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MIDDLE EAST TECHNICAL UNIVERSITY

Clothing Consumption Behaviours and Their Effects on Sustainability

Final Project

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ABSTRACT

Although studies on sustainable consumption have increased in recent years, there is a lack of research on evaluating the shopping habits of young adults in terms of sustainability in our country. This study aims to investigate the effects of sustainable consumption behaviors on the clothing shopping habits of university students. Within the scope of the study, the data obtained from 303 Middle East Technical University (METU) students by questionnaire method were subjected to statistical analysis. Although the findings of the study do not reveal statistically significant relationships between students' sustainability awareness and their clothes shopping habits, the results point to certain trends and differences between different demographic groups. The study aims to shed light on the consumption habits of young people at a time when sustainability debates have gained a global dimension and to provide a basis for more comprehensive research in the future.

1. INTRODUCTION

Sustainable fashion is an approach that aims to transform the production processes, supply chains and consumption habits of the fashion industry by taking into account the principles of environmental, social and economic sustainability. Today, the fashion industry has grown into a major industry that leads to environmental pollution, waste problems and labor rights violations worldwide. In this context, sustainable fashion; It aims to create change in the industry through elements such as the use of organic and recycled materials, ethical production conditions, fair trade practices and long-lasting designs.

This project aims to reduce environmental impacts, use resources efficiently and improve the quality of life of societies by contributing to the "Sustainable cities and living spaces" target, which is the 11th of the 17 sustainable development goals. This project, which is based on the sustainable fashion habits of Middle East Technical University students, aims to increase recycling. It aims to raise conscious consumers who will shape the fashion world of the future by discovering its necessity and potential.

DATA DESCRIPTION

The data set we used in this project consists of the survey answers applied to 436 students studying at Middle East Technical University (METU) between November and January. The survey study, which was created by completing the face-to-face survey of 303 volunteer participants, was collected by random sampling method and has a response rate of approximately 69.50 percent.

Our survey consists of 14 questions in total, 2 of which are open-ended and 12 of which are prepared as multiple choice. 5 of our survey questions were created in order to classify students according to different criteria. These criteria are in the form of age, gender, year of education at the school, faculty of education, and accommodation.

In the remaining 9 questions of our survey, it was aimed to measure the impact of students' clothing shopping habits on sustainability. Our data set contains both quantitative and qualitative data. Quantitative variables consist of numeric and ordinal data types, while qualitative variables are categorical data used for classification purposes.

Variable	**Description**
Gender	Gender of the participant 1: Female, 2: Male, 3: I don't want to specify
Age	Age of the participant
Faculty	Faculty of which the participant is a member 1: Faculty of Architecture, 2: Faculty of Arts and Sciences, 3: Faculty of Economic and Administrative Sciences, 4: Faculty of Education, 5: Faculty of Engineering
Accommodation	Residence where the participants live
Year	Year which participants study
Number of pieces	Total number of pieces that participants bought last two months 1: 0, 2: 1-4, 3: 5-9, 4: More
Number of second hand pieces	Number of pieces that participants prefer second hand last two months 1: 0, 2: 1-4, 3: 5-9, 4: More
Percentage	Percentage of pieces that bought by participants in last two months as a need 1: None, 2: 1-25%, 3: 26-50%, 4: 51-75%, 5: 76-100%
Clothes Disposal Method	The method used to dispose of or repurpose clothes that are no longer used. 1: I donate them 2: I sell them 3: I recycle or repurpose them 4: I throw them away 5: I keep them 6: Others
Rating to sustainability of clothes	How often participants pay attention to the sustainability of clothes? 1: Always, 2: Usually, 3: Often, 4: Sometimes, 5: Never

Number of pieces which are delivered by cargo	Number of pieces that participants bought are delivered by cargo. 1: None, 2: 1-4, 3: 5-9, 4: More
Rating to recycling frequency of the packages	How often participants recycling the package of pieces which are bought online? 1: Always, 2: Usually, 3: Often, 4: Sometimes, 5: Never
Rating of the year	How long on average participants use clothes that are bought by them? 1: Less than 1 year, 2: 1-2 years, 3: 3-4 Years, 4: More than 4 years
Rating of prefering fast fashion brands	How often participants prefer fast fashion brands in their clothes shopping? 1: Always, 2: Usually, 3: Often, 4: Sometimes, 5: Never

Significance of Study

This study aims to understand how young individuals develop an awareness of environmental sustainability by examining university students' clothing shopping habits and attitudes towards sustainability. Today, the fashion industry is facing serious environmental problems due to fast fashion and excessive consumption. Fast fashion production leads to excessive use of environmental resources, large amounts of waste generation and textile waste harming the environment. University students' clothing shopping habits can be an important indicator that can shape future consumption trends and sustainability understanding.

This research can contribute to students' awareness of sustainable fashion and encourage the adoption of more sustainable shopping habits both at individual and societal levels. In addition, it is expected to create awareness on the fact that the widespread use of second-hand clothing and recycling habits are an important step towards reducing environmental impact. The results can help develop potential strategies for sustainable practices in the fashion sector to appeal to wider audiences.

This study contributes to academic literature and can also provide valuable data for policy makers who aim to increase fashion and environmental awareness.

2. LITERATURE REVIEW

In recent years, sustainability has come to the forefront as an approach that aims to reduce the environmental impacts of individual consumption habits on a global scale. The textile sector, in particular, plays a decisive role in areas of critical importance in terms of sustainability, such as natural resource consumption, carbon emissions and waste management. The spread of the concept of fast fashion has led to short-lived and frequently renewed product preferences in clothing consumption habits, leading to an increase in environmental problems. This situation reveals that individuals' consumption habits need to be re-evaluated.

A study conducted in the United States emphasizes that students develop awareness about sustainable clothing shopping. Many students in the study stated that they make more impulsive decisions when shopping, rather than thinking about when and how often the products they are considering purchasing

will be used. This situation reveals the importance of a strategy that requires a moment of thought to balance the need to shop with freedom. Creating such awareness while shopping stands out as an effective method that can help reduce purchases and thus increase the sustainability of clothing consumption (Rhee & Johnson, 2019).

The young population has an important share in shaping consumption trends, and is also an effective group in creating sustainability awareness. University students in Türkiye constitute an important target audience both in the spread of conscious consumption habits and in the evaluation of the environmental impacts of these habits.

In studies conducted in the context of Türkiye, the fashion habits of young consumers and the effects of these habits on sustainability have been discussed from various perspectives.

In a study conducted at Ege University in 2016, it was determined that nearly half of university students had no knowledge about environmental sustainability. It was determined that awareness should be increased about slow fashion and environmental sustainability in order to reduce the demand for fast fashion products(Tama et al., 2017)

Previous literature emphasizes that sustainable clothing shopping plays an important role in reducing the environmental impacts of individuals. In our study, a survey conducted among METU students aims to reveal the students' awareness levels regarding sustainable clothing habits and environmental impacts. The findings, in line with the existing information in the literature, reiterate the importance of education and conscious decision-making processes for increasing sustainable consumption habits.

3.AIM OF RESEARCH

3.1 Main Objective:

The main objective of this research is to assess university students' sustainability awareness and clothes purchasing behaviors. In particular, the study will examine students' perceptions of the sustainability of the clothes they buy, their preferences for secondhand clothes, and the environmental impact of the items they purchase. This information will be useful in understanding how university students' preferences for sustainable fashion are influenced.

3.2 Minor Objective:

The study's minor goals are to investigate topics like how often students choose fast fashion brands when they shop for clothes, how long used clothing lasts, how much of the clothing they buy is deemed necessary, and how frequently the packaging and delivery of their purchases are recycled. In addition, it will be investigated how students approach their unused clothes and whether they buy second-hand clothes.

3.3 Research Philosophy:

An objective research philosophy has been used in this investigation. Data will be collected through a survey and the relationship between students' shopping habits and environmental sustainability will be revealed through analyses of numerical data. This approach will ensure that the research yields both objective and generalizable results.

4. SURVEY METHODOLOGY

4.1 SURVEY DESIGN

4.1.1 Sample Design

In this study, a total of 436 responses were collected through the google questionnaire. The original sample size is 436 after some clarification, justification and arrangement of data the number dropped 303.

4.1.2 Data Collection

In this study, the sample design was carried out using the random sampling method. The study group consisted of various students from different education levels studying at METU. In the data collection process, an online survey was prepared using Google Forms and the survey was delivered to the participants in two different ways: individual direct questions were asked and the survey was shared in a way that the participants could easily access by scanning the QR code. Thanks to these methods, students from different age groups and departments were able to fill out the survey quickly and accessibly. The collected data was used to perform analyses on sustainability preferences and habits.

4.2 METHODS OF ANALYSIS

4.2.1 Descriptive Statistics

Graphs:

A pie chart is a circular statistical graphic which is divided into slices to illustrate numerical proportion. In a pie chart, the arc length of each slice (and consequently its central angle and area) is proportional to the quantity it represents.

A bar chart or bar graph is a chart or graph that presents categorical data with rectangular bars with heights or lengths proportional to the values that they represent. A bar graph shows comparisons among discrete categories. One axis of the chart shows the specific categories being compared, and the other axis represents a measured value.

4.2.2 Statistical Tests

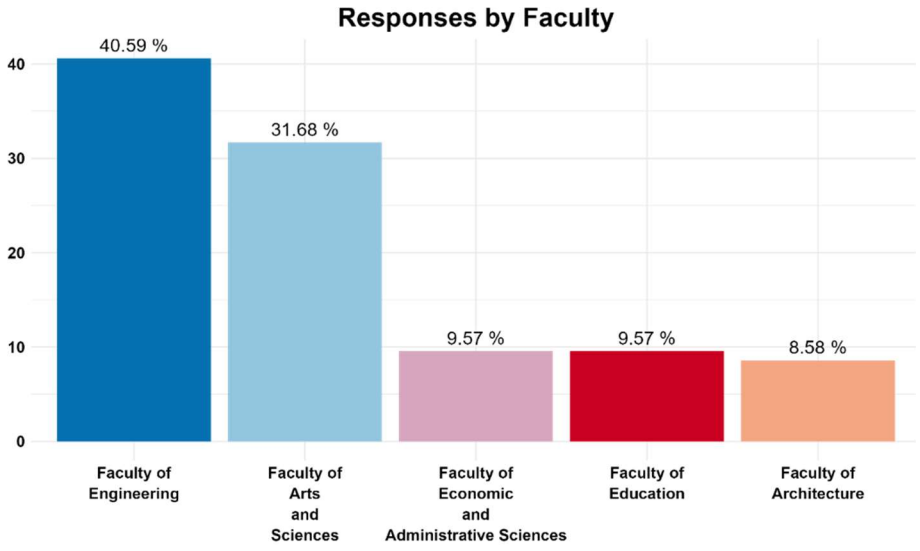
Ordinal Logistic Regression: Ordinal logistic regression is a statistical model used when the dependent variable is categorical. This method is used to examine the effect of independent variables on the dependent variable, taking into account the order of the dependent variable.

Chi-Squared Test: A chi-squared test is a statistical hypothesis test used in the analysis of contingency tables when the sample sizes are large. In simpler terms, this test is primarily used to examine whether two categorical variables (two dimensions of the contingency table) are independent in influencing the test statistic (values within the table).

Kruskal-Wallis Test: The Kruskal-Wallis test is a nonparametric test used to compare independent groups to determine if there are statistically significant differences between them. This test is applied when the independent variable is categorical and the dependent variable is continuous or ordinal. Since it is a nonparametric test, the data used do not have to be normally distributed.

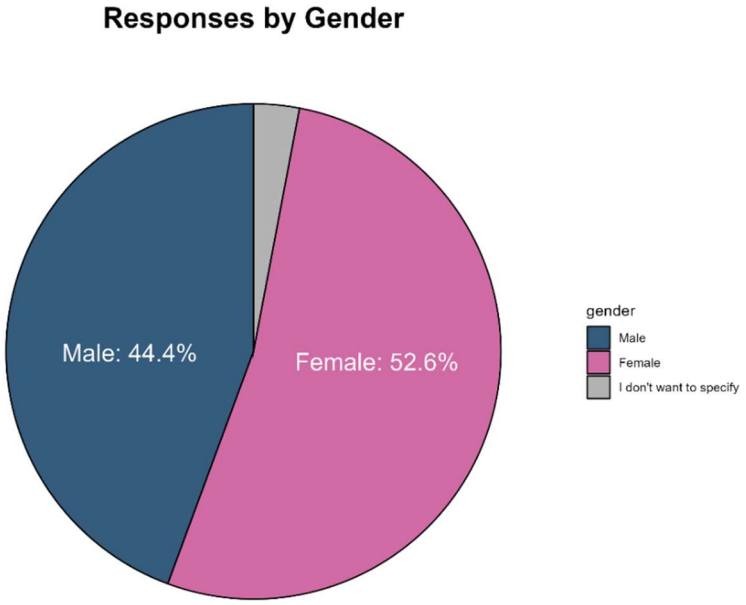
5. RESULTS AND FINDINGS

Responses by Faculty: Within the scope of our research, we conducted a survey study for students from different faculties of our school. 123 students, who constituted approximately 40.5% of our participants, participated from the Faculty of Engineering; 96 students, comprising nearly 31.7% of our participants, from the Faculty of Arts and Sciences; 29 students, who made up about 9.6%, from the Faculty of Economic and Administrative Sciences; 29 students, who made up about 9.6%, from the Faculty of Education; and 26 students, representing close to 8.6% of our participants, participated from the Faculty of Architecture. Participation rates refer to the representation of the student population of each faculty in the survey process. The distribution of participants according to faculties is visualized in the bar graph [Figure 1].



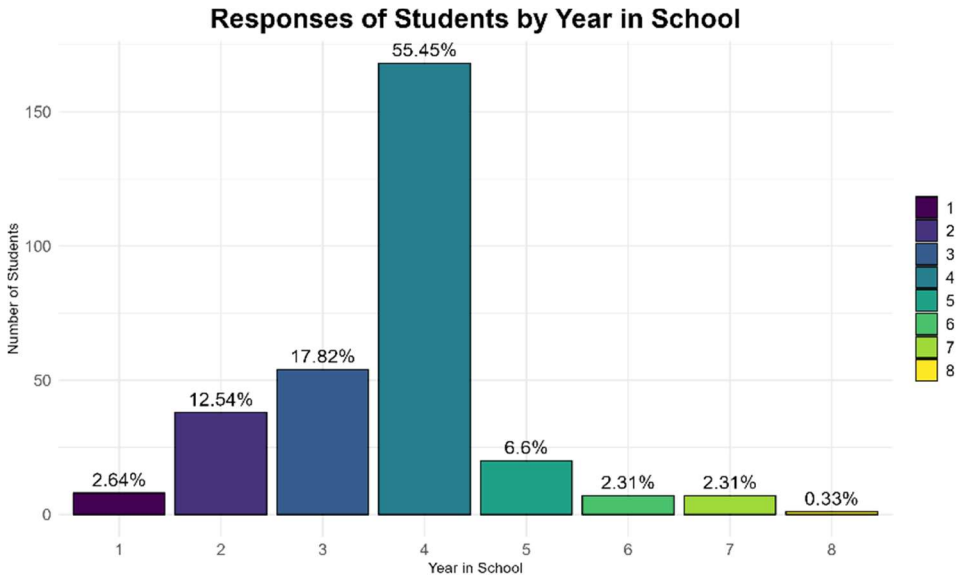
[Figure 1]

Responses by Gender: Students from a variety of gender groups at our school participated in our survey. The female group consists of 159 students, or nearly 52.6% of the participants, whereas the male group consists of 134 students, or around 44.4% of the participants. Furthermore, one student was in the non-binary category, and nine out of ten students, or approximately 3% of our participants, did not want to declare their gender (I don't want to specify).The pie chart [Figure 2] can be examined to see the distribution of participants according to gender groups in detail.



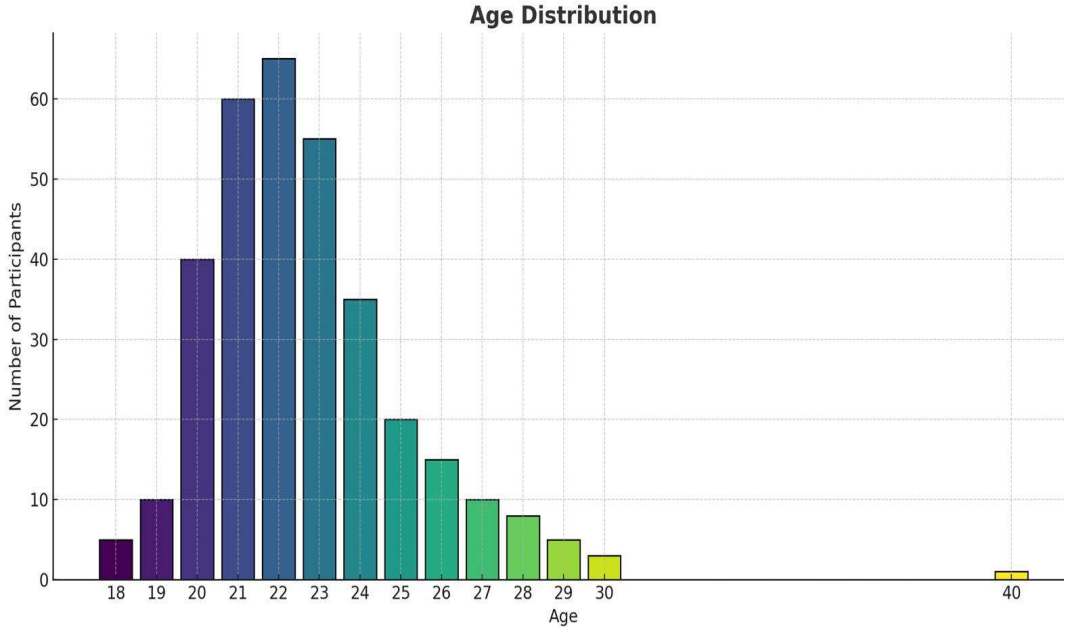
[Figure 2]

Years Spent at the University: Our research includes the participation of students from different years of study at the university.168 students, constituting 55.6% of the students who participated in our survey, are in the 4th year of their education at the university. 54 students, representing 17.8% of the participants, are in their 3rd year; 38 students, constituting 12.5%, are in their second year; 20 students, constituting 6.6%, continue their education in their 5th year. In addition, 8 students, constituting 2.6% of the participants, were in their first year of education; 7 students, representing 2.3%, are in their 6th year; 7 students, again constituting 2.3%, are in their 7th year; and 1 student, constituting 0.3%, is in his 8th year at the university. In order to better reflect the distribution of the participants according to their academic years, these data are visualized with a graph in [Figure 3].



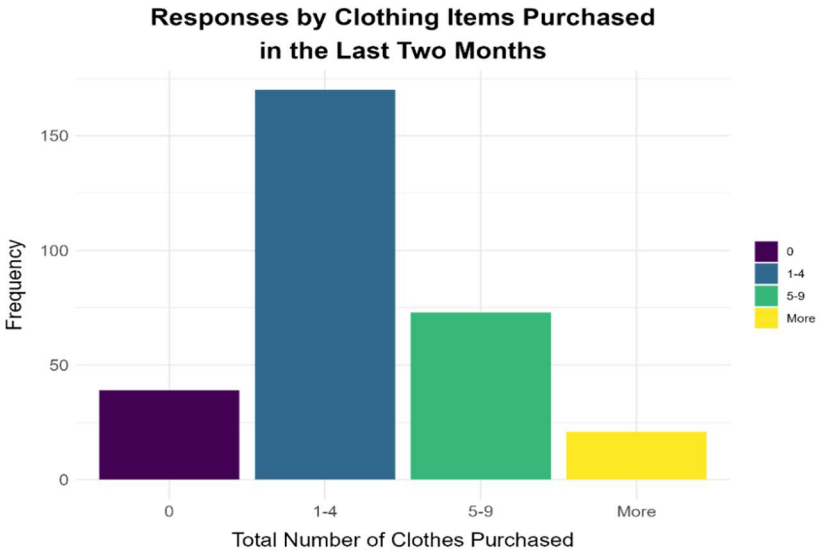
[Figure 3]

Distribution of Participants According to Age: We also asked about the participants' ages during our study. Participants in the survey range in age from 18 to 30. More than 60 of the participants are 22 years old, and the age values rise from 18 to 22 years old. Over 50 of them are 23 years old, and nearly 60 of them are 21 years old. After the age of 22, fewer people participate, and there are less than ten participants who are 30 years old. The distribution of age is visualized in [Figure 4]



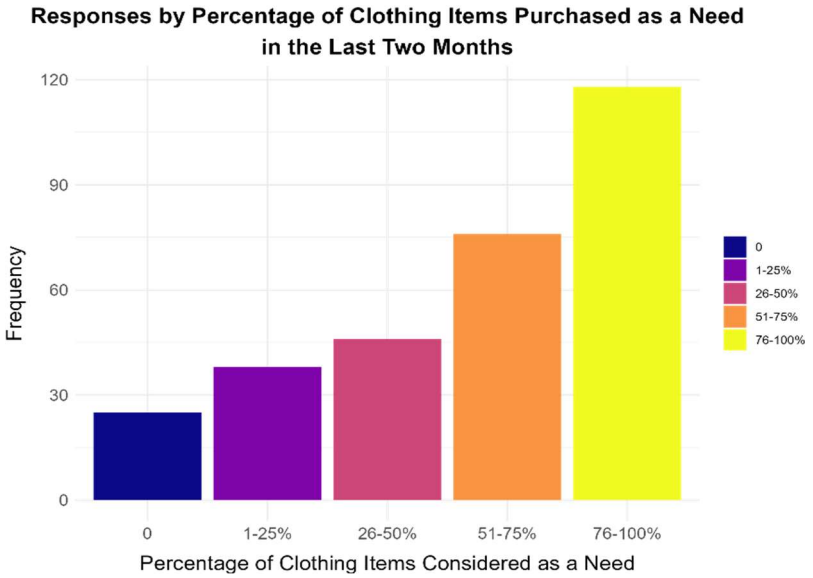
[Figure 4]

Clothing Purchases in the Last Two Months: In our survey, respondents were asked about the total number of clothes they purchased in the last two months. It was observed that the majority of the respondents, about 56.1% of the respondents, 170 people, bought 1 to 4 pieces of clothing in the last two months, about 24.1% of the respondents, 73 people, about 24.1% of the respondents, bought 5 to 9 pieces of clothing, 39 people, about 12.9% of the respondents, did not buy any clothes in the last two months and 21 people, about 6.9% of the respondents, bought more than 10 pieces of clothing in the last two months. This data gives a general idea about the consumption habits of the participants and allows for an analysis of their shopping intensity in the last two months. The distribution of the participants' clothing purchasing habits is presented in detail in [Figure 5] the bar graph.



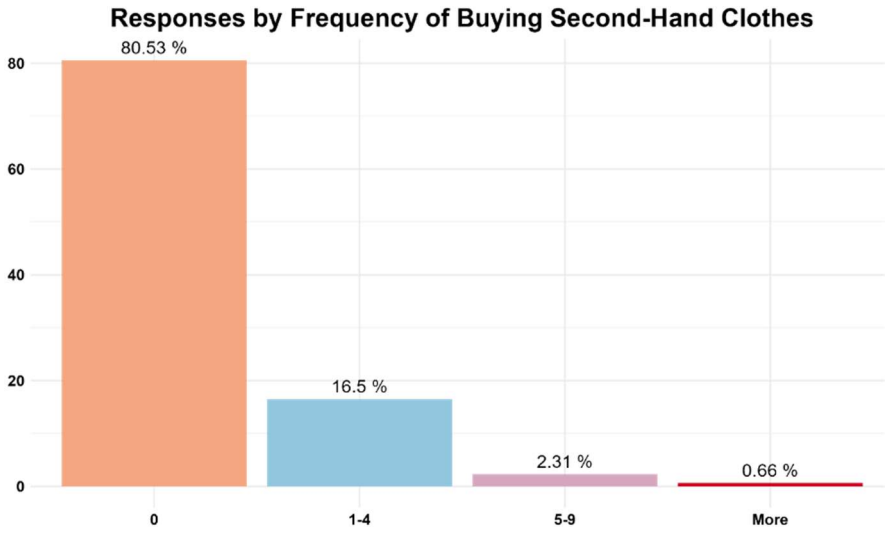
[Figure 5]

Percentage of Clothing Items Purchased as a Need in the Last Two Months: We asked participants what percentage of the clothes they purchased were orders for necessities, and the results are as shown in the bar graph [Figure 6]. Five categories are represented in the graph: 0%, 1–25%, 26–50%, 51–75%, and 76–100%. The distribution of respondents is based on the percentage of clothes purchases made as needs over the previous two months. The majority of respondents fell into the 76–100% range, indicating that most of their purchases are motivated by necessity. This is followed by the 51–75% range, which indicates that they buy mostly for necessity. On the other hand, the least amount of non-essential spending is represented by the 0% range.



[Figure 6]

Responses by Frequency of Buying Second-Hand Clothes: The bar chart [Figure 7] shows the distribution of responses regarding the frequency of buying second-hand clothes with certain percentage values (0.66%, 2.31%, 16.5%, and 80.53%). 80.53% of the participants stated that they do not buy second-hand clothes, which constitutes the majority of the participants. 16.5% of the participants stated that the number of second-hand clothes they buy is between 1-4. 2.31% of the participants stated that the number of second-hand clothes they buy is between 5-9. And 0.66% of the participants stated that the number of clothes they buy second-hand is more than 9.



[Figure 7]

Research Questions

1. Is there a relationship between Years Spent in School and Sustainability Preferences?

In this analysis, the relationship between years spent in school (a continuous variable) and sustainability preferences (an ordinal variable with five categories: "Never," "Sometimes," "Frequently," "Usually," "Always") was examined by the ordinal logistic regression. The purpose of the model is to assess how years spent in school influences individuals' preferences for sustainability. The analysis was performed using a cumulative logit link function with a flexible threshold structure, incorporating a total of 303 observations. Basic fit measures show that the model successfully fits the data (Log-Likelihood: -474.44, AIC: 958.88). The coefficient estimate for the variable representing years spent in school is -0.01558, and the negative value of this coefficient implies that individuals tend to show lower sustainability preferences as the years spent in school increase. However, this relationship is not statistically significant ($p=0.867 > 0.05$). The threshold coefficients reveal the transition probabilities between sustainability preferences. The transition between "Never" and "Sometimes" has a negative and low probability, while the transition between "Frequently" and "Usually" has a positive and increasing probability. One of the most probable transitions is between "Usually" and "Always".

As a result, the analysis showed that there was no significant relationship between years spent in school and sustainability preferences. The effect of years spent in school on the probability of individuals reporting higher sustainability preferences is weak and not statistically supported. However, the

threshold coefficients suggest that individuals differ in their probability of changing preferences from low to high levels.

2. Is there a relationship between Age and Sustainability Preferences?

In this analysis, the relationship between age (a continuous variable) and sustainability preferences (an ordinal variable with five categories: "Never," "Sometimes," "Frequently," "Usually," "Always") was examined by the ordinal logistic regression. The purpose of the model is to assess how age influences individuals' preferences for sustainability. The analysis was performed using a cumulative logit link function with a flexible threshold structure, incorporating a total of 303 observations. Basic fit measures show that the model successfully fits the data (Log-Likelihood: -473.94, AIC: 957.89). The coefficient estimate for the variable representing age is -0.0448, and the negative value of this coefficient implies that individuals tend to show lower sustainability preferences as the age increase. However, this relationship is not statistically significant ($p=0.308 > 0.05$). The threshold coefficients reveal the transition probabilities between sustainability preferences. Transitions from the "Never" category to the "Sometimes" category are less likely than other transitions. Transitions from the "Sometimes," "Frequently," and "Usually" categories are more likely, with transitions from the "Usually" category to the "Always" category being the most likely.

As a result, the analysis showed that there was no significant relationship between age and sustainability preferences. The effect of age on the probability of individuals reporting higher sustainability preferences was weak and not statistically supported. However, the threshold coefficients suggest that individuals differ in their probability of changing preferences from low to high levels.

3. Is there a relationship between the average clothing usage time of METU students and the frequency of their preference for fast fashion brands?

Since both variables are ordered factors, it would make sense to utilize the ordered logit model for this kind of research question. The ordered logit approach is used for analysis. In this analysis, the variables are the rating of the year and the rating of the preference for fast fashion brands. As a result of the ordered logit model, the coefficients of the independent variables are as follows;

- For Linear Effect t-value = 0.4696, standard deviation = 0.1974 and error = 0.4203
- For Quadratic Effect t-value = -0.8271, standard deviation = -0.2829 and error = 0.3421
- For Cubic Effect t-value = 0.6647, standard deviation = 0.1589 and error = 0.2391

The t-value is low and not statistically significant, according to the results on linear effects. In other words, the frequency of picking fast fashion labels and the amount of time spent wearing clothing do not correlate linearly. In other words, there is no discernible rise or fall in the frequency of adopting quick fashion as clothes usage time increases. Moreover, squared effects lack statistical significance. Stated differently, the frequency of picking fast fashion labels cannot be adequately explained by the squared effect of clothes usage duration. There is no linear or square relationship between the amount of time spent wearing clothes and the preference for quick fashion. Additionally, the cubic effect is not statistically significant. This indicates that the frequency of picking fast fashion labels is not much impacted by the cubic effect of apparel usage duration. Among the model's independent variables,

there is no complex, cubic interaction between the frequency of picking fast fashion labels and the amount of time spent wearing clothes.

As a result, the findings indicate that there is no meaningful correlation between the frequency of picking fast fashion labels and the length of time spent wearing garments. Specifically, effects that are cubic, linear, or quadratic are not statistically significant. Stated differently, there is no significant correlation between the frequency of picking fast fashion labels and the length of time spent wearing clothing.

4. Is the fast fashion consumption related to sustainability awareness, and if so, what kind of relationship is there?

Consumption habits may be closely related to individuals' environmental awareness levels. In this context, it is suggested that sustainability awareness has a reducing effect on fast fashion consumption. However, the direction and strength of this relationship is not clear. In this study, it was investigated whether individuals' fast fashion consumption frequency was related to sustainability awareness.

Null Hypothesis (H_0):
There is no relationship between the frequency of fast fashion consumption and sustainability awareness.

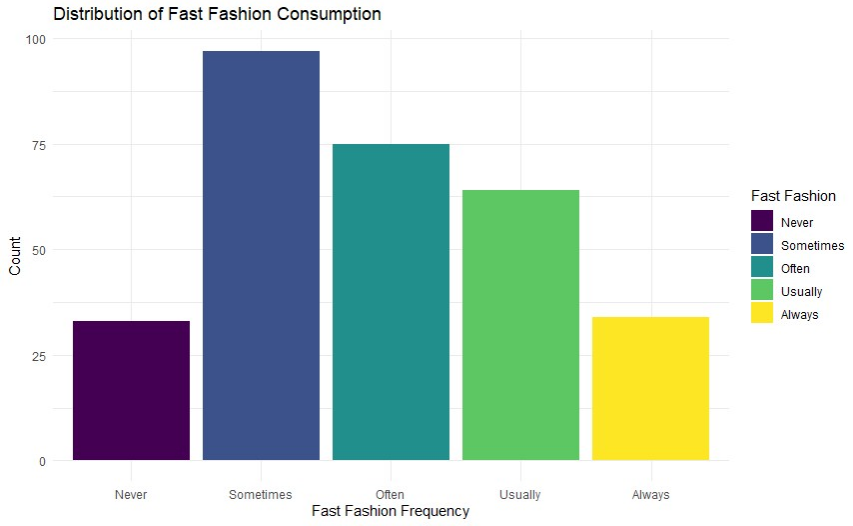
Alternative Hypothesis *(H_1):*
There is a relationship between the frequency of fast fashion consumption and sustainability awareness.

A cross-tab was created to interpret sustainability awareness and fast fashion consumption more meaningfully. This table shows the number of frequencies for combinations of sustainability awareness and fast fashion consumption.

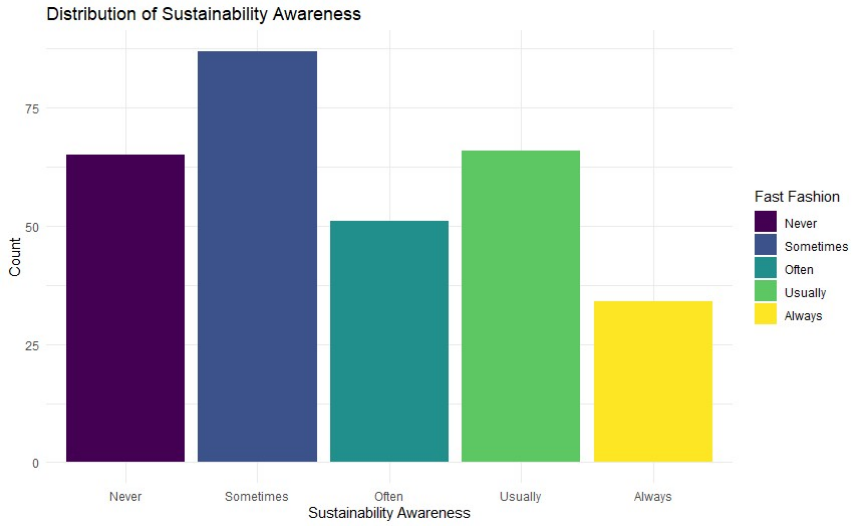
	Never	Sometimes	Often	Usually	Always
Never	10	14	0	4	5
Sometimes	13	21	16	32	15
Often	15	27	12	16	5
Usually	11	16	17	13	7
Always	16	9	6	1	2

Additionally, the strength and quality of the relationship between these two variables were evaluated using statistical methods. In the research question, the relationship between individuals' fast fashion consumption frequency and sustainability awareness was examined. Chi-Square Test was applied and the p-value was found to be 0.00007229. This shows that there is a statistically significant relationship between the two variables ($p<0.05$).

Cramér's V was used to measure the strength of the relationship and the result was calculated as 0.1966. This value indicates that the relationship between the two variables is weak to moderate. This study revealed that individuals' fast fashion consumption frequency has a significant relationship with sustainability awareness. However, Cramér's V value indicates that this relationship is weak to moderate.



[Figure 8]



[Figure 9]

5. Does sustainable clothing preference behavior vary according to gender groups?

For the analysis of our research question, we applied the Kruskal-Wallis test, a non-parametric test, to our categorical and ordinal categorical variable to examine whether there is a statistical significance between our participants' sustainable clothing preferences (Never, Sometimes, Often, Usually, Always) according to gender groups (Male, Female, Non-Binary, I don't want to specify). The null hypothesis of our test (H0) is that there is no difference between gender groups in terms of sustainable clothing preferences.

The alternative hypothesis of our test (HA) is that there is a significant difference between at least one group in terms of sustainable clothing preferences between gender groups.

Since the p-value for the Kruskall-Wallis test is approximately 0.1638 and this value is greater than 5% significance level ($\alpha = 0.05$), our Null hypothesis cannot be rejected. In other words, there is no statistically significant difference between gender groups in terms of sustainable clothing preferences.

6. Does the behavior of choosing sustainable clothing change according to the faculties that students' study?

For the analysis of our research question, we applied the Kruskal-Wallis test, a non-parametric test, to our categorical and ordinal categorical variable in order to examine whether there is a statistical significance between the sustainable clothing preferences (Never, Sometimes, Often, Usually, Always) according to the faculties (Faculty of Architecture, Faculty of Arts and Sciences, Faculty of Economic and Administrative Sciences, Faculty of Education, Faculty of Engineering) in which our participants study.

The null hypothesis of our test (H0) is that there is no significant difference between the faculties in which students' study in terms of sustainable clothing preferences.

The alternative hypothesis of our test (HA) is that there is a significant difference between at least one group in terms of sustainable clothing preference among the faculties where students' study.

Since the p-value value for the Kruskall-Wallis test was calculated as approximately 0.4037 as a result of the test and this value is greater than the 5% significance level ($\alpha = 0.05$), our Null hypothesis cannot be rejected. This result shows that there is no significant difference between the faculties in terms of sustainable clothing preferences.

6. CONCLUSION

In this project, research questions about sustainability and clothing purchasing habits were determined, the literature was scanned to see if there were any studies on this subject, surveys were conducted, data was collected and the data was organized and analyzed. For the first research question: Is there a relationship between Years Spent in School and Sustainability Preferences? The result of this research question is that the number of years spent in school and preferences for sustainability did not significantly correlate. The influence of years spent in education on the likelihood of persons expressing stronger sustainability preferences is small and not statistically significant. The threshold coefficients, however, imply that people vary in their likelihood of shifting their preferences from low to high values. For the second research question: Is there a relationship between Age and Sustainability Preferences? The result of this this research question is that age and sustainability choices did not significantly correlate. Age had little and no statistically significant impact on the likelihood that people would report having stronger sustainability preferences. The threshold coefficients, however, imply that people vary in their likelihood of shifting their preferences from low to high values. In the third research question: Is there a relationship between the average clothing usage time of METU students and the frequency of their preference for fast fashion brands? The result of this research question shows that the frequency of choosing fast fashion brands and the average clothing usage time do not significantly correlate. In particular, cubic, linear, and quadratic impacts are not statistically significant. In other words, there is no apparent connection between the amount of time spent wearing clothes and the frequency of choosing fast fashion brands. Fourth research question: Is the fast fashion consumption related to sustainability awareness, and if so, what kind of relationship is there? The result of Chi-Square shows that there is a statistically significant relationship between fast fashion consumption and sustainability awareness. The result of Cramer's V Test shows that this relationship is weak to moderate. In our research, we

wanted to investigate the sustainability awareness of METU students through their clothing shopping habits and observed the relationship between various factors related to this issue. Although it was concluded that these factors were not directly related to each other, data on METU students' sustainable shopping habits were collected and analyzed. As informative studies on sustainability increase around the world, more positive results can be obtained in future studies.

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APPENDIX

1. What is your birthday?

2. What is your gender?

- Female
- Male
- I don’t want to specify.
- Others:

3. What year are you in at this university?

4. What faculty do you study at?

- Faculty of Architecture
- Faculty of Arts and Sciences
- Faculty of Economic and Administrative Sciences
- Faculty of Education
- Faculty of Engineering

5. Where do you reside?

- Dormitory
- Family house
- Student house
- Others:

6. How many pieces of clothing have you bought in total in the last two months?

- 0
- 1-4
- 5-9
- More

7. How many of these clothes do you prefer second-hand?

- 0
- 1-4
- 4-9
- More

8. How much of these clothes you buy do you consider as a need?

- None
- 1-25%
- 26-50%
- 51-75%
- 76-100%

9. What do you do with clothes you don't use?

- **I donate them**
- **I sell them**
- **I recycle or repurpose them**
- **I throw them away**
- **I keep them**
- **Others:**

10. Do you pay attention to the sustainability of the clothes?

- Always
- Usually
- Often
- Sometimes
- Never

11. How many of the clothes you purchased were delivered by cargo?

- None
- 1-4
- 5-9
- More

12. What is the recycling frequency of the packages of the clothes you order online?

- Always
- Usually
- Often
- Sometimes
- Never

13. How long on average do you use clothes that you buy?

- Less than 1 year
- 1-2 years
- 3-4 years
- More than 4 years

14. How often do you prefer fast fashion brands in your clothes shopping?

- Always
- Usually
- Often
- Sometimes
- Never