65 mean scores neared score always(5), so CCAS college girls were always branded products have good quality in terms of fabric and fit.

Social factors: statement number 9 'I seek out the lingerie latest fashions on the internet' the mean scores were the CCAS college was 3.45 mean score near to frequently score (4), so CCAS college frequently seek out the lingerie latest fashions on the internet.

Cultural factors: The entire Colleges girls CCAS, CTAE, CDFS, and RCA were sometimes utilized the experience of family, friends, neighbours, etc. while buying lingerie products.

Economic factors: The RCA College was a 3.55 mean score near to frequently score (4), so RCA college girls were frequently preferred to buy lingerie products when having an amount.

Online and offline lingerie buying experience

Shopping and service experience while buying lingerie products online: All the four college CCAS, CTAE, CDFS, and RCA girls were agreed that so many varieties and offers available while buying lingerie products online.

Shopping and service experience while buying lingerie products offline: RCA College was 4.65 mean score near to a strongly agree score (5), so RCA college girls were agreed to trust while buying lingerie products offline.

Product experience after buying lingerie products online: All the four college CCAS, CTAE, CDFS, and RCA girls were satisfied with brands after buying lingerie products online.

Product experience after buying lingerie products offline: All the four college CCAS, CTAE, CDFS, and RCA girls were satisfied with the product price, style, fabric, fit, brand availability, quality, and colour after buying lingerie products offline.

Girl's experience during online purchase of lingerie: All the four college girls were very much built or constructed of the website of girls experience during online purchase of lingerie.

Girl's experience during the purchase of lingerie offline store: All the four college girls were the location of store important during the purchase of lingerie at an offline store.

Convergence of digital and physical buying of lingerie and trace out the emergence of phygital marketing of lingerie

Use of digital channels in your lingerie purchase: The CDFS College girls were 80% before the purchase they used digital channels for lingerie purchase.

Lingerie brands use interactive technologies: Only 47.5 percent of the girls using interactive technologies in physical stores.

Interactive Technologies: 46.25 percent majority of the girls had seen large digital screens in the store showing their lingerie products.

Brands using interactive technologies: 50 percent of the girls have seen interactive technologies in jockey brands.

Spend time researching lingerie products and prices online: 80% of CCAS College girls spend time researching lingerie products and prices online.

Time spent in online research: The majority 41.3% of the college girls were rarely spent time in online research.

Websites of the lingerie brands feature videos: Only 36.3 percent of college girls have seen the website of the lingerie brands feature videos that show the way an item fits the body.

Websites of the lingerie brands used feature videos: The majority 49% of the girls saw the website of the lingerie brand feature videos in the jockey brand.

Virtual shopping kiosks: Only 23.8% of the college girls were seen virtual shopping kiosks in lingerie physical stores of various brands.

Lingerie brands used virtual shopping kiosks: 41% of the college girls seen in jockey brands.

Buying lingerie strategies: 61.25% of the college girls were going to a physical store to check the fit, fabric, colour, and quality in the trial room and then shop online strategy adopt.

Payment mode: 55% of the girls used cash.

Lingerie product and service recommendation on social media: The CDFS College girls were 75% got the lingerie products and service recommendations on social media.

Use of recommendations: The CTAE college girls were useful and helped to increase their knowledge of lingerie by 55%.

Prompt to purchase lingerie: 37.5% of the college girls prompt to purchase lingerie from a friend's recommendation.

Specific questions related to research

Demographic profile

1. There was a significant difference in money spent on lingerie products based on only two demographic profile characteristics namely age and education, as the P-Value is less than 0.05.

2. There was no significant difference in money spent on lingerie products based on the three demographic profile characteristics namely job mode, family type, and salary, as the P-Value is more than 0.05.
3. There is a highly significant difference of ensure the quality of lingerie products based on demographic profile characteristics namely age, education, job mode, and salary mode as the P-Value is less than 0.05.
4. There was no significant difference to ensure the quality of lingerie products based on demographic profiles like Family type.

Factorial analysis

- ❖ Is there any significant difference between different factors like psychological factors, social factors, cultural factors, and economic factors
 1. There was a significant difference between statements of psychological factors as the p-value was 0.04.
 2. There was a highly significant difference between statements of social factors as the p-value was 0.00.
 3. There was a significant difference between statements of cultural factors as the p-value was 0.01
 4. There was a significant difference between statements of economic factors as the p-value was 0.02.
- ❖ There was a significant difference between factors liked psychological, social, cultural, and economic factors as the p-value was 0.01.

Online and offline lingerie buying experience

4. The college-going girls strongly agreed with varieties as their average value (42.5) compared to other variables. So girls like online buying because so many varieties available. During online shopping, girls were more concentrated on varieties. There was a highly significant difference between different variables as the p-value was 0.00.
5. The college-going girls strongly agreed on quality as their average value (56.25) compared to other variables. So girls like offline buying because quality lingerie products were available. During offline shopping girls more

like the quality of the products. There was a highly significant difference between different variables as the p-value was 0.00.

6. The college-going girls very satisfied with brand availability as their average value (32.5) compared to other variables. After buying the lingerie products online girls were very satisfied with branded products. The branded products gave comfort, quality, trust, and last longer. There was a highly significant difference between different variables as the p-value was 0.00.
7. The college-going girls very satisfied with product fabric as their average value (50) compared to other variables. After buying the lingerie products offline girls were very satisfied with the fabric. The product fabric gave comfort to users so girls were more concentrated on fabric. There was a highly significant difference between different variables as the p-value was 0.00.

Find out the convergence of digital and physical buying of lingerie and trace out the emergence of phygital marketing of lingerie

4. Monthly and Every few months use digital channels before the purchased lingerie products as their average value was (20). There was a highly significant difference between using digital channels on spend time researching lingerie products and prices online as the p-value was 0.0021.
5. There was a significant difference between spending time researching lingerie products and prices online and buying lingerie strategies as the p-value was less than 0.05. Go to a physical store to check the fit, fabric, colour, and quality in the trial room and then shop online strategies average value was (36.7). The college-going girls have checked their fabric, fit, colour, and quality in a physical store and buy in online. There was a highly significant difference between spending time researching lingerie products and prices online.
6. There was no significant difference between spend time researching lingerie products and prices online and product and service recommendations on social media.

CONCLUSION

The study “**Phygital Buying Experience of Lingerie among College Going Girls**” was carried out to find the buying behaviour of the college-going girls, buying experience of the college-going girls, and the convergence of digital and physical buying of lingerie and trace out the emergence of phygital marketing.

Demographic profile concludes that the age group 24-25 responds more in this survey. The UG students actively participate in this survey compared to other qualifications like PG, Ph.D. Most of the college-going girls got a source of income from home. The majority of college girl’s family type was nuclear. The majority of the family occupations respondents were government jobs. The respondents of the family income majority were more than Rs 60,000, so they spend on an average per year on lingerie products Rs 1000-2000. The respondents ensure their quality of lingerie products the brands, because they gave comfort, last longer, and trust.

General information of the lingerie conclude that most of the girls regularly used lingerie products were panties, similarly sometimes used lingerie products were thermals. The majority of the girls were buying lingerie from a particular brand. The girls preferred to buy jockey brands. The girls were gain knowledge about their lingerie product information through the internet.

Buying behaviour of the girls concludes that under psychological factors the College-going girls were always improved self-confidence upon wearing lingerie products that fit the body well. The girls believe in brands maximum 90-100% because they gave comfort, last longer, quality, good value for money, trust, and confidence. College girls have always branded products that have good quality in terms of fabric and fit. Under social factors, college-going girls frequently sought out the lingerie latest fashions on the internet. Under cultural factors, College girls have sometimes utilized the experience of family, friends, neighbours, etc. while buying lingerie products. Under economic factors, college girls were frequently preferred to buy lingerie products when having amount.

Online and offline lingerie buying experience concludes that the college girls were agreed that so many varieties and offers available while buying lingerie products online. College girls were agreed to trust while buying lingerie products offline. The college girls were satisfied with brands after buying lingerie products online. The

college-going girls were satisfied with the product price, style, fabric, fit, brand availability, quality, and colour after buying lingerie products offline. All the four college girls were very much built or constructed of the website of girls experience during online purchase of lingerie. All the four college girls were the location of store important during the purchase of lingerie at an offline store.

Convergence of digital and physical buying of lingerie and trace out the emergence of phygital marketing of lingerie conclude that girls were 80% before the purchase they used digital channels for lingerie purchase. The girls using interactive technologies in physical stores and the girls had seen large digital screens in the store showing their lingerie products. The girls had seen interactive technologies in jockey brands. College girls rarely spend time researching lingerie products and prices online. The college girl's seen the website of the lingerie brands feature videos that show the way an item fits the body in the jockey brand. The college girls were seen virtual shopping kiosks in lingerie physical stores of various brands but most were seen in jockey brands. The college girls were going to a physical store to check the fit, fabric, color, and quality in the trial room and then shop online strategy adopt. The girls used payment mode was cash. The College girls were got the lingerie products and service recommendations on social media and were useful and helped to increase their knowledge of lingerie. The college girls prompt to purchase lingerie from a friend's recommendation.

Finally, conclude that

- There was a significant difference in money spent on lingerie products based on only two demographic profile characteristics namely age and education, as the P-Value is less than 0.05.
- There is a highly significant difference of ensure the quality of lingerie products based on demographic profile characteristics namely age, education, job mode, and salary mode as the P-Value is less than 0.05.
- There was a significant difference between factors liked psychological, social, cultural, and economic factors as the p-value was 0.01.
- During online shopping, girls were more concentrated on varieties. There was a highly significant difference between different variables as the p-value was 0.00.

- During offline shopping girls more like the quality of the products. There was a highly significant difference between different variables as the p-value was 0.00.
- After buying the lingerie products online girls were very satisfied with branded products. The branded products gave comfort, quality, trust, and lasted longer. There was a highly significant difference between different variables as the p-value was 0.00.
- After buying the lingerie products offline girls were very satisfied with the fabric. The product fabric gave comfort to users so girls were more concentrated on fabric. There was a highly significant difference between different variables as the p-value was 0.00.
- There was a highly significant difference between using digital channels on spend time researching lingerie products and prices online as the p-value was 0.0021.
- The college-going girls have checked their fabric, fit, colour, and quality in a physical store and buy in online. There was a highly significant difference between spending time researching lingerie products and prices online.

RECOMMENDATIONS

Recommendations are as follows:

- The study can be done on the attitude of the respondents toward lingerie.
- The study can be done on the buying behaviour of college-going girls towards lingerie.
- The study can be done to compare the online and offline lingerie buying experience.
- A comparative study can be done on online and offline shopping and service experience of college girls towards lingerie.
- A comparative study can be done on the online and offline product experience of college girls towards lingerie.
- A comparative study can be done online and offline during the purchase of lingerie.
- The study can be done on the Convergence of digital and physical buying of lingerie and trace out the emergence of digital marketing of lingerie.

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Topic: Phygital Buying Experience of Lingerie among College Going Girls

ABSTRACT

Lingerie was a word utilized for intimate things that were attractive, fascinating, desirable, and voguish. Intimate wear and nightdresses were parts of the kind of clothing called lingerie. Innerwear was underwear or just a garment that was directly synonymous with ladies. Nowadays, there were more personal purposes that a female think about buying outfit and material like lingerie. Fulfilling and gorgeously founded lingerie's have an upbeat outcome on human thought and physique shape. Lingerie does not just wear individually it also provides self-confidence and self-fulfillment to that person. Lingerie's were also designed to make women feel comfortable.

The present study was undertaken to find out phygital buying experience of lingerie among college-going girls. To achieve the objective of the current study, a survey was carried out on 80 college going girls between the age range of 20-25 years of studying in three constituent colleges of Maharana Pratap University of Agriculture and Technology i.e. college of community and applied science, college of technology and engineering, College of Dairy and Food Science Technology, and Rajasthan College of Agriculture. 20 students from each College were selected.

Major findings revealed that there was a significant difference in money spent on lingerie products based on only two demographic profile characteristics namely age and education, as the P-Value is less than 0.05. There is a highly significant difference of ensure the quality of lingerie products based on demographic profile characteristics namely age, education, job mode, and salary mode as the P-Value is less than 0.05.

Under buying behavior factors the psychological factor revealed that Statement number 2 "My self-confidence improves upon wearing lingerie products that fit my body well" was greater significant as their average was (63.75). So college-going girls were always improved their self-confidence upon wearing lingerie products. There was a significant difference between statements of psychological factors as the p-value was 0.04. The social factor revealed that Statement number 5 "I buy more lingerie products if I have seen them being worn or used by a celebrity" was greater significant as their average was (71.25). So college-going girls buy more lingerie products seen them being worn or used by a celebrity. There was a highly significant difference between statements of social factors as the p-value was 0.00. Cultural factor revealed that Statement number 3 "My choice of lingerie is based on the boundaries set by my religion" was greater significant as their average was (66.25). So college-going girls selected lingerie products according to their religious boundaries. Religion affects more on college girls to purchase lingerie. There was a

significant difference between statements of cultural factors as the p-value was 0.01. Economic factor revealed that Statement number 2 “size of the family affect buying decision” was greater significant as their average was (52.5). So the size of the family affects the buying decision of college-going girls because fewer family members buy more products and the size of the family more they cannot afford to purchase more lingerie products. There was a significant difference between statements of economic factors as the p-value was 0.02. There was a significant difference between factors liked psychological, social, cultural, and economic factors as the p-value was 0.01.

The college-going girls were strongly agreed at varieties as their average value (42.5) compared to other variables. So girls like online buying because so many varieties available. During online shopping, girls were more concentrated on varieties. There was a highly significant difference between different variables as the p-value was 0.00. The college-going girls were strongly agreed on quality as their average value (56.25) compared to other variables. So girls like offline buying because quality lingerie products were available. During offline shopping girls more like the quality of the products. There was a highly significant difference between different variables as the p-value was 0.00. The college-going girls were very satisfied with brand availability as their average value (32.5) compared to other variables. After buying the lingerie products online girls were very satisfied with branded products. The branded products gave comfort, quality, trust, and last longer. There was a highly significant difference between different variables as the p-value was 0.00. The college-going girls were very satisfied with product fabric as their average value (50) compared to other variables. After buying the lingerie products offline girls were very satisfied with the fabric. The product fabric gave comfort to users so girls were more concentrated on fabric. There was a highly significant difference between different variables as the p-value was 0.00.

Monthly and Every few months use digital channels before the purchased lingerie products as their average value was (20). There was a highly significant difference between using digital channels on spend time researching lingerie products and prices online as the p-value was 0.0021. There was a significant difference between spending time researching lingerie products and prices online and buying lingerie strategies as the p-value was less than 0.05. Go to a physical store to check the fit, fabric, color, and quality in the trial room and then shop online strategies average value was (36.7). The college-going girls have checked their fabric, fit, color, and quality in a physical store and buy in online. There was a highly significant difference between spending time researching lingerie products and prices online. There was no significant difference between spend time researching lingerie products and prices online and product and service recommendations on social media.

महाराणा प्रताप कृषि एवं प्रौद्योगिकी विश्वविद्यालय
सामुदायिक एवं व्यवहारिक विज्ञान महाविद्यालय, उदयपुर राजस्थान
वस्त्र एवं परिधान अभिकल्पना विभाग
स्नातकोत्तर उपाधि-2021

विषय: महाविद्यालय जाने वाले लड़कियों के अधोवस्त्र फिजिटल क्रय व्यवहार का अनुभव

अनुक्षेपण

अधोवस्त्र एक ऐसा शब्द था जिसका उपयोग अंतरंग चीजों के लिए किया जाता था जो आकर्षक, वांछनीय और प्रचलित थीं। इंटीमेट वियर और नाइटड्रेस उस तरह के कपड़ों के हिस्से थे जिन्हें अधोवस्त्रें कहा जाता था। इनरवियर अंडरवियर या सिर्फ एक परिधान था जो सीधे तौर पर महिलाओं का पर्याय था। आजकल, अधिक व्यक्तिगत उद्देश्य थे जो एक महिला पोशाक और अधोवस्त्र जैसी सामग्री खरीदने के बारे में सोचती है। पूर्ति और भव्य रूप से स्थापित अधोवस्त्र का मानव विचार और काया के आकार पर एक उत्साहित परिणाम है। अधोवस्त्र न केवल व्यक्तिगत रूप से पहनता है बल्कि उस व्यक्ति को आत्मविश्वास और आत्म-पूर्ति भी प्रदान करता है। अधोवस्त्र भी महिलाओं को सहज महसूस कराने के लिए डिज़ाइन किए गए थे।

वर्तमान अध्ययन कॉलेज जाने वाली लड़कियों में अधोवस्त्र खरीदने के भौतिक अनुभव का पता लगाने के लिए किया गया था। वर्तमान अध्ययन के उद्देश्य को प्राप्त करने के लिए महाराणा प्रताप कृषि एवं प्रौद्योगिकी विश्वविद्यालय के तीन संघटक महाविद्यालयों अर्थात् सामुदायिक एवं अनुप्रयुक्त विज्ञान महाविद्यालय में पढ़ने वाली 20-25 वर्ष की आयु के बीच की 80 कॉलेज जाने वाली लड़कियों पर एक सर्वेक्षण किया गया। कॉलेज ऑफ टेक्नोलॉजी एंड इंजीनियरिंग, कॉलेज ऑफ डेयरी एंड फूड साइंस टेक्नोलॉजी, और राजस्थान कॉलेज ऑफ एग्रीकल्चर। प्रत्येक कॉलेज से 20 छात्रों का चयन किया गया।

मुख निष्कर्षों से पता चला है कि केवल दो जनसांख्यिकीय प्रोफ़ाइल विशेषताओं अर्थात् उम्र और शिक्षा के आधार पर अधोवस्त्र उत्पादों पर खर्च किए गए धन में महत्वपूर्ण अंतर था, क्योंकि पी-वैल्यू 0.05 से कम है। जनसांख्यिकीय प्रोफ़ाइल विशेषताओं जैसे आयु, शिक्षा, नौकरी मोड और वेतन मोड के आधार पर अधोवस्त्र उत्पादों की गुणवत्ता सुनिश्चित करने में अत्यधिक महत्वपूर्ण अंतर है क्योंकि पी-वैल्यू 0.05 से कम है।

व्यवहार कारकों को खरीदने के तहत मनोवैज्ञानिक कारक ने खुलासा किया कि कथन संख्या 2 "मेरे शरीर को अच्छी तरह से फिट होने वाले अधोवस्त्र उत्पादों को पहनने पर मेरा आत्मविश्वास बेहतर होता है" उनका औसत (63.75) अधिक महत्वपूर्ण था। इसलिए महाविद्यालय जाने वाली लड़कियों ने हमेशा अधोवस्त्र उत्पादों को पहनकर अपने आत्मविश्वास में सुधार किया। मनोवैज्ञानिक कारकों के बयानों में महत्वपूर्ण अंतर था क्योंकि पी-मान 0.04 था। सामाजिक कारक से पता चला कि कथन संख्या 5 "मैं अधिक अधोवस्त्र उत्पाद खरीदती हूँ यदि मैंने उन्हें किसी सेलिब्रिटी द्वारा पहने या उपयोग किए जाने पर देखा है" तो उनका औसत (71.25) अधिक महत्वपूर्ण था। इसलिए महाविद्यालय जाने वाली लड़कियां अधिक अधोवस्त्र उत्पाद खरीदती हैं, जिन्हें किसी सेलिब्रिटी द्वारा पहना या इस्तेमाल किया जाता है। सामाजिक कारकों के बयानों में अत्यधिक महत्वपूर्ण अंतर था क्योंकि पी-मान 0.00 था। सांस्कृतिक कारक से पता चला कि कथन संख्या 3 "अधोवस्त्र की मेरी पसंद मेरे धर्म द्वारा निर्धारित सीमाओं पर आधारित है" अधिक महत्वपूर्ण थी क्योंकि उनका औसत (66.25) था। इसलिए महाविद्यालय जाने वाली लड़कियों ने अपनी धार्मिक सीमाओं के अनुसार अपने अधोवस्त्र उत्पादों का चयन किया। अधोवस्त्र खरीदने के लिए धर्म महाविद्यालय की लड़कियों पर अधिक प्रभाव डालता है। सांस्कृतिक कारकों के बयानों में महत्वपूर्ण अंतर था क्योंकि पी-मान 0.01 था। आर्थिक कारक से पता चला कि कथन संख्या 2 "परिवार का आकार खरीद निर्णय को प्रभावित करता है" अधिक महत्वपूर्ण था क्योंकि उनका औसत (52.5) था। इसलिए परिवार का आकार महाविद्यालय जाने वाली लड़कियों के खरीद निर्णय को प्रभावित करता है क्योंकि परिवार के कम सदस्य अधिक उत्पाद खरीदते हैं और परिवार का आकार जितना अधिक वे अधिक अधोवस्त्र उत्पादों को खरीदने का जोखिम नहीं उठा सकते। आर्थिक कारकों के बयानों में महत्वपूर्ण अंतर था क्योंकि पी-वैल्यू 0.02 था। मनोवैज्ञानिक, सामाजिक, सांस्कृतिक और आर्थिक कारकों जैसे कारकों के बीच एक महत्वपूर्ण अंतर था क्योंकि पी-वैल्यू 0.01 था।

महाविद्यालय जाने वाली लड़कियां अन्य चरों की तुलना में किस्मों पर उनके औसत मूल्य (42.5) के रूप में दृढ़ता से सहमत थीं। इसलिए लड़कियों को ऑनलाइन खरीदारी पसंद आती है क्योंकि इतनी सारी वैरायटी उपलब्ध हैं। नलइन खरीदारी के दौरान लड़कियां वैरायटी पर ज्यादा फोकस करती थीं। विभिन्न चरों के बीच अत्यधिक महत्वपूर्ण अंतर था क्योंकि पी-मान 0.00 था। महाविद्यालय जाने वाली लड़कियां अन्य चरों की तुलना में गुणवत्ता पर उनके औसत मूल्य (56.25) के रूप में दृढ़ता से सहमत थीं। इसलिए लड़कियां ऑफलाइन खरीदारी पसंद करती हैं क्योंकि गुणवत्ता वाले अधोवस्त्र उत्पाद उपलब्ध थे। ऑफलाइन खरीदारी के दौरान लड़कियों को प्रोडक्ट्स की क्वालिटी ज्यादा पसंद आती है। विभिन्न चरों के बीच अत्यधिक महत्वपूर्ण अंतर था क्योंकि पी-मान 0.00 था। महाविद्यालय जाने वाली लड़कियां अन्य चरों की तुलना में अपने औसत मूल्य (32.5) के रूप में ब्रांड की उपलब्धता से बहुत संतुष्ट थीं। अधोवस्त्र उत्पादों को ऑनलाइन खरीदने के बाद लड़कियां ब्रांडेड उत्पादों से बहुत संतुष्ट थीं। ब्रांडेड उत्पादों ने आराम, गुणवत्ता, विश्वास दिया और लंबे समय तक खोया। विभिन्न चरों के बीच अत्यधिक महत्वपूर्ण अंतर था क्योंकि पी-मान 0.00 था। महाविद्यालय जाने वाली लड़कियां अन्य चरों की तुलना में अपने औसत मूल्य (50) के रूप में उत्पाद के कपड़े से बहुत संतुष्ट थीं। अधोवस्त्र उत्पादों को खरीदने के बाद ऑफलाइन लड़कियां कपड़े से बहुत संतुष्ट थीं। उत्पाद के कपड़े ने उपयोगकर्ताओं को आराम दिया ताकि लड़कियां कपड़े पर अधिक ध्यान केंद्रित कर सकें। विभिन्न चरों के बीच अत्यधिक महत्वपूर्ण अंतर था क्योंकि पी-मान 0.00 था।

मासिक और हर कुछ महीनों में खरीदे गए अधोवस्त्र उत्पादों से पहले डिजिटल चैनलों का उपयोग करें क्योंकि उनका औसत मूल्य (20) था। अधोवस्त्र उत्पादों और कीमतों पर ऑनलाइन शोध करने के लिए डिजिटल चैनलों का उपयोग करने के बीच अत्यधिक महत्वपूर्ण अंतर था क्योंकि पी-वैल्यू 0.0021 था। अधोवस्त्र उत्पादों और कीमतों पर ऑनलाइन शोध करने और अधोवस्त्र रणनीतियों को खरीदने में समय बिताने के बीच एक महत्वपूर्ण अंतर था क्योंकि पी-मूल्य 0.05 से कम था। परीक्षण कक्ष में फिट, कपड़े, रंग और गुणवत्ता की जांच करने के लिए एक भौतिक स्टोर पर जाएं और फिर ऑनलाइन रणनीतियों की खरीदारी करें औसत मूल्य (36.7) था। कॉलेज जाने वाली लड़कियों ने एक भौतिक स्टोर में अपने कपड़े, फिट, रंग और गुणवत्ता की जांच की और ऑनलाइन खरीदारी की। अधोवस्त्र उत्पादों और कीमतों पर ऑनलाइन शोध करने में समय बिताने के बीच अत्यधिक महत्वपूर्ण अंतर था। अधोवस्त्र उत्पादों और ऑनलाइन कीमतों पर शोध करने में समय बिताने और सोशल मीडिया पर उत्पाद और सेवा अनुशंसाओं के बीच कोई महत्वपूर्ण अंतर नहीं था।

मुख्य सलाहकार

शोधकर्ता

INTERVIEW SCHEDULE

TITLE: Phygital buying experience of lingerie among college going girls

Name of the researcher: Muslim Fouzia Bhanu

M.Sc. Final

TAD

Preliminary Performa

General information of the respondent:

1. Name :
2. Age :
3. Education qualification :

I am the student of M.Sc. Textile and Apparel designing. As part of my M.Sc. course work, I have to do research work. To fulfil the purpose I am conducting a study on **“Phygital buying experience of lingerie among college going girls”**.

Are you willing to fill the Performa and give your valuable time? Yes / no

The collected information will be used for research purpose only.

COLLEGE OF COMMUNITY AND APPLIED SCIENCES

Department of Textile and Apparel Designing

Title: Phyigital Buying Experience of Lingerie Among College Going Girls.

Section-A

GENERAL INFORMATION

1. Name:
2. Age :
3. Qualification: UG / PG / Ph.D.
4. Source of income :
 - (a) Scholarship/ education
 - (b) Pocket money from home
 - (c) Self-employed
 - (d) Service (e) any other
5. Family type: Joint / Nuclear
6. Family occupation:
 - (a) Government Job
 - (b) Private Job
 - (c) Business
 - (d) any other.....
7. Family monthly income (in Rs)
 - (a) less than Rs20,000
 - (b)Rs20,000-Rs40,000
 - (c) Rs40, 000-Rs60, 000
 - (d) more than Rs60, 000
8. Which of the following lingerie products do you use: please indicate

Sr.No.	Products	Regular	Sometimes
1.	Bra		
2.	Panties		
3.	Camisole		
4.	Night dress		
5.	Thermals		
6.	Lounge pants		
7.	Lounge shorts		
8.	Pyjama		
9.	Sleepshirt		
10.	Stockings		
11.	Night suits		
12.	Shapewear		
13.	Bathrobe		
14.	Yoga pants		
15.	Other		

9. How much do you spend on an average per year on your lingerie products?
 (a) less than Rs500 (b) Rs500-1000 (c) Rs1000-2000 (d) more than Rs2000
10. How do you ensure the quality of lingerie products?
 (a) Appearance (b) Price (c) Brand (d) Brand
11. Do you buy lingerie from any particular brand? Yes / no
12. If yes then from which brands do you buy lingerie products?

Sr.No	Brands	Tick your option
1.	Zivame	
2.	Clovvia	
3.	Lovable	
4.	Enamor	
5.	Pretty secret	
6.	Jockey	
7.	Leo	
8.	others	

13. From which source of information do you get to know about the lingerie products?

Sr.No.	Source of information	Tick the option
1. Direct contact		
a.	Relatives	
b.	Friends	
c.	Neighbours	
2. Mass media		
a.	T.V.	
b.	Radio	
c.	Internet	
3. Print media		
a.	Magazines	
b.	News paper	
c.	Scholars articles in journals	
4. Social media		

a.	Facebook	
b.	Instagram	
c.	Twitter	
d.	WhatsApp	
e.	Snap chat	
f.	Telegram	
g.	Others	
5. Others		
a.	Exhibitions	

A. behaviour of lingerie

1. Psychological factors

S.No.	Statement	Always	Frequently	Sometimes	Rarely	Never
1.1	A good sales pitch by salesman prompts me to buy expensive lingerie products.					
1.2	The window display in a store attracts me to the merchandise and prompts me to buy.					
1.3	My self-confidence improves upon wearing lingerie products that fit my body well.					
1.4	Lingerie products are one of the most important ways I have in expressing my individuality					
1.5	Although my lingerie products are similar to					

	what everyone else wears, it is how I wear that makes it different from other students on campus					
1.6	I compare the quality proportionate to the price					
1.7	I use more time and effort to buy the best quality lingerie products					
1.8	I select lingerie products that emphasizes body part(s) I want					
1.9	I select colour, styles and fabrics that minimize my dissatisfied body parts					
1.10	Do you believe in brands?	Yes/No				
1.11	<p>If yes</p> <p>a. Branded products have good quality in terms of fabric and fit.</p> <p>b. Branded products are more comfortable.</p> <p>c. Branded</p>					

	products last longer.					
	d. Branded products offer good value for money.					
	e. Brands instils trust and confidence in the minds of consumer.					

2. Social factors

S.No	Statement	Always	Frequently	Sometimes	Rarely	Never
2.1	My lingerie buying decision is influenced by my family members.					
2.2	My lingerie buying decision is influenced by my friends.					
2.3	My choice of lingerie reflects my social status					
2.4	I often buy lingerie products that is advertised					
2.5	I buy more lingerie products if I have seen them being worn or used by a celebrity					
2.6	I tend to notice lingerie products in movie					

2.7	I notice lingerie products in television					
2.8	I notice the lingerie products in magazines					
2.9	I seek out the lingerie latest fashions on the internet					
2.10	I notice lingerie products in music videos					
2.11	I get information from my peers before I select my lingerie					
2.12	My parents / guardians provide me with information concerning lingerie before I select my lingerie products					
2.13	My sibling(s) has the greatest influence on the lingerie products I select					
2.14	A store's dressed mannequin and displays influence my choice of lingerie.					
2.15	Fashion leaders inform me of the latest lingerie before I select my lingerie products					

3. Cultural factors

S.No	Statement	Always	Frequently	Sometimes	Rarely	Never
3.1	My social class affects the choice of lingerie					
3.2	I utilize the experience of my family, friends, neighbours etc. while buying lingerie products					
3.3	My choice of lingerie is based on the boundaries set by my religion					

4. Economic factors

S.No	Statement	Always	Frequently	Sometimes	Rarely	Never
4.1	My family income affects the choice of lingerie products					
4.2	Do you feel size of the family effect to your buying decision					
4.3	Do you prefer to buy lingerie products when you have amount					

B. Online and offline lingerie buying experience

1. What is the experience while buying lingerie products online and offline?

Experience	S.No	Variables	Online					Offline				
			Strongly agree	agree	Neutral	disagree	Strongly disagree	Strongly agree	agree	Neutral	disagree	Strongly disagree
Shopping and service experience	a.	Convenience										
	b.	Risk										
	c.	Mode of payment										
	d.	Quality										
	e.	Trust										
	f.	Variety										
	g.	Offers										
	h.	Information										
	i.	Taste and preference										
	j.	Available products										
	k.	Customer service										
	l.	Authenticity										
	m.	Shopping ambience										

2. After buying lingerie products online and offline how satisfied you feel regarding following features

Experience	Sr. no	Variables	Online					Offline				
			Very satisfied	satisfied	Neutral	Unsatisfied	Very unsatisfied	Very satisfied	satisfied	Neutral	unsatisfied	Very unsatisfied
Product experience	1.	Product price										
	2.	Product style										
	3.	Brand availability										
	4.	Product fabric										
	5.	Product fit										
	6.	Product quality										
	7.	Product colour										

3. Kindly indicate your experience against the following features listed, during online purchase of lingerie.

S.No	Features	Very much	Much	Rather	A little	Not at all
1.	Built / construction of website					
2.	Tangibility					
3.	Trial facility					
4.	Difference in actual and shown product					
5.	Delivery related issues					

4. How important are the following features for you while buying lingerie products at offline stores?

S. No	Stores	Very important	important	Neutral	unimportant	Very unimportant
1.	Location of store					
2.	Nature of store					
3.	Visual display					
4.	Tangibility					
5.	Bargaining					

Convergence of physical and digital experience: Trace out the emergence of Phygital marketing of lingerie

1. When do you use digital channels in your lingerie purchase?
 - a. Before the purchase
 - b. During the purchase
 - c. After purchase
2. Have you seen any of the lingerie brands use anyone of the following interactive technologies in the physical store for giving a seamless in-store experience to you?

 Yes/No
 - a. Large digital screen in the store showing their products
 - b. A tablet with digital images of the products available which can be used for superimposing on the customers images
 - c. An in-store navigation app giving directions to the customer regarding the product location
 - d. Radio Frequency Identification (RFID) tags on the products
 - e. Magic mirrors
 - f. Interactive fitting rooms with a touch screen kiosk
 - g. Scan the QR codes, which lead to product information on the website
 - h. mPOS (mobile point of sale) – a handheld portable device used to swipe the debit/credit cards
 - i. Any other _____
3. If yes, please list the brand(s) _____
4. Do you spend time researching lingerie products and prices online? Yes/No
5. If yes, please indicate the time spent in online research
 - a. Daily
 - b. Weekly
 - c. Monthly
 - d. Every few months
 - e. Rarely
6. Do any of the websites of the lingerie brands feature videos that show the way an item fits the body?

 Yes/No
7. If yes, please indicate the brand name(s) _____
8. Have you seen a virtual shopping kiosks in any of the physical stores of various brands

 Yes/No
9. If yes, please indicate the brand name(s) _____
10. While buying lingerie which of the following strategies do you adopt?
 - a. Research online and buy offline in a physical store
 - b. Go to a physical store to check the fit, fabric, colour and quality in trial room and then shop online
 - c. Follow social media (face book, Instagram, website advertisements etc.) feeds/recommendations on sales/ events and visit store for purchase of product

- d. Follow ‘Influencers’ on social media and try the product either online or offline
 - e. Buy offline and use their online coupons
- 11. Which payment mode do you use while paying the bill
 - a. Cash
 - b. Debit card
 - c. Credit card
 - d. Google Pay
 - e. Paytm
 - f. Any other _____
- 12. Have you received any product and service recommendations on social media (face book, Instagram, Twitter etc.) and during internet browsing, based on your lingerie browsing history?
Yes/No
- 13. If yes, were the recommendations
 - a. Useful and helped you to increase your knowledge on lingerie
 - b. Useful and helped you to buy lingerie online/offline
 - c. Very useful and helped you to buy lingerie online/offline
 - d. Not at all useful to you and made you unfollow the brand on Instagram or unfriend on face book
- 14. Which of the following aspects of a brand prompt you to purchase lingerie
 - a. Friend’s recommendation
 - b. Website navigation experience
 - c. Social media engagement
 - d. A conversation with a sales representative
 - e. Waiting time in the queue