

**IMPACT OF SOCIALIZATION AGENTS ON PESTER
POWER AND MATERIALISM AMONG CHILDREN**

Ph.D. THESIS

by

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**DEPARTMENT OF MANAGEMENT STUDIES
INDIAN INSTITUTE OF TECHNOLOGY ROORKEE
ROORKEE - 247667, INDIA
AUGUST, 2014**

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POWER AND MATERIALISM AMONG CHILDREN**

A THESIS

*Submitted in partial fulfilment of the
requirements for the award of the degree
of*

DOCTOR OF PHILOSOPHY

in

MANAGEMENT STUDIES

by

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CANDIDATE'S DECLARATION

I hereby certify that the work which is being presented in this thesis entitled “**IMPACT OF SOCIALIZATION AGENTS ON PESTER POWER AND MATERIALISM AMONG CHILDREN**” in partial fulfilment of the requirements for the award of the Degree of Doctor of Philosophy and submitted in the Department of Management Studies, Indian Institute of Technology Roorkee, Roorkee is an authentic record of my own work carried out during a period from July, 2011 to August, 2014 under the supervision of **Dr. Usha Lenka**, Assistant Professor, Department of Management Studies, Indian Institute of Technology Roorkee, Roorkee, India.

The matter presented in this thesis has not been submitted by me for the award of any other degree of this or any other Institute.

(VANDANA)

This is to certify that the above statement made by the candidate is correct to the best of my knowledge.

Date:

(Usha Lenka)
Supervisor

Dedicated to my parents

ABSTRACT

Presents study explores the phenomena of consumerism among children by investigating the impact of socialization agents on *pester power* and materialism. It develops and validates scales for measuring constructs such as family, peer group, television advertisements, retail stores, in-school commercialism, *pester power*, materialism, and parental guidance. 319 children in the age group of 7-12 years and 319 parents have been surveyed to collect responses. Children have responded to questions on parenting style, mother's involvement, television advertisements, retail stores, peer group, and parental guidance. Whereas, parents have responded to questions on family communication pattern, birth order of child, in-school commercialism, *pester power*, and materialism. Structural equation modeling using AMOS 21.0 version has been used to establish the validity of constructs and test the hypothesized relationships among these constructs. The results have revealed the positive influence of family, peer group, television advertisements, and retail stores on *pester power* among children. However, in-school commercialism has non-significant relationship with *pester power*. Further, *pester power* has shown positive impact in developing materialism among children, which has been reduced through parental guidance as a moderator. In the present study, interpersonal agents such as family and peers have been found to be more influential than environmental agents such as television advertisements and retail stores, because Indians children are risk averse and seek opinion of their parents and peers. They consider informational cues obtained from these socialization agents to be more reliable to make buying decisions as Indian culture emphasizes on values of care, concern, respect, trust, and reciprocity. Therefore, the interpersonal agents have been more influential in shaping the attitude and behaviour of the children. Overall, the theoretical framework contributes to the

existing body of knowledge on consumerism by emphasizing the role of parents in curbing materialism.

Keywords: Socialization agents, pester power, materialism, parental guidance

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LIST OF ABBREVIATIONS

<i>Abbreviation/Symbols</i>	<i>Definition</i>
ξ	Error term
<i>AGFI</i>	Adjusted goodness of fit index
<i>AMOS</i>	Analysis of moment structures
<i>CFI</i>	Comparative fit index
<i>Cronbach α</i>	Cronbach's index of internal consistency
<i>df</i>	degree of freedom
<i>GFI</i>	Goodness of fit index
H_i	Alternative hypothesis
<i>LVSEM</i>	Latent variable structural equation modeling
<i>M</i>	Mean
<i>NFI</i>	Normed fit index
<i>P</i>	Probability value
<i>PCFI</i>	Parsimonious comparative fit index
<i>PGFI</i>	Parsimonious goodness of fit index
<i>PNFI</i>	Parsimonious normed fit index
<i>r</i>	Pearson product-moment correlation
R^2	Measure of strength of relationship
<i>RMSEA</i>	Root mean square of approximation
<i>RQ</i>	Research question
<i>SD</i>	Standard deviation
<i>SEM</i>	Structural equation modeling
<i>SPSS</i>	Statistical package for social sciences
<i>t</i>	Computed value of t-test
χ^2	Computed value of a chi-square test

CHAPTER 1

INTRODUCTION

Child consumerism has been gaining ground in Indian market. It has become a social phenomenon prompting children to impulse buying in larger volumes. Marketers are drawing a lot of profit by targeting children because this segment has a huge buying potential. The changing demographics of Indian society, small family size, time starved parents, dual career couples with high disposable income, invasion of media, and mushrooming retail culture have surmounted their buying potential. Children are slowly wielding enormous purchasing power and gaining economic independence to expend money. With more nuclear and single child families in Indian household, power distance between parent and child has been diffused. Parents have started involving children in decision making. 30 million children in India in the age group of 4 to 14 years have been influencing their parents in purchase decisions (Subramanian, 2007). Television exposure, in-school commercialism, and peer pressure have compounded this issue further. Television has become indispensable in every urban Indian household. It came to India in 1959 with Doordarshan as the only channel for entertainment. First commercial was flashed on Doordarshan in 1979 (Maiti, 2012). Until 2001, cartoon network was the maiden channel for children, but now there are umpteen numbers of channels. The expenditure of television industry in India has been estimated to be Rs. 735.0 billion by 2016 (FICCI-KPMG Report, 2012). Children love to watch television programs in their spare time and are attuned to viewing advertisements aired in the prime time. Television advertisements have (a) cognitive, (b) affective, and (c) behavioral effect on children (Rossiter, 1979). Cognitive effect is their ability to comprehend the message of advertisement, product, and its utility. Affective component is the feeling developed towards

advertisement, such as associating celebrations and joy with advertisement of chocolates. Behavioral effect specifies the extent to which they persuade their parents to ultimately purchase products being advertised.

1.1 Statement of problem

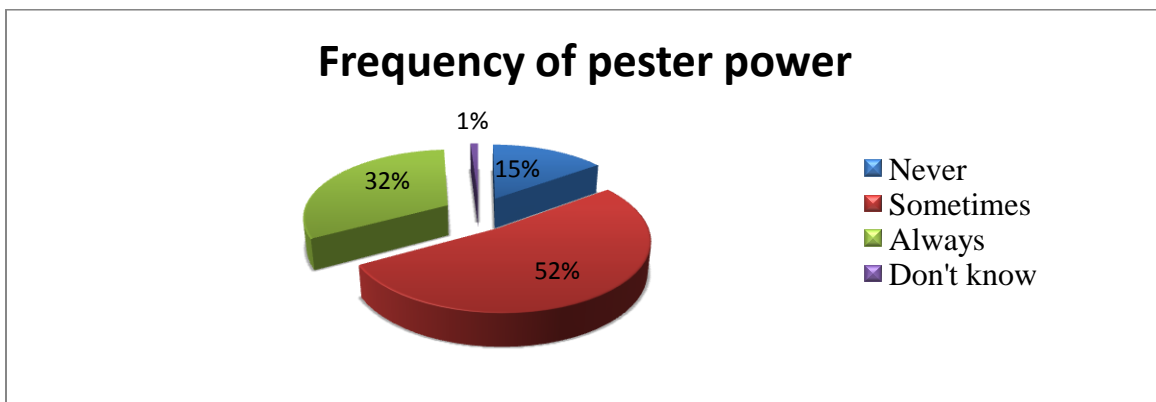
Children have developed a fascination for television viewing and slowly adopt a sedentary lifestyle. They munch high calorie ready to eat food while watching television (Resnik, Stern, & Alberty, 1979). This has also restricted their social interaction and limited their involvement in outdoor games. They are also prompted to buy unhealthy food products sold in canteens. Children's sense of social desirability or affiliation with peer group causes them to consume more of these products. As a result of impulsive behavior, they have developed symptoms of obesity and other non communicable diseases such as diabetes, stroke, and cancer (Soni & Singh, 2012; Stitt & Kunkel, 2008; WHO, 1998). They also developed physical, social, and psychological imparities, such as hyperinsulinemia, hypertension, and dyslipidaemia (Ebbeling, Pawlak, & Ludwig, 2002; Sun, Lalsing, & Subratty, 2009). The diseases which were once considered to be those of old age, have surfaced in the younger kids, raising an alarm for an unhealthy future generation, which has become a matter of utmost public concern.

Consumerism in children has been gaining epidemic proportions and needs urgent attention. Market for children has been segmented as primary, influencer, and future market (McNeal, 1992). In each market, children play a major role. In the primary market, children purchase products for themselves. In influencer market, children influence purchase decision of their parents. Future market is of products that would be consumed by children in the

future. These young consumers are not able to take rational decisions and become victims of consumerism (Lenka & Vandana, 2015).

1.2 Children as potential customers

Children represent 20 percent of world population out of which 13 percent is the proportion of Indian kids having a purchase power worth \$1,110 million (Kaur & Singh, 2006). Marketers see them as potential buyers of products such as chocolates, confectionery, soft drinks, snacks, apparels, and footwear. The share of chocolate and confectionery market itself is worth \$290 million, apparel is \$110 million, and kid's footwear is \$220 million (Bhushan, 2002; Chaudhary & Gupta, 2012). Children are slowly becoming victims of consumerism, as customers, shoppers, and consumers (McNeal, 1992). Their influence has gone beyond purchase of products for self consumption to the big purchases of consumer durables, washing machines, cars, and holiday packages. In the economically advanced Indian households, parents have been found to have pampered their children, influencing pester behavior in them. The problem of *pester power* is rapidly increasing among children (Fig. 1.1).



Source: TNS Omnibus Survey, 2011

Figure 1.1: Frequency of pester power among children

Emergence of pester behavior among children have been a matter of grave concern as they are becoming more susceptible towards promotional campaigns. *Pester power* makes the household purchase process a two way interaction between parent and child. Where, children act as decision maker and parents seeks opinion from them (Fig. 1.2). Therefore, *pester power* is strengthening the role of children in household decision making. Earlier children used to merely register their purchase request to parents, but now, they are not only voicing their concern, but also are purchasers of products consumed for self as well as consumed by the entire household.

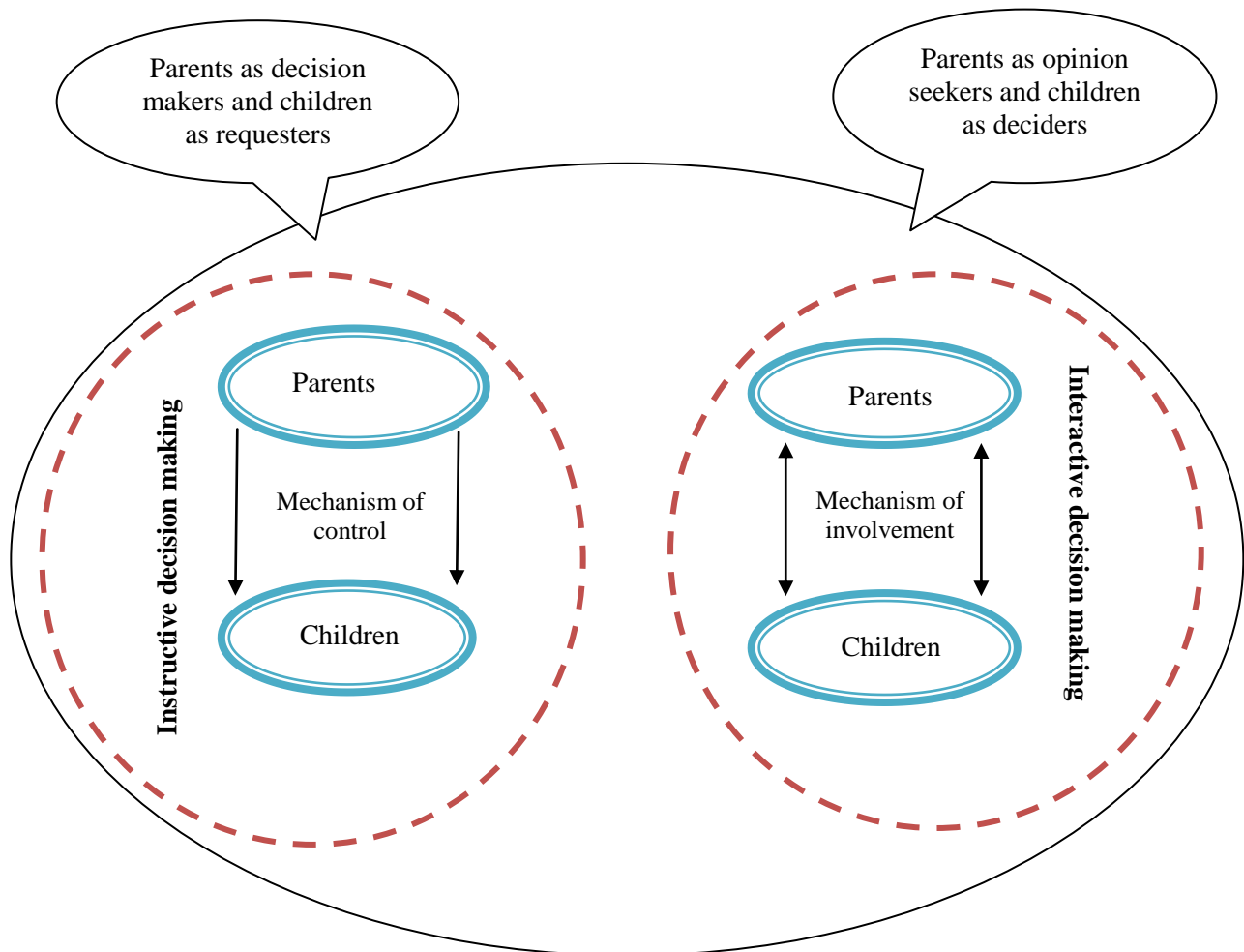


Figure 1.2: Changing pattern of Indian household purchase decision

1.3 Rationale for selecting children as respondents

Child market in current scenario can be characterized as visualisers, innovators, and grownups. They have the desire and purchase power. Marketers see children as future consumers. Through various creative tactics in advertisements such as jingles, child role model, celebrity endorsement, and also by having various promotional offers, they reach out the young consumers. They have also adopted innovations in advertisements called anthropomorphism or products as living beings to create fascination among children. Cognitive immaturity makes children vulnerable targets for marketers. Table 1.1 illustrates advertising campaigns of companies targeting children as customers.

Table 1.1: *Companies targeting children as customers*

<i>Name of the company</i>	<i>Percentage of children targeted</i>
Burger king corp.	30% below 12 years of age
Cadbury Adams USA LLC	50% below 12 years of age
The coca-cola company	50% below 12 years of age
ConAgra Foods, Inc	35% below 12 years of age
General Mills Inc.	35% below 12 years of age
Hershey company	30% below 12 years of age
Kellogg company	For TV: 50% below 12 years of age For Radio: 50% below 12 years of age
Kraft foods global Inc.	For TV and internet: 35% below 12 years of age
McDonald's USA	For all media: 30% below 12 years of age
Nestle USA	35 % below 12 years of age

Source: Peeler, Kolish, Enright, & Burke, 2009

The various facets of integrated marketing communication such as advertisements, promotional campaigns, direct selling, and publicity of course, are influencing children. They persuade their parents for buying these products and show resentment when their

demand is not entertained. Of all these forms of marketing communication, children are mostly influenced by television advertisements, because of their constant interface with home television network. Parents have also been found to pamper their children by buying more of these products, even if it adversely affect their children's health or results in irrational purchase. American Medical Association has also substantiated the exposure of children to television advertisements and its detrimental impact on children's mental and physical health.

1.4 Rationale for selecting children of 7-12 years age as sample for the study

Children above six years of age can understand the intent of television advertisements and differentiate between television programs and commercials due to their enhanced cognitive understanding with growing age (Kapoor & Verma, 2005). Our sample includes children in the age group of 7-12 years. These children come under the concrete operational stage (7-11 years) of Piaget's cognitive development theory and analytical stage (7-11 years) of John's (1999) consumer socialization theory. Children of this age group are socially active and can express their consumption preference independently (Belk, Bahn, & Mayer, 1982; Chaudhary & Gupta, 2012; McNeal, 1992). They are able to recall advertisements of food and beverages shown on television or promoted by peers (Marshall, O'Donohoe, & Kline, 2007).

1.5 Objectives of the thesis

The study intends:

1. To explore the phenomena of consumerism among children by investigating the impact of socialization agents in influencing pester power among children.
2. To investigate the role of pester power in developing materialism among children.

3. To develop and validate scales for constructs such as family, peers, television advertisements, retail stores, in-school commercialism, pester power, materialism, and parental guidance to measure consumerism among children.

1.6 Research questions

RQ1. Which of the socialization agents has higher influence on pester power?

RQ2. Which of the socialization agents has higher influence in creating materialism among children?

1.7 Scope of thesis

The scope of the thesis includes:

Children in the age group of 7-12 years

Urban Indian middle class children whose parents are educated

1.8 Organization of thesis

The thesis has six chapters:

1st Chapter: Highlights the problem statement, objectives, research questions, and scope of thesis.

2nd Chapter: Critically examines extant literature to explore the phenomena of child consumerism.

3rd Chapter: This chapter critically analyses literature and develops relationship among variables to propose a conceptual framework of the study, to be tested with empirical data.

4th Chapter: This chapter incorporates the methodology besides measurement of construct's reliability and validity.

5th Chapter: This chapter empirically tests the hypotheses and answers the research questions.

6th Chapter: This chapter presents the interpretation of the results derived from the study.

7thChapter: This chapter summarizes the findings, theoretical framework and contribution of the study along with agenda for future research and limitations.

Next chapter 2 deals with literature review.

CHAPTER 2

LITERATURE REVIEW

This chapter critically scrutinizes the literature on child consumerism. The literature review is segregated into the variables such as socialization agents, *pester power*, materialism, and parental guidance. These studies have helped in demonstrating existing gaps in the literature, which further facilitates in formulating the research problem as discussed in chapter 1. On the basis of findings extracted from literature review, a conceptual framework is developed and proposed for validation (Lenka & Vandana, 2015).

2.1 Introduction

2.1.1 Background information on consumerism and its consequences

Consumerism is the chronic buying behavior of individuals. It is slowly gaining epidemic proportions in urban Indian society. This obsession for material possession has also been noticed amongst children, where parents are educated, ambitious, and have high disposable income. The tendency of impulse buying has been prevalent among the children, brought up in socio-economically advanced Indian households (Singh & Kaur, 2011). Such children spend maximum time glued to television sets, surfing internet, and playing video games (Cho, Baek, Shek, Ryu, & Park, 2001). They develop penchant for advertisements of toys, confectionery, stationery, consumer durables, and holiday packages shown on various television channels. Advertisers adopt smart marketing tactics such as attractive packaging, celebrity endorsement, anthropomorphism, and child role models to allure children. These children are unable to rationalize product utility and are lured by advertisements and promotional offers, ultimately becoming victims of consumerism. As a result they become physically inactive, obese, social recluse, and suffer from lifestyle diseases such as diabetes

and heart ailments (Andreyeva, Kelly, & Harris, 2011; Dixon & Banwell, 2004; Goldberg & Gorn, 1978; Singh & Kaur, 2011).

Over the years, role of children in household decision making has changed. They play a quintessential role in purchase of household goods. They influence their parents in purchasing products such as food, toys, consumer durables, holiday packages and other household products (Hampel-Milagrosa, 2007). Their influence varies with their age, gender, process of socialization, family structure, parenting style, and awareness of various products. Their participation in purchase process can be peripheral, focused, or central (Marshall, 2010). They behave as observers in the peripheral purchase of products such as medicines, influencers in focused purchase of products like consumer durables, and have a final say in central purchase of products like games and candies.

Consumerism develops in children slowly with due course of socialization. They learn about the product, its features, and benefits. Socio cognitive theory of learning emphasizes that a child learns behavior from various socialization agents such as family, peers, schools, television, and retail stores (Bandura, 1986). A child learns soft skills such as language proficiency and adjustment with society in the process of socialization. Consumer socialization theory also claims that a child learns to become a consumer (John, 1999; Moschis & Churchill, 1978). Such learning in children occurs in three stages: (a) perceptual, (b) analytical, and (c) reflective stage. In perceptual stage, children of 3-7 years choose products and brands based on its peripheral attributes like color, size, and packaging. In analytical stage, children of 7-11 year, judiciously select a product on the basis of its utility. Reflective stage of children is in the age group of 11-16 years. They rationally select the product based on its utility, price, benefits, durability, and value offered. This learning

enhances their level of cognition. Cognitive development of children has been classified into four stages (Piaget, 1929). These stages are sensory motor (0-2 years), preoperational (2-7 years), concrete operational (7-11 years), and formal operational (11-16 years). Children learn movements and sensations in sensory motor, learn and comprehend words and pictures in preoperational, and develop their ability to rationalize in concrete operational stage. In formal operational stage, children's interaction with various socialization agents increases. A child is more egocentric in sensory motor and preoperational stage, whereas, they are socio-centric in nature in concrete operational stage (Muuss, 1996). Egocentric children are self centered and wish to possess products for self consumption. They show temper tantrums to their parents to acquire desired object (Misra, 2009). Whereas, socio-centric children have concern for their parents and accede to their parents' suggestions.

To some extent, parents are also responsible for such an impending situation as they seek to provide a material comfort to their child at the behest of their personal inconvenience. These parents have a deep sense of guilt prevailing within, as they are not able to spend valuable time with their ward because of their busy schedule. They aspire their children to excel in academics as well as in all walks of life (Singh & Misra, 2012). They levy undue pressure on children for better performance. Such parental attitude called hyper-parenting brings behavioral changes in children. They become more demanding, stubborn, and pester their parents to purchase products they aspire for. Busy schedule of working parents and their undue pressure on children for better academic performance breeds the platform for *pester power*. Parents at times accept their children's demands, paving way for consumerism. The issue of child consumerism is further elucidated by power relational theory (Rollins & Bahr, 1976).

Consumer behaviorists have elucidated that relative influence of power between parent and child is analogous to that of spouses in a marital relationship (Bao, 2001). In parent-child relationship, conflict arises between the two parties when the request of child is not entertained. A child exercises influence on his/her parents to purchase products of choice. This strategy is called *pester power*. The reasons for surging *pester power* are dual income households, busy schedule of parents, single and late parenthood, technological invasion, and mushrooming retail culture (Dash, Bruning, & Guin, 2007). Though consumerism enhances rational thinking of children, its disadvantages are manifold like bad purchase and conflict between parent and child. Earlier children were merely observers and influencers in the household purchase process. However, due to consumer socialization process they are emerging as decision makers. The above theoretical discussion generates an insight to diagnose the extant literature on the role of socialization agents in developing consumerism among children. The socialization agents are interpersonal and environmental agents. Interpersonal agents are family and peers. Environmental agents are schools, television, and retail stores. In order to learn more about underlying mechanism of child consumerism, an extensive review of relevant literature has been cited in Table 2.1.

Table 2.1: *Literature Review*

<i>S. No.</i>	<i>Socialization agents</i>	<i>Author, year and Country</i>	<i>Objectives</i>	<i>Findings</i>
I. Family				
1.		Ward, & Wackman, 1972, Boston	This study examines the role of advertisements on the interaction between mother and child by collecting responses from 132 mothers of Bostonian children in the age group of 5- 12 years. The responses were analyzed using descriptive statistic, analysis of variance, zero order and partial correlation method.	With advancing age, children become rational consumers and make judicious purchase. Their persuasive power for useful items grows with maturity and age. Parent-child interaction and media exposure influences the family purchase process. Mothers having a positive perception towards television have conceded to their child's request. However, unsatiated request of children leads to parent-child conflict.
2.		Bragg, Ostrowski, & Finley, 1973, Canada	This paper investigates children's persuasive power with varying age and birth order. A sample of 27 each of first and last born 10 year old children have been compared with other children in the age group of 7, 10, and 13 years, irrespective of their birth order. Descriptive statistic and t test had been used to analyze the responses of each of these groups.	Children adopt different persuasive technique in different age groups. Such techniques depend on age of children rather than their birth order. Beg, ask and command are the most preferred persuasive tactics adopted by the children. Persuasive tactics has been categorized as low, moderate and high power. Beg is a low power tactic, ask is moderate, and command is high power tactics. Low and high power tactics is generally used on younger children and moderate on peers.
3.		Valkenburg, & Cantor, 2001, USA	This study develops a conceptual framework showing the transformation of children in the age group	Children in different age groups show varying patterns of development. Exposure to mass media, interaction with parents, and peer pressure

		of 0-12 years as a consumer.	augment their development as a consumer. Marketers target children in early and late elementary stages because such children gradually mature as an independent purchaser. In the infant and toddler stage (0-2 years) a feeling of want and preference is more noticeable. In the preschool stage (2-5 years) children's desire for possessing things become intense and they adopt nagging and negotiation tactics. Toddler and preschool stage (5-8 years), children propel to purchase products with parent's intervention and in late elementary stage they take rational decisions.
4.	Geuens, Mast, & Pelsmacker, 2002, US (Belgium)	186 Belgian children in the age group of 9-13 years and their parents were surveyed to identify the impact of changing family structure on children's persuasive intent to purchase products for household consumption. The responses were analyzed through independent sample t-test.	Family structure comprises of single/both parent living, single/dual income couples and small/large size family. Single parenting and busy schedule of parents are the reasons for increasing role of children in household purchase decisions. Single parents are more possessive about their kids and expect them to be self reliant and confident. Working parents are time starved and they compensate their inability to spend time with children by accepting their inflated demands.
5.	Cotte, & Wood, 2004 USA	137 US undergraduate students along with their parents and siblings have been surveyed to investigate	Parents exert more influence on the children than their siblings because of their intimacy and closer interaction. Also they do not having any

		<p>the impact of inter and intra-generational interaction on the purchase behaviour of children. Data were collected using scales such as sensation seeking, innovativeness, and consumer behaviour and their responses were analyzed using structural equation modeling.</p>	<p>competing interests with their parents as with their siblings. Information garnered from parents and siblings raises children's awareness and prompts them to adopt innovative products. This learning develops consumerism in children and influences them in purchasing their desired product.</p>
6.	<p>Dixon, & Banwell, 2004, Australia</p>	<p>The study reports the findings of focus group discussions conducted in Melbourne in mid 1990's on a sample of 33 male and female members, identifying the influence of children on food purchase decision of family.</p>	<p>Socio demographic changes and excessive exposure to media have led parents to be liberal with children, making them empowered to voice their concern in parental decision making. Such children have unrestrained purchase behavior, become consumers of food products high on fat, salt, and sugar (HFSS), and are susceptible to obesity and diseases. They play a central role food purchase decision.</p>
7.	<p>Wimalasiri, 2004, South Pacific (Fiji Island, Cook Island, and Tonga)</p>	<p>This paper studies a sample of 255 natives of south pacific (Fiji Island, Cook Island, and Tonga) to investigate parent-child interaction at the point of purchase and persuasive tactics adopted by children for buying the desired products. Results are analyzed through descriptive statistics and the reliability of data is tested through</p>	<p>Certain tactics such as consultation, exchange, inspirational appeal, and ingratiation have been adopted by children to persuade their parents to get their desired product. Democratic parents encourage their children to voice their concern in the purchase process. A request from a child earns a positive response from the parents. Conflict and feeling of discontent prevails if the demand of child remains unfulfilled.</p>

		Cronbach	alpha.
		Intergenerational interaction is the basis for current investigation.	
8.	Saad, Gill, & Natarajan, 2005, America (US)	333 American undergraduate students were surveyed to unearth the impact of birth order on child's adoption of new products. Data were analyzed through one tailed t-test, partial correlation, regression, and factor analysis.	Theory of attachment reveals that psychological development of children happens during early process of socialization (Bowlby, 1969). Parents' purchase decision depends on birth order of child. Realizing that birth order plays a role in children's preference of products, marketers have designed tactics to target later born children for new products as they are risk takers than the first born children. First born children are accommodative in nature and are submissive to parental decision than the later born ones. On the other hand, later born children are allured by new product available in the market.
9.	Shoham, & Dalakas, 2005, Israel	This paper compares two contemporary studies conducted in Israel with that of prior studies conducted in US in 1987 and 1989 (Foxman, Tansuhaj, and Ekstrom, 1989; Swinyard and Sim, 1987) to investigate the influence of Israeli children on their household purchase decisions. Sample one consisted of 135 parents and sample two consist of	In comparison to America, Israeli culture is high on collectivism, uncertainty avoidance, and low on power distance. Both the studies have reported uniform participation of children on household purchase. However, the variation in Israeli children's influence on their parents' purchase decision has been identified, because of varying perception of children and their parents. Children confirm their significant involvement in purchase decision, but parents

		105 parents and their children in the age group of 3-18 years. Responses were collected through survey questionnaire and descriptive statistics were reported.	deny. Equal participation of children from both the countries, have been found in indentifying the need for purchasing a product. This study reaffirms the findings of previous study citing children's higher influence in product for self consumption such as CD/recorder, magazine, and dress. Whereas, they exert less influence in family consumable products such as car and home furnishing.
10.	Turner, Kelly, & Mckenna, 2006, UK	This study was performed in the UK investigating the influence of children in family food purchase decisions by analyzing perceptions of 143 parents having children in the age group of 0-12 years. Results were analyzed through Pearson's correlation.	Media, peer pressure, and retail stores have influenced consumerism in children. However, food items advertised in television influence the children more as compared to the products displayed in retail stores. The parents agreed on their role in consumer socialization of children. Scarcity of time and rising parental income have been found to be the underlying reasons for the purchase of unhealthy food items desired by children. Also unfulfilled demand of children leads to ensuing parent-child conflict.
11.	Flurry, 2007, America	This study was investigates the influence of children on the purchase of self and family consumable products. Responses were collected from two contemporary samples consisting of 1463 American mothers of	Male children from small and broken homes, and Caucasian families have more influence on product for self use. On the other hand, firstborn children of large income households, single and foster parents, exert greater influence on purchase of products for family consumption. Changing

		children in the age group of 9-11 years and data were analyzed using univariate ANOVA.	culture and socioeconomic dynamism have brought demographic changes in American households like delayed parenthood, broken homes, and small family size, making children victims of consumerism.
12.	Pettigrew, & Robert, 2007, Australia	A qualitative study on 20 middle class, educated mothers of 0-12 year old Australian children have been interviewed to identify the factors inhibiting them to control the food habits of their children.	Children of working mothers are pampered by other members of the family. Such children have lack of parental control over their food habits. These children frequently visit child friendly layout in retail stores to buy food products high on HFSS and are more prone to obesity and other diseases. Therefore, busy schedule of mothers and their knowledge about nutritious content of food items, influence the health of their children.
13.	Ronner, Hunt, & Mallalieu, 2007, America	184 American children in the age group of 9-11 years and their both parents were surveyed to study the impact of both birth order of child as well as effect of sibling on the parent's purchase decisions. Influence of children on purchase process was analyzed using factor analysis.	Parents shower affection on single as well as later born children. Such children are more pampered and exert greater influence on parents than the first born children for buying products for self consumption. Effect of siblings in the family influences the parental purchase decisions.
14.	Clarke, 2008, Australia	This paper explores the dimensions of family communication pattern as a response to the request made by children for Christmas	Family communication pattern has four dimensions, Pluralistic, consensual, protective and Laissez faire. Pluralistic communication encourages children's participation.

		<p>gifts. Responses were collected from 450 Australian parents of 3-8 year old children. Data were analyzed using exploratory and confirmatory factor analysis.</p>	<p>Consensual solicit their opinion. Whereas, protective exercise control over their child's request and laissez faire show indifference in their behaviour. Pluralistic and consensual constitute concept oriented approach of communication and protective and laissez faire called socio-oriented approach. Concept oriented parents encourage their children's participation. Whereas, socio-oriented parents monitor their children.</p>
15.	Rink, 2010, USA	<p>This paper critically reviews literature to examine the role of birth order of a child to influence parental buying decision process.</p>	<p>First born children are more cautious, risk averse, and seek information from parents and seniors to make judicious purchase. They prefer for product quality, reliability, price, and promotional tactics while making purchases. Whereas, later born children are risk takers, seek information from peers, and are open to innovations. Therefore, they prefer virtual marketing and online transactions.</p>
16.	Isin & Alkibay, 2011, Turkey	<p>This study investigates mothers' perception of their children's role in household purchase decisions varying with their age, gender, number of children, and degree of involvement depending on usage of products. A survey was conducted on 257 Turkish mothers of 5-6 year old</p>	<p>Employment status of mothers does not influence children's purchase behavior, but their excessive exposure to media breeds consumerism. Children voice their concern in purchasing products consumed by self/ family, showing varying degree of their involvement in the purchase process. Their involvement is based on the risk associated to the product. Parents show equal preference to</p>

		children. Responses were analyzed employing factor analysis, regression, correlation, t test, and ANOVA.	purchase request of children irrespective of their age and gender.
17.	Ali, Mustafa, Batra, Ravichandran, & Rehman, 2012. India	60 Indian children in the age group of 6-16 years and their parents have been surveyed to identify the reasons for children's increasing influence on household purchase decisions. Responses were analyzed through Cross-tabulation, Mann-whitney test, Kruskal-wallis test, and Chi square test.	Career oriented parents are time starved and they provide their children with opulence. Children of such parents spend longer hours watching television. In order to overcome their loneliness, they frequently visit retail stores. Such children exert more influence in family purchase process. As Indian families are biased towards male children, they prefer their request as well as participation in the purchase process.
18.	Jeevananda & Kumar, 2012, India	195 Indian children in the age group of 8-12 years were surveyed to identify the reasons for enhanced spending power of children. Responses were analyzed through descriptive analysis, Pearson's product moment correlation, one way and two way ANOVA.	Demographic changes such as predominance of nuclear family, dual career couples have raised the disposable income of family. Parents in such families have pampered the children in order to compensate the valuable moments missed during child rearing. Parents gratify the materialistic needs of their children on occasions like birthdays and other festive occasions.

II. Peer group

19.	Bachmann, John, & Rao, 1993, Minnesota	This study examines the influence of peers on the child's purchase request for different products. 141 children in the age group of	Older children easily succumb to peer pressure than the younger ones as they are tempted to buy products having attractive features. Such children try to prove themselves
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		6-14 years in Minnesota have been surveyed and their responses were analyzed using descriptive analysis, multivariate analysis of variance and paired sample t-test.	worthy in the peer group and other social networks. However, the level of temptation varies with the age and type of products.
20.	Hay, Payne, & Chadwick, 2004, Wales	This paper reviews literature to explain the role of peer relationship in enhancing cognition and emotional expression of children.	Certain personality characteristics of individuals such as neuroticism, agreeableness, introversion/extroversion and shyness/ aggressiveness influence peer relationship. Peer acceptance/rejection of children determines cognitive, behavioural, emotional development and their adjustment with the society. Certain competencies such as, emotional control, empathy, and language proficiency improve as a result of interaction with peers.
21.	Hay, 2005, Wales	This paper reviews literature to examine the importance of age group of children and social skills on developing peer relationship.	Cognitive, emotional, and behavioural development of children is possible through interaction with peers. They develop empathy and language proficiency through day to day interaction with peers. However, lack of association with peers result in maladjustment of children in the later life.

III. Television advertisements

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| 22. | Goldberg & Gorn, 1978, Canada | 4-5 year old Canadian children were interviewed to investigate the impact of television advertisements on their relationship with their parents and peers. Responses were collected by adopting projective technique and analyzed through chi square test. | Children are attuned to television and their excessive media exposure develops materialistic attitude in them, leaving them as a social recluse. Children feel discontented when their request for desired product is turned down, debilitating the parent-child relationship. |
| 23. | Rossiter, 1979 | This paper critically reviews literature to examine both heavy and cumulative exposure of television advertisement on the growth and development of children. | TV viewing of children is categorized as heavy and cumulative exposure. When children watch more of commercials in a particular time period is called heavy exposure. Whereas, the overall exposure of children as they grow up, is referred as cumulative exposure. Both type of exposure influence the child's cognitive, behavioural, and attitudinal development. Impact of television viewing is determined by their age, type of product, and influence of parents along other family members. |
| 24. | Martin, 1997 | A quantitative review of literature is performed through meta analysis to identify the ability of children to comprehend the message of television advertisement, its intent, measurement, and exposure. | Children view both commercials as well as advertisement while watching television. They have been found to be responsive to non-verbal and informational intent of message because of selective retention. However, commercial along with advertisements and those without them have been found to be more informative than only advertisements. |
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25. Valkenburg, 2000 This paper reviews literature to examine the role of advertising on cognitive, affective, and behavioural development of children. Children are able to differentiate between advertisement and other television programs shown on television. They form a positive opinion about a product and are enticed by it because of their enhanced level of affective, behavioural, and cognitive development. Therefore, they are propelled to make ultimate purchase.
26. Singh & Kaur, 2011, India 150 Indian families of different income groups have been studied to identify the role of television advertisements on children and their parents. Responses were analyzed using cross-tabulation and one way ANOVA. Television advertisement introduces market innovations to the Indian households. Children are enticed by creative strategies of advertisements. However, due to excessive exposure children adopt gradually unhealthy lifestyle, bad food habits to satiate their palate, making them physically inactive, leading to obesity and diseases in children. Undue economic empowerment and independence given to children makes them spendthrift and leads to unnecessary purchases.
27. Chaudhary & Gupta, 2012, India 175 Indian children in the age group of 8-12 years were surveyed to identify their influence in the family purchase decisions varying with respect to the types of product categories. Responses were analyzed using Cronbach alpha, Kaiser-Meyer-Olkin Barlett Products have been categorized as noisy, loud, and quite. Noisy products are less expensive with moderate frequency of buying and these are directly consumed by children such as stationery items, books, dresses, video games and food items. Loud products are expensive with low buying frequency and require maximum involvement of family
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	test, chi square test, box test, one way MANOVA, and Factor analysis.	members. Such products are used for family consumption like computer, TV washing machine and car etc. Quiet products are used for regular household usage such as grocery items. Children have shown less involvement in buying such products.
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IV. Retail stores

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| 28. | Atkin, 1978, America | 516 American parents and their 7-12 year old children were observed to examine the role of parent-child interaction in retail stores while purchasing breakfast cereals. Data were analyzed using Chi-square test. | Children persuade their parents to buy breakfast cereals without giving a careful thought of its nutritional content. Parental denial for such requests leads to conflict and unhappiness in the family. Therefore, affluent parents prefer buying the products in order to avoid conflict. However, gender of the child plays no role in final purchase. |
| 29. | Reece, 1984, Eastern Michigan | 129 kindergarten students of third and sixth grade residing in Eastern Michigan have been studied to investigate their ability to recall retail store slogans. Data were analyzed through regression analysis. | Children are able to recall 2 out of 8 slogans because of their lack of interest and attention. However, their ability to recall varies with their age, exposure to media, and type of slogan. Frequency of their visits helps them in spotting the retail stores. |
| 30. | Darian, 1998, New Jersey and Pennsylvania | Behaviour of 342 parents of New Jersey and Pennsylvania and their 5-13 year old children have been observed in retail stores and their responses were analyzed using chi-square, t-test, and paired t test. | It has been found that children and their parents participate equally in the purchase process. Parents are more concerned about instrumental values of products and seek attributes such as quality, price, utility, and style. Whereas, children value attributes such as price, style, and colour of the product. They are more influenced by |
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			their peers in valuing the peripheral attributes of the products. Parents encourage their children to participate in the purchase process encouraging their rational buying behaviour.
31.	Chan, 2005, China	965 Chinese children in the age group of 6-13 years were surveyed to identify the frequency of their visits to various retail stores. It also identifies the credible and useful source of information used by children for product purchase. Responses were analyzed using descriptive statistic, chi square test, two-way ANOVA, F-test, paired sample t-test, and Pearson's correlation.	Children visit books stores, super markets, and restaurants more frequently than computer stores and cyber cafes due to their less familiarity with these stores. Television, internet, and newspapers have been identified as useful sources of information. Whereas parents, teachers, and peers are identified as credible sources of information.
32.	Ebster, Wagner, & Neumueller, 2009, Australia	178 Austrian children in the age group of 3-14 years and their parents have been interviewed to identify factors motivating children in the retail stores to buy the products. Responses were analyzed through descriptive statistics, correlation, multivariate linear regression and logistic regression analysis.	Freedom of movement of children in the retail stores, reachability of product, and stages of cognitive development are factors causing persuasion either in the form of demand and request. The stages of cognitive development help children understand the product features and its utility. However, parents appreciate the request form of persuasion more than the demand.
33.	Gaumer & Arnone, 2009,	38 American children and their parents have been	Children in the pre-operational stage of 2-4 and 5-7 years of age

America	observed to identify influence of children on parents while purchasing cereals in grocery stores. Responses were analyzed through descriptive analysis.	accompany their parents to the retail stores and pester them for buying cereals. US parents give uniform preference to children of either gender. Therefore, gender does not play any role in parental yielding.
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V. Schools

34.	Havighurst & Davis, 1943	This paper critically examines the literature on socialization of child and contribution of socialization agents such as parents, peers, and schools.	Children learn from their social environment consisting of family, play group, school, peers, and social circle. Parents, schools, and peers help the children learn moral values, conduct, behaviour, social and emotional intelligence, decision making, and interpersonal skills.
35.	Sylva, 1994	This paper critically examines studies conducted in America and Britain to identify the role of schools on children's academic achievement, social behaviour, self-confidence, motivation, and their participation in socially responsive activities.	Schools play a major role in cognitive development of children influencing their perception, ambition, and thought process. School learning imbibes social responsiveness within children.
36.	Oogarah-Pratap & Heerah-Booluck, 2005, Mauritius	360 Mauritian children in the age group of 8-12 years have been selected to find out frequently sold snacks in preschool canteens as well as the factors that prompted the sale of such products.	The most saleable products in school canteens are packaged snacks, chocolates, sweets, peanuts, jellies, and fried items whereas sandwiches, biscuits, and fresh fruits were least preferred. Girl students are fitness freak than their male counterparts. They consume healthy products such as fruits, juices and milk products. Also such food items are cheaper than

			the healthier products, prompting children to purchase. Consumption of food products high in fat salt and sugar has a detrimental impact on the health of children, resulting in obesity, diabetes, and cardio vascular diseases.
37.	Ayadi, France	2008, A qualitative study has been conducted on French parents and their children in the age group of 7-12 years to study the role of schools in preventing childhood obesity using the concept of reverse socialization. Responses were analyzed using thematic content analysis.	Alarming rise of childhood obesity has raised grave concern in society. Children spent maximum of their time in schools. Therefore schools can imbibe healthy food habits in children. They in turn breed such habits in their parents through the process of reverse socialization.

VI. Pester power

38.	Nicholls & Cullen, UK	2004, 35 retail stores in UK were surveyed to investigate the role of 4-14 year old children in household purchase decisions. Their responses were analyzed using descriptive analysis and chi-square test.	The rising influence of children on parent's purchase decision has prompted retailers to attract children through colourful packaging at computerized checkout counters. Pestering has been observed as the most influential tactics adopted by children at retail stores. However, it sometimes creates conflict between parent and child. Some retailers have opened child friendly layout, so that children would not intervene during the product purchase process, reducing their persuasive intent.
39.	Wilson & Wood, Scotland	2004, 10 Scottish children in the age group of 9-11 years and their mothers have been studied to	Children frequently accompany their mothers to the supermarkets. They adopt persuasive tactics such as

		investigate their influence on their mother's purchase decisions while purchasing in the supermarket. Responses were collected through in-depth interview and focus group discussion.	hiding products in trolley and pestering. Mother's cannot deny buying the products picked up by their children. Retailer's draw the attention of children with colourful packaging and freebies. Breads, biscuits, ice creams, and chips are the products more preferred than fruits and vegetables.
40.	McDermott, O'Sullivan, Stead, & Hastings, 2006	This paper reviews the literature to explore the concept of <i>pester power</i> and its impact on children and their parents.	Children have been found to be influential in parent's purchase decisions showing the genesis of <i>pester power</i> . This concept has been viewed differently by consumers and marketers. Consumers perceive <i>pester power</i> as root cause for ill health of children and conflict in parent-child relationship. Whereas, marketers perceive it as a healthy interaction between parent-child, making them a rational consumer.
41.	Kaur & Singh, 2006	This paper extensively reviews the literature to identify the role of children in family purchase decisions in both Indian and western culture. Consumer socialization of children is the focus of the study.	Indian market shows striking dissimilarity from western market due to the prevalence of extended family households and widespread rural market. Demographic and socio-cultural changes such as single parenthood and dual income households have been noticeable in Indian family structure. These changes propagate child consumerism. Therefore, marketers are exploiting children as vulnerable targets. Influence of children in parental purchase varies with respect

			to the age, gender, type of product, degree of socialization, and stages of the purchase decision process. As compared to their western counterparts, Indian children influence their parents to purchase the desired products even if they are less economically empowered showing the emergence of <i>pester power</i> in Indian households.
42.	Marshal, O'Donohoe, & Kline, 2007, New Zealand	8-11 year old New Zealander children were surveyed to identify the exposure of television advertisements on the emergence of <i>pester power</i> resulting in consumption of food products high on fat, salt, and sugar.	Fast foods high on fat, salt, and sugar are appetizing, resulting in impulse buying. Children generally pester their parents to buy such products. However, parents have a control over the purchase of such products showing the role of parental guidance in restraining the pester behaviour.
43.	Sharma & Dasgupta, 2009	This study develops a conceptual framework to identify zones of influence where children can be targeted by marketers.	The rising influence of children in household purchase decisions has expanded the market for children. Their influence varies with different categories of products. Three zones of influence have been identified for children based on the level of their interest and influence on family buying decisions. These zones are (a) preference, (b) pester, and (c) purchase zone. Children are influencers in preference and pester zone and decision makers in purchase zone due to their higher involvement and influence in household purchase decisions.

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44. Lawlor & Prothero, 2011 A qualitative study on 52 Irish children in the age group of 7-9 years was conducted to find out their perception on the interaction with parents while they are making a purchase request. Children generally request their parents to buy products of self consumption when advertised on television. Such products are confectioneries, toys, computer games, CD's and magazines. Preferred tactics adopted by parents to defer purchase request for children are acceptance, refusal, procrastination, and negotiation. Such denial of purchase request does not always result in parent-child conflict. However, children learn negotiation skills to develop as a prospective consumer.
45. Powell, Langlands, & Dodd, 2011, UK This study conducted in UK interviews 3-8 year old children and their parents to analyze their influences on family's food purchase decisions. Access to information and exposure to various socialization agents cause children actively participate in household purchase. They are allured by promotional offers and cartoon characters shown on TV advertisements. They learn to pester their parents by the age of 3 years by adopting persuasive tactics like crying, nagging and demanding. They are able to differentiate between a TV program and commercials by the age of 8 years. Such children desire to possess products of entertainment like games and toys such as kinder eggs rather than craving for food products.
46. Tripathi & Sengupta, 2011 This study reviews the literature to identify the role of children in household Changing family structure, higher disposable income, and media exposure have enhanced participation
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		purchase decision.	of children in family purchase decisions. Such children voice their concern in selecting food products such as toys, dress, restaurants, and holiday destinations. Favourableness shown by parents help children recognize need for buying a product, gain confidence in selecting preferred products, giving rise to <i>pester power</i> .
47.	Kumar, 2011, India	204 Indian children in the age group of 3-10 years and their parents have been surveyed to identify the impact of junk food advertisements on the emergence of <i>pester power</i> in children. Responses were analyzed through descriptive statistics, rank test, and analysis of variance.	Promotional offers, creative tactics in advertisements and attractive packaging generate unreasonable need for buying such product. Parents perceive that such promotional tactics promotes unhealthy food habit among children. Socioeconomic status of parents and maturity of children with growing age enhance the access and understanding of children for advertised product. These facts have confirmed the existence of <i>pester power</i> in Indian households.

VII. Materialism

48.	Achenreiner, 1997, America	The study investigates the impacts of peer group in enhancing materialistic attitude in children. 300 American children in age group 8, 12 and 16 years have been surveyed using multi item materialism scale. Their responses have been analyzed using analysis of variance.	Peers propel materialistic attitude in children, making them more self centered, isolated, and reducing interpersonal interaction. Such attitude breeds avarice in children and makes them discontented and a social recluse.
49.	Roper & Shah,	100 children from Kenya and	Children have been found to be brand

	2007, Kenya and UK	UK in the age group of 7-11 years and their teachers were surveyed through focus group interview and projective technique to compare social impact of branding on children. The responses were analyzed using thematic analysis.	conscious while buying clothes and shoes. They prefer foreign brands more than the local made. Peers, exposure to mass media and celebrity endorsement of brands generate favourableness towards specific brands. Such children are biased in selecting those specific brands which would negate their parent preference, giving rise to parent-child conflict.
50.	Sharma, 2011	This study reviews literature to investigate the influence of family communication pattern, socio economic status, gender of children, and role of parents on consumer socialization of children.	The communication pattern and socioeconomic status of the family plays a considerable role in consumer socialization of children. Parents, with socio-oriented communication pattern, do not involve their children in family purchase decisions. Whereas, concept oriented parents involve participation of children. Similarly, type of family such as pluralistic and laissez faire, also influences children's buying behaviour. Pluralistic parents encourage their children to participate in decision making and exercise less control, making them competent consumers. Children of materialistic mothers show similar tendency as they are closer to them during early socialization process. Girls are closer to their parents and participate in purchase process more often.

VIII. Parental guidance

51.	Priya, Baisya, & Sharma,	327 Indian children in the age group of 5-11 years, their	Parental guidance and peer interaction helps in cognitive and affective
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2010, India	<p>parents, child psychologist, and advertisers, were interviewed to examine child's ability to comprehend advertisements and his/her buying behaviour. The responses were analyzed through descriptive statistics, correlation, one way ANOVA, and regression.</p>	<p>development of children and helps in forming perception about advertisements. Younger children are more inclined by parent's views because of their closeness to them. Whereas, older children are more reliant on peer opinion in deciphering advertised messages. The creative strategies such as jingles, animation, and humor in advertisements help in framing favorable attitude. Young children prefer brand icons more than their older counterpart because of their immature and irrational decision making. Therefore, advertisers target their product at children using different brand icons to enhance its demand.</p>
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The existing literature review has been analyzed on the basis of period of publication, database, type of respondents, variables, sampling technique, statistical technique, type of study, data collection method, product category, and countries, as depicted in Fig. 2.1.

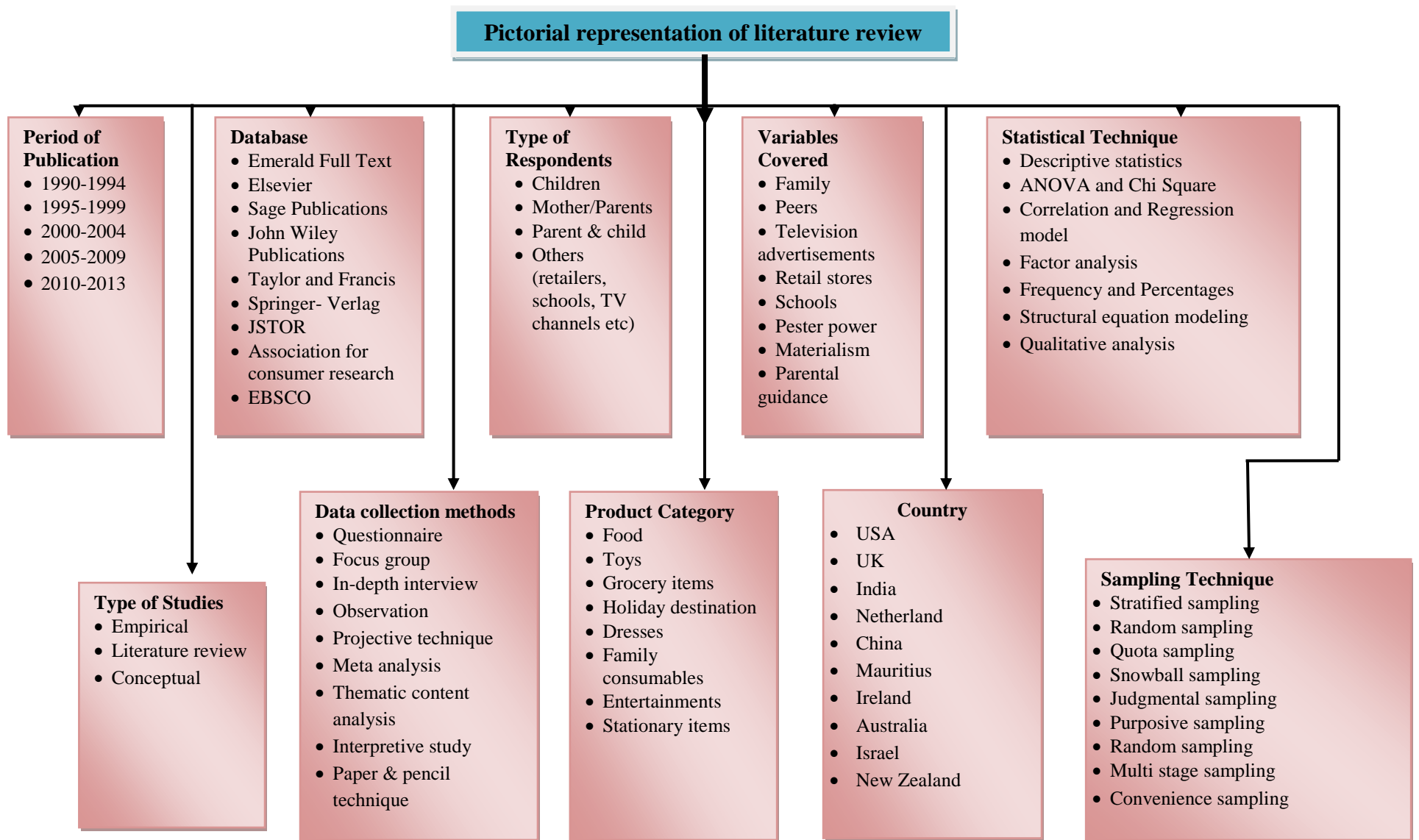


Figure 2.1: Pictorial representation of literature review

After reviewing most relevant literature constructively, certain phenomena have been observed addressing the objectives of thesis.

2.2 Review of literature

2.2.1 Family as an interpersonal agent

Socioeconomic and demographic changes in Indian households such as delayed parenthood, broken homes, and small family size have made children victims of consumerism. Communication pattern, involvement of mothers, birth order of child, and structure of family are some component of family that plays a considerable role in consumer socialization of children. Family communication pattern have four dimensions, pluralistic, consensual, protective, and laissez-faire. Pluralistic communication encourages participation of children and consensual solicit their opinion. Whereas, protective exercise control over their child's request, and laissez-faire show indifference in their behavior. Pluralistic and consensual constitute concept-oriented approach of communication and protective and laissez-faire are called socio-oriented approach. Concept-oriented parents encourage their children's participation. Whereas, socio-oriented parents monitor the activities of their children (Clarke, 2008; Sharma, 2011).

Parents exert more influence on the children than their siblings because of their intimacy and closer interaction. Unlike, siblings, they do not have any competing interest with children. Information garnered from parents and siblings raises children's awareness of new products available in the market. This learning develops consumerism in children (Cotte & Wood, 2004). They show varying pattern of cognitive development in different age group, because of their interaction with parents and peers (Valkenburg & Cantor, 2001; Ward & Wackman, 1972). This interaction augments their participation in household purchase

process. They influence their parents more for products of self consumption such as CD/recorder, magazine, computer, and dress material than the family consumable products such as car, holiday destinations and home furnishing materials (Chaudhary & Gupta, 2012; Isin & Alkibay, 2011; Shoham & Dalakas, 2005).

Socio demographic changes such as predominance of nuclear family and dual career couples have also led parents to be liberal with children, making them voice their concern in parental decision making (Dixon & Banwell, 2004; Kaur & Singh, 2006; Tripathi & Sengupta, 2011). Parents in such families pamper their children to compensate valuable moments missed during child rearing. They gratify the materialistic needs of their children by buying costly gifts for them on their birthdays and other festive occasions (Jeevananda & Kumar, 2012). As compared to their western counterparts, Indian children persuade their parents more to buy desired products even if they are economically depended on them (Kaur & Singh, 2006).

Parents' purchase decision is also influenced by birth order of their children. First born children are accommodative in nature and are submissive to parental decision than the later born ones. They are more cautious, risk averse, and seek parental support to make judicious purchase and prefer buying products for family consumption. They emphasize on product quality, reliability, price, and promotional tactics. Whereas, the later borns are risk takers and seek peer suggestions. They prefer buying new products (Rink, 2010; Saad, Gill, & Natarajan, 2005). Single as well as later born children are more pampered. They exert greater influence on parents than the first born ones and buy products for themselves. Thus, sibling effect also influences parental purchase decisions (Ronner, Hunt, & Mallalieu, 2007).

Family structures with single/both parent living together, single/dual income couples, and small/large size family also contributes to this phenomena. Single parenting and busy schedule of parents are the reasons for increasing role of children in household purchase decisions. Such parents are more possessive about their kids and expect them to be self reliant. Working parents are time starved and they compensate by accepting inflated demands of children (Geuens, Mast, & Pelsmacker, 2002). Overall, family plays a greater role in consumer socialization of children.

2.2.2 Peer group as an interpersonal agent

Peers have become most influential socialization agents in developing consumerism in children (Turner, Kelly, & Mckenna, 2006). They help in the cognitive and affective development of children (Hay, 2005; Priya, Baisya, & Sharma, 2010). Children develop empathy, emotional control, and language proficiency in their day to day interaction with peers (Hay, Payne, & Chadwick, 2004). Certain personality characteristics, such as neuroticism, agreeableness, introversion/extroversion, and shyness/aggressiveness also influence their relationship with peers. As, peer relationship influences children's behavioral and emotional development as well as their adjustment in the society. They generally seek peer opinion for buying products of specific brands (Pandey & Wali, 2011; Roper & Shah, 2007).

Older children seek peer opinion more than their younger counterparts to catch up with latest fads. They get easily succumbed to peer-pressure than the younger ones because of their affiliation to the peer group (Bachmann, John, & Rao, 1993; Priya, Baisya, & Sharma, 2010). Peer pressure propels materialistic attitude, breeding avarice in children and making them discontented. They become self centered and isolated with reduced interpersonal

interaction (Achenreiner, 1997). Therefore, peer pressure also increases persuasive intent of children.

2.2.3 Television advertisements as an environmental agent

Career oriented parents have less time to spend with their children. Their children spend longer hours watching television. They view both commercials as well as advertisement. Their television viewing can be categorized as heavy and cumulative exposure. Heavy exposure is watching more of commercials. Whereas, cumulative exposure is watching both commercials and advertisements. Commercials along with advertisements have been found to be more informative (Martin, 1997). The advertising tactics generate unreasonable urge among children for buying (Kumar, 2011; Singh & Kaur, 2011; Valkenburg, 2000; Verma & Kapoor, 2004). Promotional offers, attractive packaging, jingles, humor, animation, and cartoon characters are some creative strategies adopted by advertisers (Powell, Langlands, & Dodd, 2011; Priya, Baisya, & Sharma, 2010). Both these type of exposures leave an indelible impact on young minds. It influences their cognitive, affective, behavioral, and attitudinal development (Rossiter, 1979; Valkenburg, 2000). Overall, television advertisements enhance their persuasive intent to buy advertised products (Ali, Mustafa, Batra, Ravichandran, & Rehman, 2012). Parents also concede their child's request. Otherwise, children feel disheartened when their request is turned down.

Although, television and retail stores both act as precursors of consumerism in children, but, food products advertised on television influences the children more (Turner, Kelly, & Mckenna, 2006). They request their parents to buy products such as confectionery, toys, computer games, CD's, and magazines (Lawlor & Prothero, 2011). Therefore, television exposure also enhances consumerism.

2.2.4 Retail stores as an environmental agent

Changing lifestyle has increased the popularity of retail stores for family purchase (Darian, 1998; Gaumer & Arnone, 2009; Wilson & Wood, 2004.). Time starved parents, look for retail stores for convenience buying, where they procure essential provision under one roof. Therefore, to meet the need of families, retailers have started selling products for the household consumption in one store. Children frequently accompany their parents to the retail stores and persuade them to buy the products of their choice (Gaumer & Arnone, 2009). Parents at times encourage their children to participate in the purchase process with an intention to develop their rational buying behavior (Wimalasiri, 2004). Children usually look for the attributes such as price, style, and color of the product while purchasing with less concern for its value to them (Atkin, 1978; Darian, 1998). Parental denial for such purchase requests leads to resentment among children (Nicholls & Cullen, 2004; Wimalasiri, 2004).

Affluent parents prefer buying the products demanded by their children in order to avoid any conflict (Atkin, 1978). These children show more interest in family purchase process and parents start losing control over their purchase behavior. Similarly, children of working mothers, frequently visit retail stores to expend time, when their parents are away. Books stores, super markets, restaurants, computer stores, and cyber cafes have been found to be their most preferred destinations (Chan, 2005). Breads, biscuits, ice creams, chips, and several food products high on fat, sugar, and salt have been found to be their most favored products (Ali et al., 2012; Pettigrew & Robert, 2007; Wilson & Wood, 2004). Frequency of their visits to retail stores helps them to recall and spot products displayed in the retail stores.

However, their ability to recall varies with their age, exposure to television, and type of slogan/jingles used (Reece, 1984). Children's free movement in the retail stores, their

product reachability, and stages of their cognitive development are the enablers of in-store persuasion in the form of demand or request (Ebster, Wagner, & Neumueller, 2009). Nonetheless, pestering has been observed as the most influential tactics adopted by children in retail stores. To avoid it, some retailers have opened child friendly layout, so that children would not intervene during the buying process of parents (Nicholls & Cullen, 2004; Wilson & Wood, 2004). Therefore, retail stores have also enhanced consumerism among children.

2.2.5 Schools as an environmental agent

Schools play an important role in the consumer socialization of children (Ayadi, 2008). As, children spend maximum of their time in schools, it plays a major role in their cognitive development, influencing their perception, ambition, and thought process. It helps the children in learning moral values, behavior, social and emotional intelligence, decision making, and interpersonal skills which imbibe social responsiveness within children (Havighurst & Davis, 1943; Sylva, 1994; Sylva, Roy, & Painter, 1980). Therefore, schools are being targeted by marketers to promote their products (Richards, Wartella, Morton, & Thompson, 1998). They display candies, chocolates, fried food, potato chips, sandwiches, and soft drinks in school canteens.

The most saleable products in school canteens are packaged snacks, chocolates, sweets, peanuts, jellies, and fried food. Whereas, sandwiches, biscuits, and fresh fruits are the least preferred items (Oogarah-Pratap & Heerah-Booluck, 2005). Children consume these products due to their taste, low cost, easy availability, and because of peer influence. However, excessive consumption of these products causes obesity and other health related problems (Pettigrew & Robert, 2007). Therefore, responsibility of school authorities and teachers is to educate or imbibe healthy food habits in children (Ayadi, 2008).

2.2.6 Pester power

Children have been found to be influential in parent's purchase decisions showing the genesis of *pester power*. This concept has been viewed differently by consumers and marketers. Consumers perceive *pester power* as root cause of conflict in parent-child relationship. Whereas, marketers perceive it as an opportunity for interaction between parents and children (McDermott et al., 2006).

The rising influence of children in household purchase decisions has expanded the scope for marketers to target children. Children's influence in household purchase varies with their level of involvement. Their involvement has been categorized under three zones. These are (a) preference, (b) pester, and (c) purchase zone. Children are influencers in preference and pester zone, whereas, act as decision makers in purchase zone (Sharma & Dasgupta, 2009). They pester their parents to buy them products like games and toys by adopting strategies like crying, nagging, and demanding (Powell, Langlands, & Dodd, 2011). These persuasive strategies have been classified as consultation, exchange, inspirational appeal, and ingratiation (Wimalasiri, 2004). Further, these tactics have been categorized as low, moderate and high power. Among these, beg is a low power, ask is moderate, and command is a high power tactics (Bragg, Ostrowski, & Finley, 1973). Therefore, *pester power* has been noticed among children.

2.2.7 Materialism among children

India being a country high on collectivism, power distance, uncertainty avoidance, and feminism (Dalal & Misra, 2010; Hofstede, 1998). Higher collectivism shows more emphasis on family oriented values and closer family ties. Indian children are more dependent on their parents for decision making. They are not economically independent till adulthood, but their

influence have been found on household purchase decisions because of closer family bondings. Parents seek opinion of children while purchasing products. Children also influence their parents for desired purchase. Any denial of purchase request by parents leads to conflict in family (Goldberg & Gorn, 1978; Nicholls & Cullen, 2004; Turner, Kelly, & Mckenna, 2006; Ward & Wackman, 1972; Wimalasiri, 2004). Children feel happier on immediate gratification of their purchase request. This shows desirability for materialistic possession among children.

2.2.8 Parental guidance

Children learn the basics of life from their parents. Therefore, parental guidance helps in educating children to rationalize between good and bad (Priya, Baisya, & Sharma, 2010). Parental guidance has been categorized as (a) restrictive, (b) evaluative, and (c) unfocused guidance (Bulck & Bergh, 2000; Valkenburg, Krmar, Peeters, & Marseille, 1999). Parents restrict the unhealthy purchase habits of children in restrictive guidance. They allow their children to purchase the product after assessing its pros and cons in evaluative guidance. Wherein, unfocused guidance, parents do not give much attention to the purchase behavior of their children.

Children are easily lured by products possessed by their friends, advertised on television, and displayed in retail stores. They are unable to rationalize the product utility and its usefulness but have an urge to possess it because that gives them material satisfaction. Therefore, parental guidance is much required to monitor their purchase behavior. Preferred tactics adopted by parents to defer purchase request of their children are refusal, procrastination, and negotiation (Lawlor & Prothero, 2011). Thus, parental guidance would

reduce the effect of rising consumerism among children as well as in controlling their *pester power* (Marshal, O'Donohoe, & Kline, 2007).

On the basis of the constructive review of relevant literature on child consumerism, we have developed conceptual framework which needs intense empirical scrutiny (Fig. 2.2).

Next chapter 3 deals with hypotheses and conceptual framework.

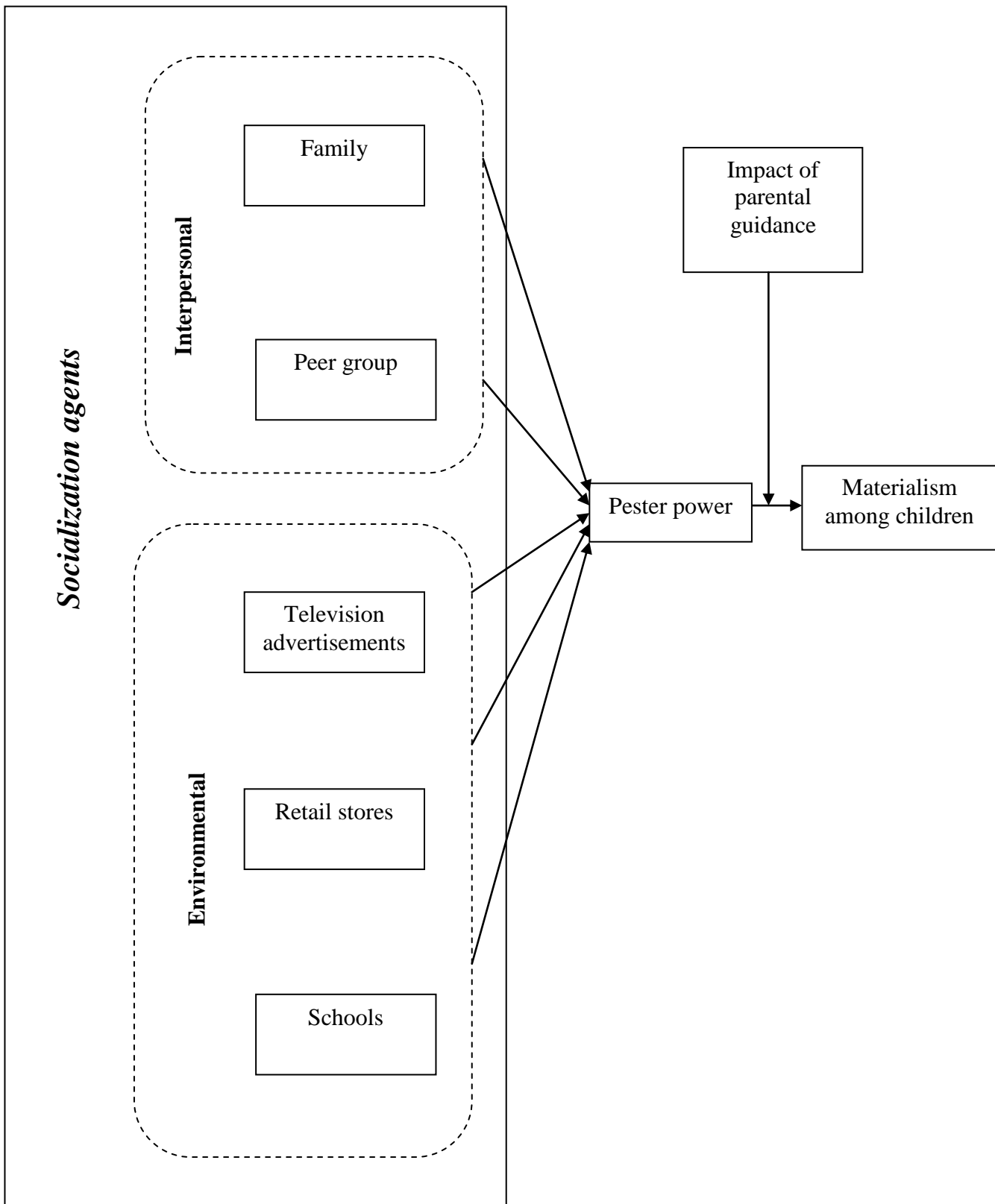


Figure 2.2: Conceptual framework of consumerism among children

CHAPTER 3

HYPOTHESES AND CONCEPTUAL FRAMEWORK

3.1 Introduction

Children play the role of a customer, buyer, spender, and shopper, for a variety of products for self and family consumption. They generate a huge market potential for marketers, as both influencers and customers. Earlier, they were considered merely an observer, but now they play the role of decision-maker for most household purchase decisions. The child market has been categorized as primary, influencer, and future markets (Kaur & Singh, 2006; McNeal, 1992). Children play the role of purchaser using their pocket money in the ‘primary market’, influencing parents’ purchase decisions in the ‘influencer market’, and are prospective customers for their later lives in the ‘future market’. Children in these three categories of markets are accountable for spending \$24 billion in direct purchases (Kaur & Singh, 2006). This has motivated marketers to spend \$15 billion annually on child targeted promotional campaigns (Center for Science in the Public Interest, 2003). The promotional campaigns incline children towards the fascinating world of marketers and being obsessive about material things. This obsession turned into discontentment when their desires are not satiated by their parents. These attitudes develop a material tendency among children. Materialism makes them self-centered and detached with society. Their happiness and satisfaction are dependent on product purchases (Blazquez & Bonas, 2013; Lenka, Suar, & Mohapatra, 2010; Vandana & Lenka, 2014).

Since children are not financially independent, they persuade their parents to make a desired purchase by employing *pester power*. *Pester power* is the persuasive influence of children over their parents’ buying decisions for which they make use of various resources

such as education, school grades, income, working status, and birth order (Table 3.1). Earlier, a one way process of decision making was followed in families in which children made request and parents decided. Now, in the presence of *pester power*, this has changed into two way process, where parents act as opinion seekers and children act as decision makers. A variety of thoughts exist on the impact of *pester power* on the development of children. Some researchers have observed it as a creator of health problems and materialism (McDermott et al., 2006; Nash & Basini, 2012). Others have claimed it as the normal interaction between parent and child as a part of the child development process (Lawlor & Prothero, 2011).

The pester behavior of children is influenced by the social environment, which involves direct (family members and friends), symbolic (television, movie, and play), and synthesized models of society (combination of direct and symbolic models) (Bandura, 1986). These models facilitate the consumer socialization process. In consumer socialization, children contribute to family decision making either by expressing their purchase desires freely to their parents or by employing various persuasive tactics to influence purchase decisions (Ekstrom, Tansuhaj, & Foxman, 1987).

Table 3.1: *Persuasive tactics used by children*

<i>Category</i>	<i>Tactics</i>	<i>References</i>
Direct tactics	Ask, bargain, competition, demand, deal, plead, provide reason	Chaudhary & Gupta, 2012; Flurry & Burns, 2005; Kerrane & Hogg, 2011 Williams & Burns, 2000;
Indirect tactics	Emotion, aggressive, express anger, ask nicely, sulking	Nash & Basini, 2012; Palan & Wilkes, 1997; Wimalasiri, 2004

This process begins with the infancy stage of child development when the child accompanies his/her parent for shopping (Das & Molloy, 1975). During the course of consumer socialization, the child acts as socializee and parents, peers, siblings, television, retail stores, and schools act as socialization agents (Dotson & Hyatt, 2005). Socialization agents convey informations, rules, manners, conducts, and motivation to the socializee. These socialization agents have been categorized as: interpersonal and environmental agents (Fan & Li, 2010; Lenka & Vandana, 2015). Thus, these agents have some influence on developing *pester power* on tender minds.

Although, a plethora of studies have been conducted on the influence of children in household purchase decisions, inadequate attention has been given for providing a holistic model of consumerism. This study has tried to fill this gap by proposing a conceptual framework elucidating antecedents and consequences of child consumerism.

3.2 Hypothesis formulation

3.2.1 Family and pester power

After the liberalization and privatization era in India, enormous socio-demographic shifts have transpired in the country. These shifts have brought several changes in the family composition, communication patterns of parents, and parenting style. Family composition has been classified as single/dual career couples, nuclear/joint, single/both/step parents, and small/large families (Geuens, Mast, & Pelsmacker, 2002; Kaur & Singh, 2006; Kerrane & Hogg, 2011; Tinson, Nancarrow, & Brace, 2008). These compositions also determine the communication pattern of parents with their children. The communication pattern of parents has been categorized as socio-oriented and concept-oriented. Children receive encouragement from parents for their participation in purchase decisions in concept-oriented

communication. With socio-oriented communication, parents create more restrictive and less participative environment for their children. Hence, the socio-oriented family focuses on conformity with society and concept-oriented families focus on the conversation between family members (Rueter & Koerner, 2008). Due to which, children from concept-oriented families nag more than those from socio-oriented families.

These two communication patterns are further classified into pluralistic, consensual, protective, and laissez-faire (Clarke, 2008). For pluralistic communication, children are supported by parents for exploring the world of knowledge without any restrictions. In consensual communication, children are permitted to explore new horizons while taking care of their parent's instructions and expectations. In protective communication, parents expect their children to be obedient, wherein, laissez-faire communication, children receive no response and encouragement from their parents for any activity. Parental communication patterns determine the style of parenting in family. These styles of parenting have been categorized as authoritative and permissive parenting (Maccoby & Martin, 1983). Authoritative parents are both demanding and responsive. They foster a balance between themselves and their children. Permissive parents show more responsive behavior without any demand. They consider their children have all the rights like adults with some responsibility.

Such kind of communication patterns and parenting practices are affected by the mother's involvement in the child's purchase and the birth order of the child. Children of less involved mothers are less participative than those belong to involved mothers. Similarly, children's birth order has an impact on the response of parents toward their purchase request. In fact, parents regularly yield to the request of younger children more than older children. All these

factors, which are a part of family life, plays a very important role in influencing *pester power* in children. Therefore, we propose:

H₁: Higher the influence of family, higher would be the *pester power*.

3.2.2 Peer group and pester power

After parents, peers are the second most important socialization agent on whom children believe for making decisions. Peers act as representatives of society for children. They help in developing the cognitive, behavioral, and emotional abilities of children by influencing their attitude, opinion, beliefs, and behavior (Das, Janzen, & Georgiou, 2007). Children's desire for social acceptability influences them toward peers. The social comparison theory also supports the influence of peers on children and states that children evaluate themselves by comparing with others (Festinger, 1954; Mangleburg, Doney, & Bristol, 2004). A peer group exerts an informational, utilitarian, and value-expressive influence on children (Deutsch & Gerard, 1955; Hay, 2005; Hay, Payne, & Chadwick, 2004; Park & Lessig, 1977). Children regard information provided by peers as facts that give an informational influence. In a utilitarian peer group, they seek for rewards and recognitions by meeting the expectation of their friends. With a value-expressive influence, they associate themselves closely with 'positively evaluated' and disconnect with 'negatively evaluated' peers. All these influences etch an indelible impression in the mind of young consumers as a confident purchaser. Moreover, social desirability and comparability makes them more susceptible to the peer pressure (Bachmann, Roedder John, & Rao, 1993). Therefore, they *pester* their parents to purchase products that their peers possess. This leads to the following hypothesis:

H₂: Higher the influence of peer group, higher would be the *pester power*.

3.2.3 Television advertisements and pester power

Television informs, teaches, entertains, sells, and persuades children through various programs and commercials (Lawlor & Prothero, 2008). As an audio-visual medium of communication, it creates a long lasting impact on the mind of children (Maiti, 2012). Since it is a socialization agent, it also helps in developing awareness among children by keeping them attentive to television programs and commercials. However, excessive exposure to television makes children believe the provided information more than reality. The ‘cultivation hypothesis’ confirms this impact of television by stating ‘*the more time people spend living in the television world, the more likely they are to believe the social reality portrayed on television*’ (Bindah & Othman, 2011; Cohen & Weimann, 2000; Richins, 1987). Television persuades children by using various promotional tools such as creative tactics, celebrity endorsement, frequent scheduling of advertisements, jingles, child role models, and anthropomorphism (Calvert, 2008; Hellen and Saaksjarvi, 2013; Maiti, 2012; Wallace, 1991). The creative tactics used by advertisers are vibrant colors, demonstrations, comparison of products, humor, feel good, and reason why ads (Belch, Belch, & Purani, 2009). Celebrities generate reliability and desirability of a product. Jingles sensitize the mind of children as explained by the selective retention theory of perception. A child role model makes a product familiar among children (Dwivedy, Patnaik, & Suar, 2009). Anthropomorphism is another mode of persuasion, in which cartoons and non-human things are shown acting like human beings (Burke & Copenhaver, 2004; Guthrie, 1993). It generates a pleasant feeling in the mind of children. To enhance the recallability of children, marketers broadcast advertisements embracing these tactics repetitively during children’s programs. This repetition in ads is called ad scheduling. Advertisers use such tactics to attract

young children to pester their parents (Mehta et al., 2010; Center for Science in the Public Interest, 2003). Attribution theory confirms that younger children act in response to television advertisements more than their older siblings do, because of their incapability to comprehend the persuasive intents of advertisements (Robertson & Rossiter, 1974). Hence, we propose:

H₃: Higher the television exposure of children, higher would be the pester power.

3.2.4 Retail stores and pester power

Globalization has brought changes in the purchase patterns of families from local markets to retail outlets (Mohebbi, Shafaei, & Cho, 2011; Pandya, Vallabhaneni, & Seow, 2012). These outlets are designed to meet the requirements of older and younger generations under one roof. Children as the most loved members of a family frequently accompany their parents and actively participate in their purchase decisions. To influence children, retailers devise strategies to involve children in shopping (Bhattacharya & Datta, 2013). They exhibit products within their reach and on billing counters, use colorful packaging with pictures of cartoons or celebrities, and flaunt premium offers such as free gifts, limited offers, and gift vouchers. All the above strategies are categorized as child friendly layout, attractive packaging, premium offers, and point of sale (Darian, 1998; Ebster, Wagner, & Neumueller, 2009; Nicholls & Cullen, 2004; Wilson & Wood, 2004). Such persuasive strategies of retailers influence children to pester their parents. In these stores, biscuits, chocolates, chewing gum, cakes, wafers, cold drinks, and sweets are commonly displayed food items (Dixon, Scully, & Parkinson, 2006; Kumar, Sinha, & Krishna, 2003). All these displays in stores fascinate children for impulse purchase. Being a dependent member of the family,

children pester their parents for frequent visits to retail stores to make desired purchases. Therefore, we propose:

H₄: Higher the influence of retail store on children, higher would be the pester power.

3.2.5 In- school commercialism and pester power

Schools play an important role in developing moral values, decision-making ability, and interpersonal skills among children to influence their social, psychological, and consumer development. Marketers have started promoting their products through in-school commercialism (Richards et al., 1998). In-school commercialism is promotion of products within school premises. These promotional activities are categorized as direct and indirect in-school commercialism with varying degrees of penetration such as high, medium, and low. High penetration is promotion through charity, billboards, educational sampling and school shops. Soft drink machines, company visits, and saving points in articles are medium penetration techniques and food vending machine, advertisements in school magazines, and sponsorship for various activities and events are low penetration techniques (Geuens, Pelsmacker, & Mast, 2002). These promotional techniques adopted by marketers promote stationary items and games to children. Canteens are another place targeted by marketers to sell food products. Due to the low cost, taste, and easy availability, children like food items that have high fat, sugar, and salt contents. These items include chocolate, cakes, chips, crackers, and fried food products and makes children susceptible to obesity and other health problems (Oogarah-Pratap & Heerah-Booluck, 2005). The tender minds of children are carried away by the colorful advertisements and creative appeals adopted by marketers. They persuade their parents for buying such products on their visits to retail stores and participate actively in the purchase process. Such children become more stubborn and hysterical to get

their desired purchase done however, unnecessary purchase it may be. Through in-school commercialism, marketers influence children to pester their parents for more money to spend during school hours. Therefore, we propose:

H₅: Higher the exposure of children to commercialism in school, higher would be the pester power.

3.2.6 Pester power and materialism

Pester power is the persuasive influence of children for household purchases. Children employ direct and indirect modes of persuasion to convince their parents (Kerrane & Hogg, 2011; Kerrane, Hogg, & Bettany, 2012). Direct persuasion includes asking, pleading, bargaining, demanding, and stating the importance of a product to parents. Indirect influence is illustrated in the form of crying, getting angry, showing sad and innocent faces with sweet smiles and lying.

Children employ such kinds of persuasion to persuade their parents for a purchase. However, their strong urge towards desired purchase makes them materialistic by nature. Materialism makes children possessive, envious, and non-generous by nature (Belk, 1984). Possessiveness is the fear of losing personal belongings, envy is the discontentment felt in other's success and happiness, and non-generosity is the unwillingness to share things. Children feel contended on material possession that gives them instant happiness (Opree, Buijzen, Reijmersdal, & Valkenburg, 2011). They feel acquiring desired product as urgent. Immediate gratification of that need results in irrational purchase behavior. These attitudes have been observed in young children who are flaunted by publicly displayed, visible, and expensive products (Hjalmarson, 2006). Though few studies have conceptualized the relationship between *pester power* and materialism (Nash, 2009; Nash & Basini, 2012),

generating the need to test this relationship empirically. Considering all these aspects, we propose:

H₆: Higher the pester power, higher would be materialism among children.

3.2.7 Parental guidance and pester power

Parents are the teachers and role models for their children and their guidance facilitates lifetime learning for children (Robertson & Feldman, 1976). Parents foresee the motives of marketers and help children in taking a wise decision. They discuss their opinions and experience with children to make them aware about the consequences of irrational purchases. As per the parental mediation theory, parents help children rationalize their purchase decisions (Clark, 2011). Parental guidance can curb the tendency of material possession of children by controlling their pester behavior. The lay theory of self-control also states that imbibing self-control during the nurturing years can check impulsive behavior of children (Mukhopadhyay & Yeung, 2010). The term parental guidance has been expounded in the form of precursor studies, effect studies, and occurrence studies (An and Lee, 2010; Valkenburg et al., 1999). Precursor studies have elucidated situations in which the degree of guidance is higher, whereas, effect studies have explained the impact of parental guidance on children. Occurrence studies explicate the style of parental control on their children such as restrictive, instructive, unfocused, and involved guidance. In restrictive, they control the unhealthy habits of children by imposing some rules on children's activities, wherein with instructive they discuss every aspect of life with children and give liberty for decision making. Likewise, in unfocused guidance, they pursue a relaxed behavior and give less attention to the activities of children. In involved guidance, they share views and experience with children to help them take rational decisions. Parental guidance facilitates cognitive

development of children to rationalize their need and curbs their impulsive behavior. With involved guidance, children are unable to make rational purchases. Thus, parental guidance is proposed to moderate the relationship between *pester power* and materialism among children:

H₇: Higher the influence of parental guidance, lesser would be the relationship between pester power and materialism among children.

These hypotheses embrace all the dimensions of child consumerism. Based on this a detailed conceptual framework of consumerism in children has been formulated (Fig. 3.1).

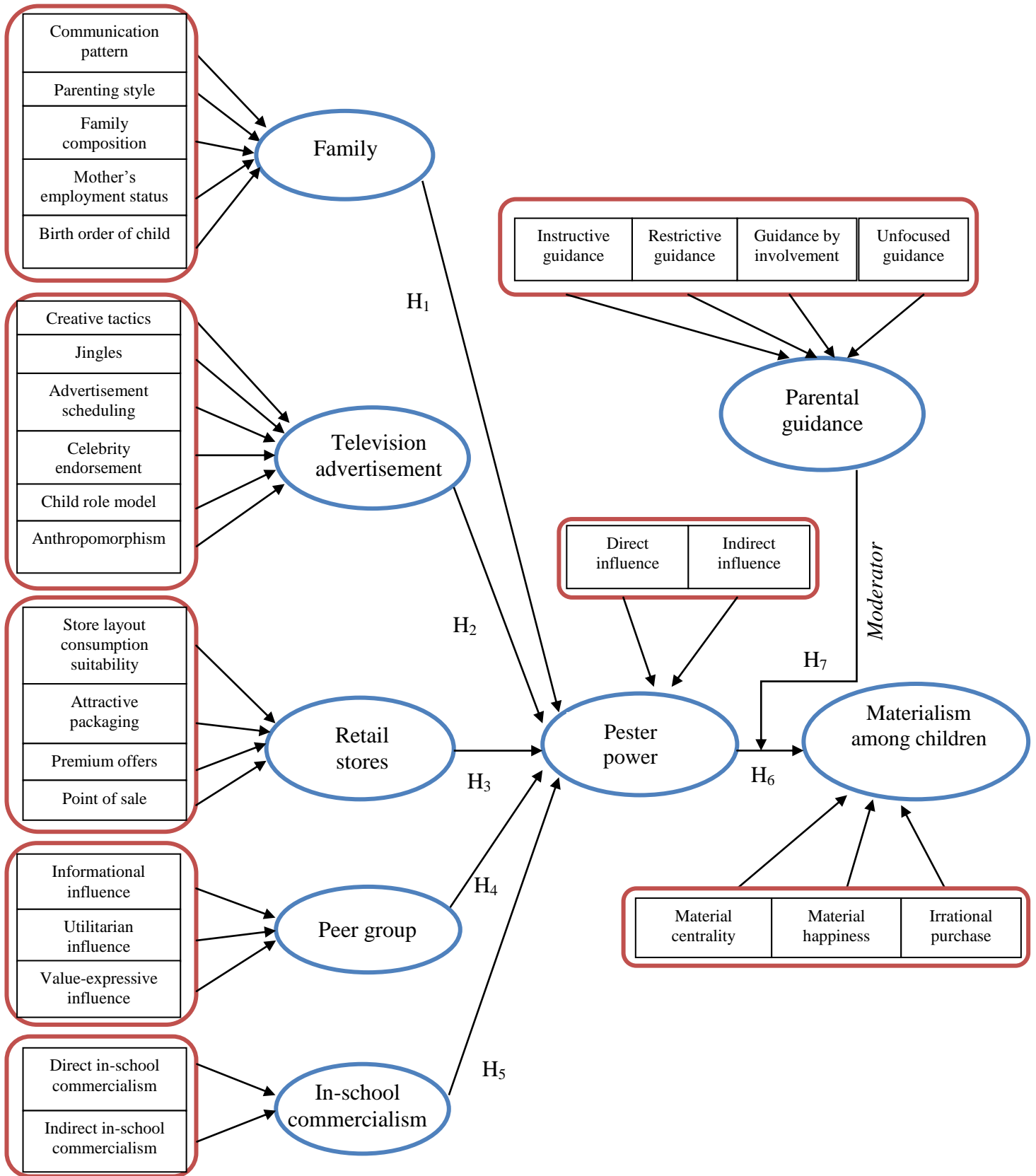


Figure 3.1: Conceptual framework of consumerism among children with hypothesized relationships

3.3 Conceptual framework

Materialism among children develops an intense desire for worldly possession and emphasizes less on human relations (Soley & Pandya, 2003). This greed for material possession blurs their thought process. Marketers see this opportunity to develop consumer capabilities in children and reinforce their persuasive behavior (Procter & Richards, 2002). Children convince their parents by crying, pleading, and showing temper tantrums. These children are flaunted by interpersonal and environmental socialization agents (television advertisements, retail stores, and schools).

Globalization, lifestyle changes with working parents, advances in information technology, and digital world have opened doors for plethora of information. These contextual factors have transformed children's role as decision makers in family purchases. They seek information related to products, brands, price, and place of purchase from their peers as perceived to be more reliable. Retailers also influence children through child friendly layouts, display of consumption suitable items on checkout counters, and colorful packaging. Nonetheless, these products are often recalled by children when they see advertisements endorsed by their favorite cartoon, child actor, or celebrity that sings some melodies or lyrics. Because of these tactics, young children are able to spot brands even before they develop their ability to read. The attribution theory also affirms that younger children are incapable of comprehending persuasive contents of television advertisements and respond to them more than their older siblings (Robertson & Rossiter, 1974).

Marketers promote sales of products through 'in-school commercialism'. They sell products for children within and outside school premises through canteens and tuck shops. The commonly sold products in canteens are, wafers, chocolates, cold drinks, and fried food.

Regardless of government policies for controlling the sale of food items with less nutritional value, these food products are sold in school cafeterias (Willey et al., 2000). Children prefer these snacks more than nutrition meals and succumb to health problems. The consequences of consumerism reflected through *pester power* and materialism can be curbed with involved guidance of parents. Parental intervention reduces aggression, dissatisfaction, unhappiness, and imbibes judicious decision making.

Next chapter 4 deals with research methodology.

CHAPTER 4

METHODOLOGY

This section provides a comprehensive view of the methods for selecting sample and measures while conducting research.

4.1 Sample

Schools located in the select cities of India, have been considered as unit of analysis in the present study. These schools have been selected at random for the study (Malhotra & Dash, 2009). Schools have been selected as unit of analysis because we can reach children of 7-12 years age, whose parents are educated and can respond to the questionnaire. Therefore, schools facilitate smooth conduct of the survey and ascertain that the responses have been duly filled. Data were collected over a period of four months from September 2013 to December 2013.

With the help of relevant theories and literature, children in the age group of 7-12 years were selected for present study (Robertson & Rossiter, 1974; Saraf, 2012; Valkenburg & Cantor, 2001). A seven year old child is able to understand and express his/her views on various attributes of products. Children below 7 years are unable to express their opinion and those above 12 years express their independent views (John, 1999). Schools were selected at random from cities of Uttarakhand, Madhya Pradesh, Uttar Pradesh, Delhi, Haryana, Punjab, Rajasthan, Karnataka, Maharashtra, Andhra Pradesh and Orissa, as a representative sample of India.

Children were also selected at random by school authorities without researcher's intervention to respond to part A of the questionnaire. After completing the survey, children were asked to take part B of the questionnaire to their home and get it filled by their parents

(Buijzen & Valkenburg, 2005; Chaudhary & Gupta, 2012; McNeal & Ji, 1999; Soni & Singh, 2012). A cover letter briefing the purpose of the survey, details of researcher, and instructions for filling up the questionnaire had been attached along with part B of the questionnaire. The respondents were assured about confidentiality of information provided by them.

4.1.1 Sample size

Sample size is the final sample retained after obtaining completely filled responses (Hair, Black, Babin, & Anderson, 2009). The selection of sample size is based on literature support, nature of research, number of variables, and technique for analysis (Malhotra & Dash, 2009). The present study has 29 variables. Cause and effect relationship among these variables would be established using structural equation modeling (SEM). In SEM, to proceed with analysis, a minimum of 100 to 150 sample size is required. In other words, a sample of 10-20 respondents per variable is considered (Hair et al., 2009; Stevens, 1986).

The adequate sample size is required for determining the reliability of the scale (Nunnally, 1978; Spector, 1992). Although, a larger number of sample is required for reducing sampling error, but, it effects sensitivity of the results (Hair et al., 2009). Following these guidelines sample size of 400 have been decided for the present study. 357 responses have been obtained. 319 were completely filled responses, considered as final sample size of the study. Therefore, a response rate of 79.75% is finally obtained as represented in Table 4.1.

Table 4.1: *State wise distribution and collection of data*

<i>State</i>	<i>Questionnaire distributed</i>	<i>Response collected</i>	<i>Overall response rate (%)</i>
Uttarakhand	50	45	
Uttar Pradesh	60	50	
Delhi	50	40	
Haryana	30	25	
Punjab	40	34	
Rajasthan	50	37	79.75%
Madhya Pradesh	30	20	
Karnataka	40	30	
Maharashtra	30	28	
Orissa	20	10	
<i>Total</i>	<i>400</i>	<i>319</i>	

4.1.2 *Demographic detail of respondents*

Data on age of children, gender, grade, name of the school, location, type of school, class size, and number of hours spent in school have been obtained in part A of the questionnaire (Table 4.2). Whereas, part B of the questionnaire procured demographic details of parents and family such as age, income, education, and occupation of parents, family type, family composition, and number of children in each family (Table 4.3).

The sample included 49% of boys and 51% of girls, studying in 2nd, 3rd, 4th, 5th, 6th and 7th grade. 44% of children were studying in public schools and 56% studied in private schools. The average age of these children were 9.54. The average age of parents was 36.28 years. 39% of fathers and 61% of mothers have responded to the survey questionnaire. 56% fathers had professional degree, 34% were postgraduate, and 10% were graduates. 30% of mothers

were graduates, 52% were postgraduates, and 18% had professional qualifications. 57% of fathers were in service and 43% had their own business. 79% of mothers were housewives and 21% were working mothers. 67% of families were nuclear and 30% were joint family with parents and grandparents living together. However, only 3% families were extended. 2% were single parent family and rest had both the parents. 72% were 2 children family, 27% of families had 3 children.

Table 4.2: *Sample profile of children*

<i>Variables</i>	<i>Children</i>	
	<i>M</i>	<i>SD</i>
<i>Age (in years)</i>	9.54	1.71
<i>Gender of child</i>		
Male		49%
Female		51%
<i>Grade of children</i>		
2 nd grade		17%
3 rd grade		24%
4 th grade		20%
5 th grade		19%
6 th grade		16%
7 th grade		4%
<i>School type</i>		
Public		44%
Private		56%

Table 4.3: *Sample profile of parents*

<i>Variables</i>	<i>Parents</i>	
	<i>M</i>	<i>SD</i>
<i>Age of parents (in years)</i>	36.28	8.79
<i>Gender of parents</i>		
Father		39%
Mother		61%
<i>Education</i>		
	<i>Father</i>	<i>Mother</i>
Graduate	10%	30%
Post Graduate	34%	52%
Professional degree	56%	18%
<i>Occupation of father</i>		
Business		43%
Service		57%
<i>Occupation of mothers</i>		
Working		21%
Housewives		79%
<i>Average family income</i>		
Less than 4 Lakhs*		3%
More than 4 Lakhs* and less than 8 Lakhs*		36%
More than 8 Lakhs*		61%
<i>Family type</i>		
Nuclear		67%
Joint		30%

Extended	3%
<i>Family composition</i>	
Single parent	2%
Both parent	98%
<i>Number of children in family</i>	
2 children	72%
3 children	27%
4 children	1%

* “A Lakh is a unit in the South Asian numbering system equal to one hundred thousand” (Scientific notion: 105)

4.2 Measures

A self designed questionnaire has been used to measure the phenomena of child consumerism. The items for the scale are developed using extant literature in the field and wordings have been framed as per the level of understanding of school children and their parents. The questionnaire is divided into two parts A and B respectively (Appendix A), in which items of certain variables such as parenting style, mother’s involvement, creative tactics, jingles, ad scheduling, celebrity endorsement, child role model, anthropomorphism, store layout and consumption suitability, attractive packaging, premium offers, point of sale, informational influence, utilitarian influence, value expressive influence, and parental guidance were asked from children (part A) and certain variables such as family communication pattern, birth order of child, in-school commercialism, direct and indirect influence of *pester power*, material happiness, material centrality, and irrational purchase were responded by their parents (part B). A total of eight constructs have been identified for ascertaining the phenomena of consumerism among children and these constructs have been assessed for their reliability and

validity on the current sample. Relevant literature have been surveyed to develop the constructs and design the questionnaire (Table 4.4).

Table 4.4: *Literature used for developing the constructs*

<i>Construct</i>	<i>Variable</i>	<i>References from literature</i>
<i>Family</i>	Family communication pattern	Clarke, 2008; Sharma, 2011
	Parenting style	Baumrind, 1971; Maccoby & Martin, 1983
	Family composition	Genens, Pelsmacker, & Mast, 2002
	Mother's involvement	Isin & Alkibay, 2011
	Birth order of child	Bragg, Ostrowski, & Finley, 1973; Rink, 2010; Ronner, Hunt, & Mallalieu, 2007; Saad, Gill, & Nataraajan, 2005
<i>Television exposure</i>	Creative tactics	Boyland, Harrold, Kirkham, & Halford, 2012; Hebden, King, & Kelly, 2011; Kapoor & Verma, 2005; Kumar, 2011
	Jingles	Gupta, 2013; Lawlor, 2009; Page & Brewster, 2007; Scott, 1990
	Ad scheduling	Calvert, 2008; Maiti, 2012; Rozendaal, Buijzen, & Valkenburg, 2011
	Celebrity endorsement	Lawlor, 2009; Hung, Chan, & TSE, 2011; Page & Brewster, 2007
	Child role model	Hebden, King, & Kelly, 2011; Lawlor, 2009; Maiti, 2012, Singh, & Kaur, 2011
	Anthropomorphism	Hellen & Saaksjarvi, 2013, Hemar-Nicolas & Gollety, 2012; Lawlor, 2009
	<i>Retail store</i>	Store layout and Consumption suitability
Attractive packaging		Kumar, 2011; Nicholls & Cullen, 2004; Wilson & Wood, 2004

	Premium offers	Atkin, 1978; Kumar, 2011; Powell, Langlands, & Dodd, 2011; Singh & Kaur, 2011
	Point of sale	Nicholls & Cullen, 2004; Wilson & Wood, 2004
<i>Peer group</i>	Informational influence	Bearden, Netemeyer, & Teel, 1989;
	Utilitarian influence	Burnkrant & Cousineau, 1975; Deutsch &
	Value expressive influence	Gerard, 1955; Mangleburg, Doney, & Bristol, 2004; Oprea et al., 2011; Park & Lessig, 1977
<i>In-school commercialism</i>	Direct in-school commercialism	Calvert, 2008; Cassim & McIntosh, 2011; Oogarah-Pratap & Heerah-Booluck, 2005;
	Indirect in-school commercialism	Soni & Upadhyaya, 2007; Story & French, 2004; Sun, Lalsing, & Subratty, 2009
<i>Pester power</i>	Direct influence	Bridges & Briesch, 2006; Kerrane & Hogg, 2011; Kerrane, Hogg, & Bettany, 2012
	Indirect influence	
<i>Parental guidance</i>	Instructive guidance	
	Restrictive guidance	Bulck & Bergh, 2000; Valkenburg et al., 1999
	Guidance by involvement	
	Unfocused guidance	
<i>Materialism</i>	Material happiness	Goldberg, Gorn, Peracchio, & Bamossy, 2003; Oprea et al., 2011
	Material centrality	Ahuvia & Wong, 1995; Oprea et al., 2011; Richins & Dawson, 1992
	Irrational purchase	Vandana & Lenka, 2014

Responses description against each item of the variable are given on five point Likert type scale with —‘strongly disagree’ (= 1), ‘somewhat disagree’ (= 2), ‘neither agree nor disagree’ (= 3), ‘somewhat agree’ (= 4), and ‘strongly agree’ (= 5). Reason for choosing

Likert scale is the accuracy of scale for collecting information from children (Chaudhary & Gupta, 2012; Laerhoven, Zaag-Loonen, & Derkx, 2004).

4.2.1 Family

Family plays an important role in consumer socialization of children. In present research, the construct family comprises of variables such as communication pattern, parenting style, family composition, birth order of child, and involvement of mothers. These variables are measured using five point Likert type scale. Higher score on item of each variable signifies more favorable response on that dimension.

The communication pattern of family has been measured through (a) 'I encourage my child to buy products for family consumption e.g. TV, car, mobile, holiday destinations, restaurants', (b) 'I encourage my child to express his/her willingness during family purchase without any fear' (c) 'I encourage my child to give his/her views during family purchase'. Responses for parenting style have been obtained through, (a) 'my parents give due importance to my views while purchasing product for self/family consumption', (b) 'my parents control my purchase as well as seek my views while purchasing product for self/family consumption'. For family composition, parents were asked to respond against items such as, (a) 'I involve my child in purchase of products for self and family consumption', (b) 'my child influences me for the purchase of self and family consumption product', and (c) 'I involve my child less in the purchase of self and family consumption products'. Similarly, mother's involvement is assessed by asking questions, such as (a) 'my mother buys candies, chocolates, ice creams, toys, and clothes for me', (b) 'my mother buys household products which I demand e.g. refrigerator, furniture, car, laptop, television, and mobile', and (c) 'my mother gives me pocket money'. Lastly, responses for child's birth

order are obtained through, (a) ‘my first born child agrees to what we buy for our households e.g. TV, car, fridge’, (b) ‘my later born child demands for the products that are currently in fashion e.g. dresses, gazettes/games, pizza, oats, laptop’, and (c) ‘my later born persuades us for buying new products available in the market, e.g. mobile phones, LCD, car, washing machine, vacuum cleaner, i-pad’.

4.2.2 Peer group

Peers play very influential role in creating informational, utilitarian, and value expressive influence on children. Informational influence is measured through items such as, I gather information about products to force my parents to buy, such as (a) ‘use of product’, (b) ‘price’, and (c) ‘place of purchase (online/off-line)’. Responses for utilitarian influence are measured through, (a) ‘I demand my parents to buy certain products so that my friends will like me’ and (b) ‘I demand my parents to buy certain products so that my friends will involve me in their group’. Likewise, value expressive influence of peers is measured by, (a) ‘I demand certain product which my friends possess so that I feel confident’ and (b) ‘I demand certain product which my friends possess so that I feel satisfied’.

4.2.3 Television advertisements

The construct of television advertisement has been defined by variables such as creative tactics, jingles, advertisement scheduling, celebrity endorsement, child role model, and anthropomorphism. A diverse set of items have been prepared to measure these variables. Creative tactics are measured using items such as (a) ‘vibrant colors e.g. red, blue, green, orange, and yellow compel me to request my parents to buy the product’, (b) ‘functional attributes of product compel me to request my parents to buy the product’, and (c) ‘funny ads compel me to request my parents to buy the product’. Similarly, jingles includes (a) ‘comical

and mimicking sound in ad help me to recall the product as well as persuade my parents to purchase’ and (b) ‘repetition help me in recalling the product as well as persuade my parents to purchase’. Ad scheduling includes, (a) ‘frequency of advertisement on television makes me force my parents to buy the product as they give information about the product’ and (b) ‘frequency of advertisement on television makes me force my parents to buy the product as they help me to recall the product’. Items for celebrity endorsement includes, (a) ‘celebrity in the advertisements makes me force my parents to buy the product as they attract my attention’ and (b) ‘celebrity in the advertisements makes me force my parents to buy the product as they makes me believe he is telling truth’. Responses for child role model are gathered on (a) ‘I connect myself to the child in the advertisement’, (b) ‘I feel joy by seeing the child in the ads’, and (c) ‘I buy instantly by seeing child in the ad’. Lastly, anthropomorphism is responded on, (a) ‘I prefer buying products which are small in size e.g. small tooth brush, biscuits, table-chairs, and school bags’, (b) ‘I prefer buying products which are cute e.g. tiffin box, school bags, and stationary items’, and (c) ‘I prefer buying products which act like a living being e.g. talking tooth brush and walking pen’.

4.2.4 Retail stores

Retail stores as a construct has been defined by variables such as attractive packaging, premium offers, point of sale, and placing consumption suitable products in child friendly layout. Attractive packaging is measured by asking questions, (a) ‘products in retail stores help me to influence my parents to buy, as they have fluorescent colors on packaging e.g. orange and yellow’, (b) ‘products in retail stores help me to influence my parents to buy, as they have cartoons on packaging e.g. toys and dresses’, and (c) ‘products in retail stores help me to influence my parents to buy, as they have games on product packaging’. Premium

offers is measured by items such as, (a) ‘products in retail stores help me to influence my parents to buy, as they have free gifts’ and (b) ‘products in retail stores help me to influence my parents to buy, as they have limited offers’. Point of sale is described by items such as, (a) ‘products in retail stores help me to influence my parents to buy, as they are displayed on billing counter e.g. chocolate and toffees’ and (b) ‘products in retail stores help me to influence my parents to buy, as they provides offers with product purchased on display counter’. Store layout and consumption suitability is measured through, (a) ‘products in retail stores help me to influence my parents to buy, as they are in my reach e.g. biscuits and toys’, (b) ‘products in retail stores help me to influence my parents to buy, as they are portable and easy to carry’.

4.2.5 In-schools commercialism

Direct and indirect in-school commercialism have been measured through items such as, (a) ‘my child who has responded to the survey persuades me to buy product for him/her because of advertisements displayed on bulletin board in school’, (b) ‘my child who has responded to the survey persuades me to buy product for him/her because of Product available in school canteen e.g. fast food, wafers, soft drinks, chips’, and (c) ‘my child who has responded to the survey persuades me to buy product for him/her because of preference given to specific brands by school management e.g. school uniform, books, and stationary items’.

4.2.6 Pester power

Pester power construct has been categorized as direct and indirect influence. Direct influence includes the items such as, (a) ‘my child who has responded to the survey persuades me to buy a product of his/her preference by asking’, (b) ‘my child who has responded to the survey persuades me to buy a product of his/her preference by pleading’, and (c) ‘my child

who has responded to the survey persuades me to buy a product of his/her preference by bargaining'. Similarly, in in-direct influence they were asked to respond for, (a) 'my child who has responded to the survey persuades me to buy a product of his/her preference by lying', (b) 'my child who has responded to the survey persuades me to buy a product of his/her preference by innocent faces', and (c) 'my child who has responded to the survey persuades me to buy a product of his/her preference with sweet smiles'.

4.2.7 Materialism among children

Materialism construct has three dimensions such as material happiness, material centrality, and irrational purchase. Material happiness includes items such as, (a) 'when I buy the product which my child has demanded makes him/her happy to possess expensive clothes' and (b) 'when I buy the product which my child has demanded makes him/her happy to possess palatable food items e.g. pizza and burger'. Item for measuring material centrality include, (a) 'when I buy the product which my child has demanded makes him/her possessive about branded clothes' and (b) 'when I buy the product which my child has demanded makes him/her unwilling to share with anybody'. Irrational purchase is measured through, (a) 'when I do not buy product of self/family consumption which my child has demanded, results in conflict between me and my child', and (b) 'when I do not buy product of self/family consumption which my child has demanded, results in aggressive behavior such as showing anger and disobedience'.

4.2.8 Parental guidance

Parental guidance has been categorized into instructive guidance, restrictive guidance, guidance by involvement, and unfocused guidance. All these dimensions are measured by asking questions from child respondents. Instructive guidance includes, (a) 'my parents

simplify the message of ads to help me select a product’, (b) ‘my parents explain the motives of ads’, and (c) ‘my parents explain use of the product’. Restrictive guidance includes, (a) ‘my parents use their authority or power over me to select a product’, (b) ‘my parents restrict my purchase’, and (c) ‘my parents keep constant watch on my purchase’. Guidance by involvement is measured through, (a) ‘my parents accompany me in buying products desired by me’ and (b) ‘my parents evaluate and give their views on my purchase demands’. Lastly, items included in unfocused guidance are, (a) my parents are less concerned about my purchase demands’ and (b) ‘my parents interact less when I demand for product’.

The wordings of these measures have been approved by experts in the field of marketing. A sample of 30 respondents has been surveyed for pilot study.

4.3 Analysis

The reliability and validity of all the variables are measured using SPSS 20.0 and AMOS 21.0 software packages. Reliability ensures the consistency of scores of measured items. For determining an item to be reliable, a cutoff value of more than 0.7 has been selected (Nunnally, 1978). The convergent and discriminant validity of the constructs have been tested using confirmatory factor analysis (Naglieri, Das, Stevens, & Ledbetter, 1991). We conservatively choose to eliminate item with factor loading more than 0.4 (Hair et al., 2009). The purpose of this stage is to eliminate poor performing items. The descriptive statistics and absolute fit indices of GFI (Goodness-of-fit index), CFI (Comparative fit index), NFI (Normed fit index), and RMSEA (Root-mean-square error of approximation) have been measured (Table 4.5). The acceptable levels of all the fit indices of GFI, CFI, and NFI are >0.90 and for RMSEA <0.08 (Byrne, 2013; Kline, 2005).

In preliminary stage of survey, items measuring family composition have been deleted due to their poor responses. Similarly, poor responses have also been obtained for certain items of variable measuring birth order of children. Out of 357 families, 38 had only one child, resulting in many missing responses. Therefore, these responses have been deleted. Items measuring celebrity endorsement has been deleted because of poor reliability. Poor responses were obtained for indirect in-school commercialism, justifying its deletion from the data sheet. Similarly, instructive, restrictive, and unfocused guidance have been deleted due to poor reliability. The final questionnaire has been attached in the appendix A.

Next chapter 5 deals with results.

Table 4.5: Scale reliability and validity

<i>Variables</i>	<i>Original items</i>	<i>Retained item</i>	<i>M</i>	<i>S D</i>	<i>Cronbach α</i>	<i>GFI</i>	<i>CFI</i>	<i>NFI</i>	<i>RMSEA</i>	<i>Loading range</i>
<i>Family</i>						0.88	0.84	0.88	0.07	0.54-0.75
(a) Communication pattern	4	3	10.03	2.94	0.76					
(b) Parenting style	4	2	6.55	2.53	0.77					
(c) Mother's involvement	4	3	9.03	3.47	0.74					
(d) Birth order	6	3	10.22	3.16	0.79					
<i>Television Advertisement</i>						0.84	0.87	0.84	0.08	0.57-0.86
(a) Creative tactics	5	4	15.41	3.98	0.73					
(b) Jingles	5	5	16.00	6.14	0.90					
(c) Ad scheduling	4	2	10.47	3.17	0.72					
(d) Child role model	4	4	14.33	4.65	0.85					
(e) Anthropomorphism	3	3	10.59	3.88	0.88					
<i>Retail stores</i>						0.89	0.90	0.88	0.07	0.63-0.90
(a) Store layout & consumption suitability	4	3	11.13	3.44	0.86					
(b) Attractive packaging	4	2	7.70	2.24	0.82					
(c) Premium offers	4	4	16.03	3.53	0.81					
(d) Point of sale	4	4	14.71	4.36	0.87					
<i>Peer group</i>						0.89	0.91	0.89	0.08	0.59-0.91
(a) Informational influence	5	5	17.49	5.53	0.83					
(b) Utilitarian influence	3	3	7.66	4.15	0.91					
(c) Value expressive influence	3	3	11.47	3.37	0.88					
<i>In-school commercialism</i>	5	4	17.48	3.33	0.89	0.91	0.92	0.92	0.07	0.80-0.87
<i>Pester power</i>						0.97	0.97	0.97	0.07	0.61-0.90
(a) Direct influence	4	3	9.85	3.41	0.75					
(b) Indirect influence	5	3	5.45	3.49	0.90					
<i>Materialism</i>						0.90	0.86	0.85	0.08	0.57-0.90
(a) Materialism happiness	4	3	10.39	3.48	0.82					
(b) Material centrality	4	3	9.71	3.06	0.70					
(c) Irrational purchase	5	3	7.38	3.25	0.71					
<i>Involved guidance of parents</i>	8	4	9.61	4.13	0.73	0.99	0.99	0.99	0.03	0.55-0.83

CHAPTER 5

RESULTS

Schools were the unit of analysis in the survey. Children were asked to respond to the variables of parenting style, mother's involvement, creative tactics, jingles, ad scheduling, celebrity endorsement, child role model, anthropomorphism, store layout and consumption suitability, attractive packaging, premium offers, point of sale, informational influence, utilitarian influence, value expressive influence, and involved guidance of parents. Parents responded to variables like family communication pattern, birth order of child, in-school commercialism, direct and indirect influence of *pester power*, material happiness, material centrality, and irrational purchase. Pearson correlation among the variables was estimated to identify the hypothesized relationship. Variables have been designated variable number as well as variable name. Examination of the Pearson correlation reported in the given Table 5.1, shows the following relationships with respect to the hypotheses formulated.

- Higher the influence of family consisting of family communication pattern, parenting style, mother's involvement, and birth order of child, higher would be the direct and indirect influence of children on the purchase behavior of their parents.
- Higher the influence of creative tactics, jingles, ad scheduling, child role model, and anthropomorphism depicting the construct of television advertisements, higher would be the direct and indirect influence of children on their parent's buying behavior.
- Higher the influence of store layout, availability of palatable food products within the reachability of children in the stores and exit counters, attractive packaging, and premium offers in retail stores, higher would be the direct and indirect influence of children on their parent's purchase behavior.

- Higher the influence of peer group consisting of informational, utilitarian, and value expressive influence, higher would be direct and indirect influence of children on their parents.
- Higher the direct and indirect influence of children on their parents, higher would be materialism consisting of material happiness, material centrality, and irrational purchase.
- An interaction effect between pester power and involved guidance of parents influences the relationship between pester power and development of materialistic attitude among children.

These correlations have depicted hypothesized directions except the relationship between in-school commercialism and *pester power*.

Table 5.1: *Inter-correlation among studied variables*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1. Communication pattern	1																							
2. Parenting style	09	1																						
3. Mother's involvement	10	37**	1																					
4. Birth order	24**	-15**	25**	1																				
5. Creative tactics	00	08	32**	19**	1																			
6. Jingles	10	38**	32**	08	29**	1																		
7. Ad scheduling	-02	07	15**	18**	49**	16**	1																	
8. Child role model	-10	02	23**	07	41**	38**	15**	1																
9. Anthropomorphism	-03	37**	13*	-10	16**	47**	18**	27**	1															
10. Store layout & consumption suitability	07	36**	11*	-25**	17**	37**	12*	18**	42**	1														
11. Attractive packaging	-02	-18**	11*	04	27**	01	02	25**	-20**	05	1													
12. Premium offers	-07	10	30**	21**	46**	21**	28**	39**	15**	26**	16**	1												
13. Point of sale	-04	08	22**	19**	35**	28**	35**	41**	18**	17**	14*	26**	1											
14. Informational influence	-12*	06	19**	11	34**	10	29**	41**	26**	27**	08	43**	25**	1										
15. Utilitarian influence	04	35**	23**	-03	03	26**	-05	06	26**	38**	10	20**	05	12*	1									
16. Value expressive influence	09	19**	20**	-01	41**	24**	24**	33**	22**	29**	22**	30**	32**	25**	33**	1								
17. In-school commercialism	05	17**	27**	12*	29**	28**	26**	22**	14*	15**	09	27**	22**	29**	09	20**	1							
18. Direct influence	01	14*	31**	11*	28**	17**	17**	06	07	05	10	29**	26**	16**	27**	19**	11	1						
19. Indirect influence	-06	15**	-09	-15**	-09	18**	-11	00	17**	06	-02	-12*	06	-06	23**	10	01	16**	1					
20. Involved guidance of parents	14*	36**	-10	-02	-06	27**	-03	-01	32**	41**	-01	00	10	05	20**	19**	00	-01	21**	1				
21. Material happiness	-04	-02	08	27**	10	-04	06	-05	-07	-07	20**	08	08	18**	-02	-02	18**	-02	02	05	1			
22. Material centrality	02	03	00	13*	04	05	-01	00	-02	00	17**	-05	06	02	05	17**	-01	09	08	21**	31**	1		
23. Irrational purchase	13*	16**	-13*	07	09	07	01	07	18**	21**	04	08	10	03	19**	35**	09	-05	05	49**	04	14*	1	

Correlation coefficients are obtained as the number given in the cells divided by 100.

* significant at $p \leq 0.05$; ** significant at $p \leq 0.01$; *** significant at $p \leq 0.001$

5.1 Evaluation of hypothesized model using SEM

The data were checked for normality which is mandatory for maximum likelihood procedure of structure equation modeling (SEM). Results indicate univariate normality of measured variables. The items having skewness and kurtosis of more than 0.7 were not considered for further analysis, and eliminated from dataset. Structural equation modeling analyzes the multivariate data for the purpose of theory building and testing (Bagozzi, 1980). It tests the correlation between both manifest and latent variables (Kline, 2005). The manifest and latent variables have been termed as independent and dependent variables in regression analysis and endogenous and exogenous in structural equation modeling.

Social science data are subjected to complex cause and effect relationship among the variables. The responses are obtained through human respondents therefore statistical relationships among the variables are attenuated because of measurement error. In order to overcome the measurement error and improve the reliability and validity of measurement scales, multi-item scales are preferred supporting the classical theories to improve reliability and develop a stronger measurement instrument. Therefore, latent variable structural equation modeling (LVSEM) was adopted to test the hypothesized relationships. LVSEM represents an advanced multiplication of non linear effects and addresses measurement error in the statistical model by having multiple indicators in a given construct.

LVSEM tests the relationship between both endogenous and exogenous variables. LVSEM is used to test the complex causal relationship in a single model (Mackenzie, 2001). It describes measurement and structural relationship as well as helps in controlling both random and systematic measurement error. Random error of the construct was controlled by enhancing the model fit indices of constructs, using confirmatory factor analysis. Systematic

error occurs due to certain factors like common method bias of contextual factors, problem with scale, and response bias like leniency and central tendency etc. These measurement errors can be controlled statistically as well as procedurally. Procedural control was done by procuring data on some variables like parenting style, mother's involvement, creative tactics, jingles, ad scheduling, celebrity endorsement, child role model, anthropomorphism, store layout and consumption suitability, attractive packaging, premium offers, point of sale, informational influence, utilitarian influence, value expressive influence, and involved guidance of parents from children. Data for variables like family communication pattern, birth order of child, in-school commercialism, direct and indirect influence of *pester power*, material happiness, material centrality, and irrational purchase have been procured from parents.

Statistical control was done by using LVSEM with observed variables loading on latent constructs. Common method bias is controlled in the measurement model by considering highly reliable and valid measures. Path analysis of SEM was conducted to test the hypothesized relationship as represented in the model. AMOS 21.0 software package was used to analyze the data. The proposed hypothesized relationship using LVSEM has been shown in Fig 5.1. Variables depicting the constructs of family, television advertisements, retail stores, and peer group are positively influencing *pester power* among children. More the *pester power*, more is the materialism among children. However, in-school commercialism did not significantly influence *pester power* in children ($p = 0.713$). The standardized path coefficient for hypothesized direction of in-school commercialism to *pester power* was 0.05. Therefore, H₅ have been refuted. All the other hypothesized paths were significant and had positive regression coefficients, showing model convergence.

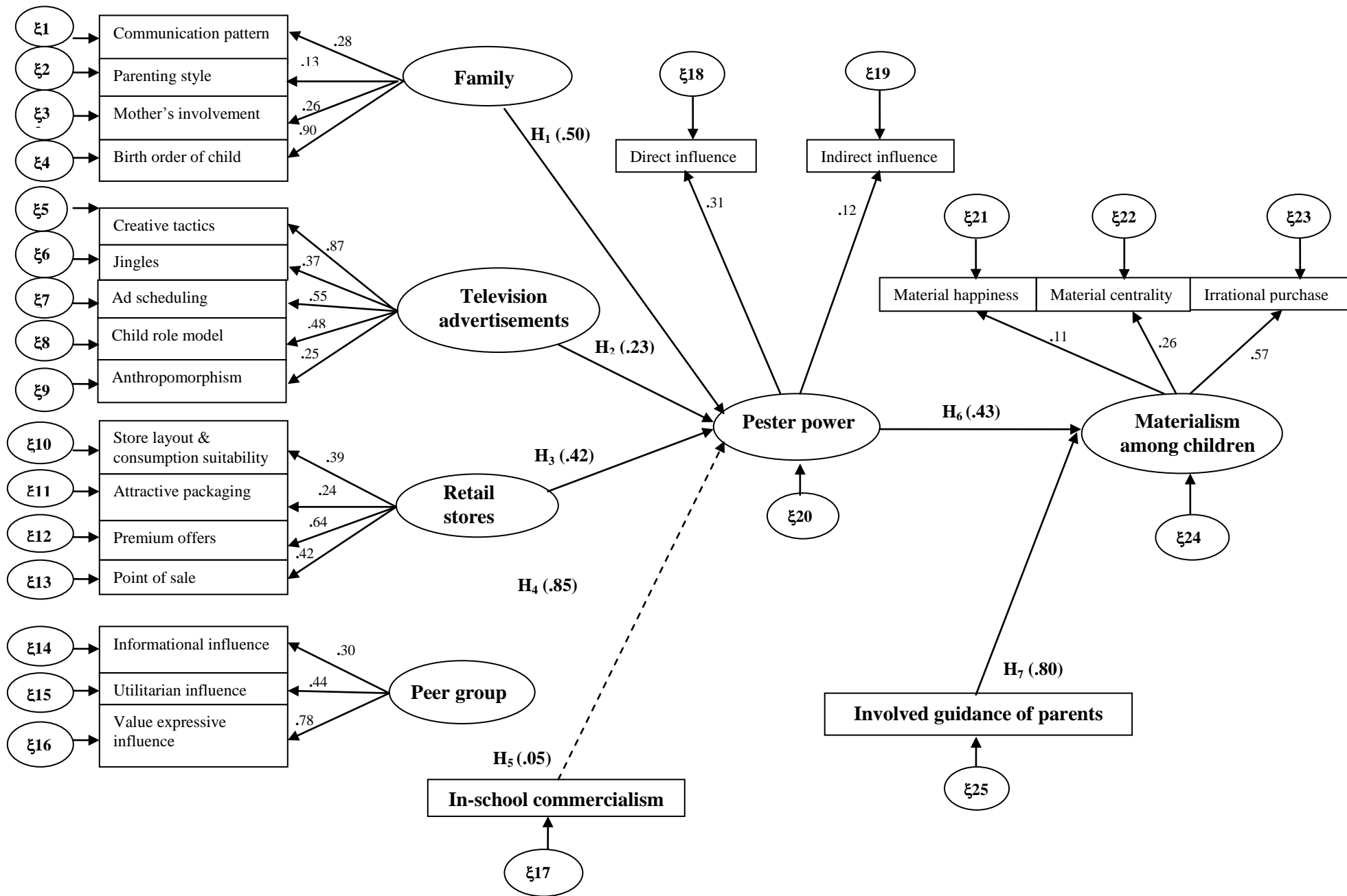


Figure 5.1: The hypothesized relationships with standardized path coefficients

5.2 Evaluation of Interaction effect using SEM

Structural equation modeling has also an advantage to test interaction effect of variables. Interaction effects often have poor reliability and can bias estimates and compromise its power. However, it can be corrected by using latent variables (Algina & Moulder, 2001). These approaches have been used by Kenny and Judd (1984). In the given complex structural equation model, the interaction effect of a variable will be highly correlated with the predictor variables. The collinearity reduces the stability as well as the interpretation of regression coefficients. Under these conditions, measurement and sampling error can have adverse impact on regression coefficients and standard error. In order to avoid bouncing beta weight, interaction term in the present model, is uncorrelated with the effect term or dependent variable. Therefore, to identify the moderating effect of involved guidance of parents in the hypothesized model, we adopted a two-step estimation method. First, the variables are mean centered and they are transformed from a raw score to a deviated score by subtracting variable mean from all the observations. The resultant interaction term is minimally correlated with the causal variable (Aiken & West, 1991). The variable in-school commercialism, that did not influence *pester power* in the hypothesized model has been eliminated in the interaction model (Fig. 5.2).

Second, after mean centering, the indicators of each latent construct is multiplied with moderating variable to form indicators of interaction latent variables (Holmbeck, 1997). So it would lead to two indicators of *pester power* and one observed variable of involved guidance of parents, resulting in interaction between *pester power* and involved guidance of parents. However, one product variable is necessary, but certain constraints are to be imposed to test the level of significance of the interaction, as the model is identified with one product

variable (Joreskog & Yang, 1996). For *pester power*, we selected direct influence of *pester power* having highest factor loading and observed variable of involved guidance of parents to create interaction effect. The main effect of involved guidance of parents considered as a moderating variable, on materialism was significant (Fig. 5.1). The factor loadings were also calculated.

Next, we discuss the results derived from interaction analysis (Fig. 5.2). In the interaction model, after eliminating H_5 , the path from the product term of involved guidance of parents and direct influence of children to criterion variable of materialism is also significant and regression coefficient is not zero (Fig. 5.2). Therefore, involved guidance of parents, is said to be moderating the relationship between *pester power* and materialism. The path analysis depicting the relationship among variables, their standardized path, and critical ratio of the interaction model have been given in Table 5.2. The interaction model, also shows convergence and a very good fit to the present data as given in Table 5.3.

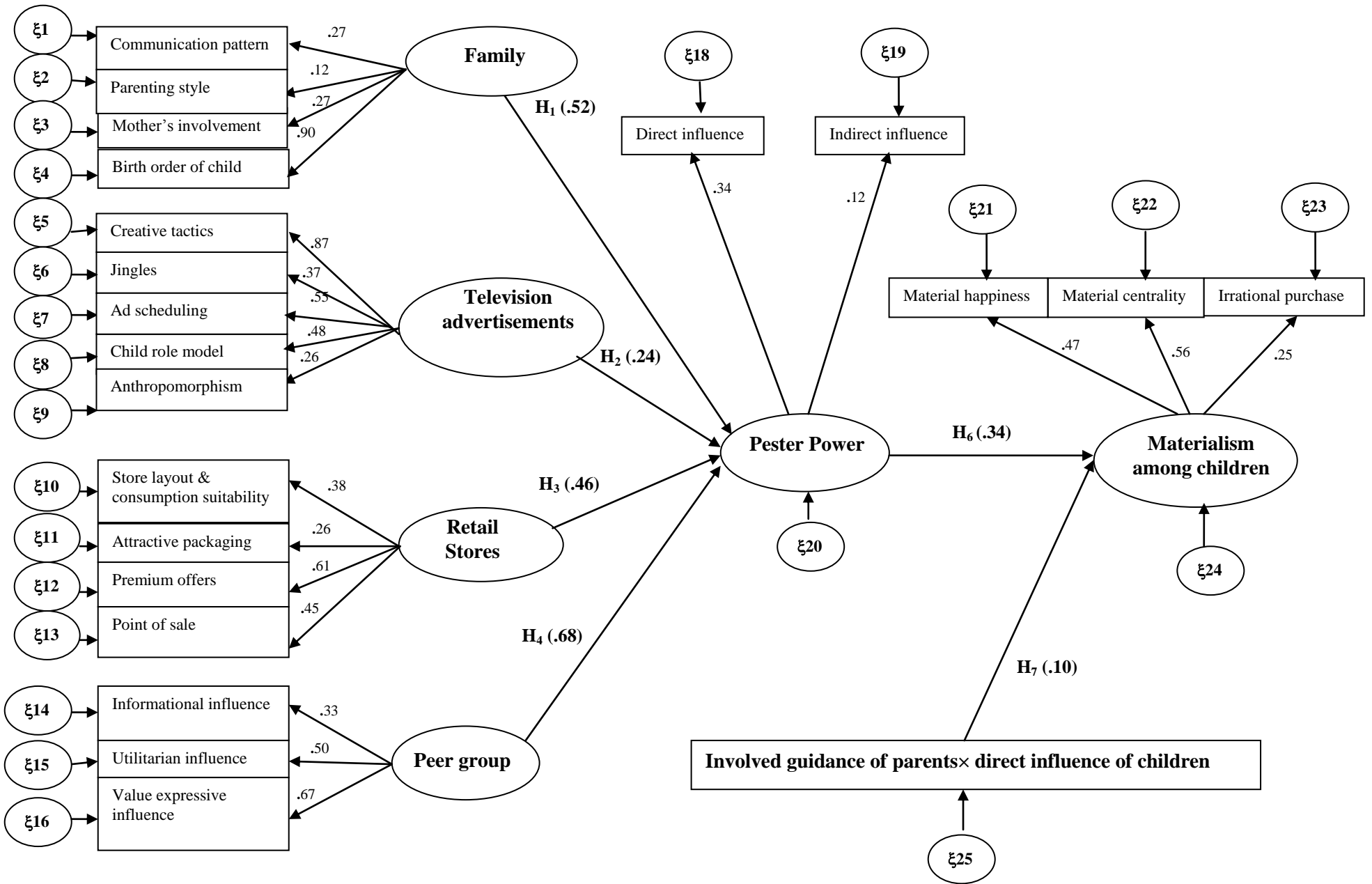


Figure 5.2: The interaction model showing hypothesized relationships with standardized path coefficients

To develop the accuracy of estimates, a boot strap method has been adopted (Shrout & Bolger, 2002). Bootstrap method determines significance of statistical estimates (Efron & Tibshirani, 1993). Bootstrapping in a complex hypothesized model has an advantage over causal steps approach as it gives better explanatory power and controls type one error rate. Bootstrap statistics were calculated to assess complex hypothesized relationship. We created 1000 bootstrap samples (n=319) from the original dataset by adopting a random sampling with replacement and ran modified structural model and obtained 1000 estimates of path coefficients, confirming the results of the present study.

Table 5.2: *Path analysis results of interaction model*

<i>Hypotheses</i>	<i>Hypothesized directions</i>	<i>Standardized path coefficients</i>	<i>Critical ratios</i>	<i>Results</i>
H ₁	Family → Pester power	0.52	3.28***	Supported
H ₂	Television advertisements → Pester power	0.24	1.45**	Supported
H ₃	Retail stores → Pester power	0.46	2.17**	Supported
H ₄	Peer group → Pester power	0.68	2.88***	Supported
H ₆	Pester power → Materialism	0.34	2.39**	Supported
H ₇	Involved guidance of parents × pester power → Materialism	0.10	1.16**	Supported

* significant at $p \leq 0.05$; ** significant at $p \leq 0.01$; *** significant at $p \leq 0.001$

The fit measures of both the models hypothesized and interaction, have been provided in Table 5.3. The chi-square value were significant at $p < 0.001$. However, non significant values are desirable for similarity between observed model and model implied covariance metrics. Chi-square is highly sensitive to sample size, therefore, relative chi-square value (χ^2/df) were estimated. The relative chi-square value of both the models was not below the required limit of 3 (Kline, 2005). Therefore, other fit indices of both hypothesized and

interaction models were considered. Goodness of fit index (GFI) is similar to square multiple correlations (R^2) in multiple regression. Comparative fit index (CFI) indicates the overall fit of the model relative to the null model and Normed fit index (NFI) adjusts for the complexity of the model. GFI, CFI, and NFI are absolute fit indices and are closer to 0.90 in both the models. Therefore, both the models have been accepted. In the interaction model absolute fit measure (GFI, CFI, NFI) are slightly better than the hypothesized model. Parsimonious fit indices of PGFI, PCFI, and PNFI are less sensitive to sample size and have slightly better value in interaction model than the hypothesized model. Root mean square error of approximation (RMSEA) also shows the approximation of observed model to the true model and its lower value shows the model is having a better fit. RMSEA value in both the hypothesized as well as interaction model is in required limit of 0.08. Hence, both models are highly accepted.

Table 5.3: *Fit measures of two models*

<i>Conceptual models</i>	χ^2/df	<i>GFI</i>	<i>CFI</i>	<i>NFI</i>	<i>AGFI</i>	<i>PGFI</i>	<i>PCFI</i>	<i>PNFI</i>	<i>RMSEA</i>
Hypothesized model	3.10	0.88	0.90	0.89	0.78	0.67	0.79	0.66	0.08
Interaction model	3.09	0.89	0.91	0.92	0.84	0.70	0.81	0.68	0.08

The relationship between dependent and independent variables in the hypothesized model have been decomposed into direct and indirect effect (Table 5.4). The path linking independent variable to dependent variable is called direct effect and the other linking independent variable to the dependent variable through another variable is called indirect effect (Mahdavi, & Cho, 2007; Sobel, 1990). Whereas, total effect is the summation of direct and indirect effect. The path coefficients measuring both direct and indirect effects have been

considered. The indirect effects have been calculated by multiplying standardized path coefficients of relationships (Bollen, 1989).

Table 5.4: *Direct, indirect, and total effects of socialization agents on pester power and materialism*

<i>Effect of</i>		<i>Pester power</i>	<i>Materialism</i>
<i>Family</i>	Direct effect	0.53***	–
	Indirect effect	–	0.18***
	Total effect	0.53***	–
<i>Television advertisements</i>	Direct effect	0.24**	–
	Indirect effect	–	0.08**
	Total effect	0.24**	–
<i>Retail stores</i>	Direct effect	0.46**	–
	Indirect effect	–	0.16**
	Total effect	0.46**	–
<i>Peer group</i>	Direct effect	0.68***	–
	Indirect effect	–	0.23***
	Total effect	0.68***	–
<i>Pester power</i>	Direct effect	–	0.34**
	Indirect effect	–	–
	Total effect	–	0.34**

* Significant at $p \leq 0.05$; ** significant at $p \leq 0.01$; *** significant at $p \leq 0.001$

The variable having most indirect effect on materialism was peer group, followed by family, retail stores, and television advertisements. Suggesting, that peer group is most influential in determining *pester power* and materialism among children. The direct effect also shows the influence of children on their parents, thereby addressing both the research questions RQ1 and RQ2 respectively.

Next chapter 6 deals with discussions.

CHAPTER 6

DISCUSSIONS

The present study has been conducted in Indian cities with schools as unit of analysis. Children of concrete operational stages and their parents have been contacted for the survey with the assistance of school authorities. These children were from middle class Indian families having at least two children. The study reveals that various socialization agents like family, peers, television advertisements, and retail stores have a significant role on the persuasive influence of children, thereby, arousing materialism among them. However, the variable in-school commercialism has a non-significant relationship with *pester power*. The construct of family have been measured with variables such as communication pattern, parenting style, child's birth order, and involvement of their mother. Peer group has been measured by using informational, utilitarian, and value-expressive influence of peers. Television advertisements are measured by using observed variables like creative tactics, jingles, anthropomorphism, and child role model. Retail stores have been measured with variables such as child friendly layout, consumption suitable items, point of sale, and attractive packaging. In-school commercialism is an observed variable measuring the impact of school in causing persuasive influence among children. *Pester power* have been measured through direct and indirect influence of children. Materialism has been defined with the help of material happiness, material centrality, and irrational purchase. Lastly, parental guidance as a moderator is measured through instructive and involved guidance (Suar & Taraban, 2014). Results of the study have been extensively discussed in the subsequent sections.

6.1 Family and pester power

Our results show that family has a massive role in creating persuasive influence of children on their parent's decision making process. In the present study, the construct family constitutes parenting style, involvement of mothers, communication pattern, and child's birth order. These variables have individual impact in assessing the role of family in arousing persuasive influence among children. In earlier Indian households, parents were authoritarian and exercised more control over their children. The parent-child relationship was also not very close. After the invasion of global culture in India, the socio-cultural fabrics of urban cities have changed (Hampel-Milagrosa, Loewe, & Reeg, 2013). Now parents have started adopting authoritative style of parenting with more closeness and active involvement with children's day to day activities. These parents are engaged in monitoring and encouraging their children. Among both the parents, fathers have less interaction with their children because of their busy work schedule. Our sample includes housewives who spend much of their time with children and are involved with them. These children were found closer to their mothers and were more expressive about their feelings and desires to their mothers. The children in the age group of 7-12 years are not mature and economically empowered. Therefore, they have shown more dependency on their parents while making decisions. They persuade their parents for making any purchase decisions. The reciprocal interaction between mother and child enhances the later's cognition and decision making. The former also reassure the cognitive growth and decision ability of her child and involves the child in the purchase decision. After liberalization and socio-cultural shifts of Indian households, parents have adopted child centered approach. Liberalization has brought in competitive and aggressive growth of Indian socio-economic environment. To make their children march

ahead with competitive spirit, parents have shown affinity for liberal attitude towards children, otherwise called concept-oriented approach of parents. Such parents encourage their children to participate in decision making and are confident in their children's choice. Children also grow mentally to catch up with competitiveness in society. Exponential rise in parental income, availability of electronic gadgets, information technology, and mass media have transformed the urban Indian society at large (Goddard, Scammell, & Semetko, 1998). Comforts aspired earlier have become necessity of Indian households. Children's enormous mental growth has taken place because of advent of television, internet, and digital technology (Ganguly, Dash, Cyr, & Head, 2010; Gaur & Wali, 2003). The amenities which were earlier considered a distant dream have become reality because of highly disposable family income. Parents also want their children to become 'alpha kids' and be competent and successful in every walk of life. In a way, these contextual factors compel a child to grow up quickly and become more mature than his/her chronological age.

Therefore, parents are more confident about their children's selection and involve them in the decision making irrespective of their birth order (Clarke, 2008). Though, parents show equal affection to both first and later born children, the younger ones received greater affection than the elder children (Ronner, Hunt, & Mallalieu, 2007). The younger child is being pampered by his/her older siblings as well as both the parents. Social role expectation theory states that every role has certain expectations in specific situation. There is expected behavior of an elder child in the family. Parents expect elder child to behave in a certain way in each situation. The social role expectation changes behavior of the person and this role expectation varies across cultures. He is considered to be more mature, responsible, and act as a caregiver to his/her younger siblings. Elder child's personality develops as mature adults

through his experience as a caregiver to his younger siblings. The older child is emotionally attached to the younger children as they are their playmates because of social and entertainment reasons. Parents perceive their older child to be more responsible and have greater expectations from them. Because of this expectation, the older child becomes more obedient and behaves like mature adults. Younger child becomes dependent and pampered and perceives that his/her request will be entertained by the elders. Overall, confirming that family plays a dominant role in developing persuasive influence of children on their parents. The influence is exercised when the child extends his/her request to purchase product for self and family consumption. Certain studies have also corroborated the role of family in breeding consumerism among children (Chaudhary & Gupta, 2012; Clarke, 2008; Geuens, Mast, & Pelsmacker, 2002). However, these studies have remarkable difference from the existing study in terms of the methodology and contextual factors. A study conducted in UK have shown that 10-16 years old children in single parent family exert greater influence on parents purchase decisions than the family having both parents and step parents. Children are closer to their parents in single parent family (Tinson, Nancarrow, & Brace, 2008). A Turkish study conducted on 5-6 years old children has shown that children have influenced the purchase decision of non-working mothers (Isin & Alkibay, 2011).

6.2 Peer group and pester power

Peers have been identified as most influential interpersonal agent increasing persuasive behavior of children. The influence of peers is assessed in form of informational, utilitarian, and value expressive influence. Of course, parents have influenced attitude and behavior of their children but these children have an affinity with their peer group. Natural tendency of human being is to be more expressive with people of their age group, having common

interest and preference. Peers help in shaping perception, attitude, and behavior of children, more than their parents (Latane & Nida, 1980). Children learn mutual respect, interpersonal skills such as cooperation, team building, trust, and reciprocity from peers through communication, interaction, and observation. Therefore, peers play significant role as a change agent in transforming behavior of children (Rubin, Coplan, Chen, Buskirk, & Wojslawowicz, 2005). Peers help the children in shaping opinions and perception about products. As a result, they prefer buying products which their friends possess, in order to have social acceptability amongst their peer groups, confirming the social identity theory (Tajfel & Turner, 1979). They see world from the perspective of their peers and follow their opinion for almost all decisions. Children acquire information related to utility, price, features, and brand value of products like stationary items, toys, clothes, food products, and holiday destinations from their peers. Their consumption patterns are heavily influenced by their peer groups. A study on 3rd to 6th grade children has revealed similar results by confirming the influence of peers on their eating behavior. Children were more conscious about their diet in order to avoid obesity as well as be acceptable in their peer group (Oliver & Thelen, 1996). Children seek product and brand specific information from their peers. Piaget's and Vygotsky's theories have also confirmed the role of peer interaction in learning and socialization of children. All these findings support the influence of peer group in generating persuasive influence.

6.3 Television advertisements and pester power

Our results have confirmed the positive influence of television advertisements on *pester power*. Because of competitive pressure in Indian society and rise in parent's socio-economic standard, education, and their enhanced level of awareness, every parent is now more

concerned about his/her child's future. Parents, in nuclear families with either one or two children are more involved in shaping the future of their children. They are more cautious about their career at a very early age, and aspire their children to become 'alpha kids'. The aspiration of these 'hyper parents' have restricted the children's playtime and made them busy with tuitions, coaching classes, and other extracurricular activities. This has limited their involvement in outdoor games. So, the childhood has in a way moved to indoors. Much of their time left after school and tuitions is spent in viewing television and surfing internet. However, internet is not so pervasive among younger children of Indian middle class families. They watch television during their spare time. Number of television channels have increased drastically from less than 50 in year 2000 to more than 450 in year 2010 (Vora, Gajaria, & Dewan, 2010; Semetko, & Scammell, 1995). Generally, children watch kids program and commercials with intermittent advertisements (Norris, Curtice, Sanders, Scammell, & Semetko, 1999). All these advertisements have adopted certain tactics to draw attention of children such as child role model, anthropomorphism, jingles, creative tactics, and ad scheduling. Marketers target children to generate brand awareness among them and make them loyal customers (Page & Brewster, 2007). Child role model influences their attention and help in shaping favorable attitude towards the advertisement and the advertised product because of their similarity in behavior, appearance, and personality. This helps in making child role model more noticeable by the children. The information given by the child role model creates an interest among children and develops a desire to buy the product advertised by them.

Similarly, anthropomorphism which attributes human characteristics to non living beings, attract attention of children. Children prefer buying products having human characteristics

and pester their parents to buy such products. Certain Indian advertisements have anthropomorphized products, generating instant desirability among children to possess them. *Colgate toothbrush, Tata salt, Duracell battery, and Kinder joy chocolate* are few such examples.

Jingles, creative tactics, and repetition of advertisements have also influenced in persuading children to purchase products. Jingles have rhythmic words. Rhythm and lyrics are popular among children. They are more attuned to learning rhymes because the lyrics are simpler and easier to memorize. Their mind is conditioned for such kind of learning as they practice nursery rhymes in schools. Therefore, jingles in ads have captured the attention of children. Jingles are selectively retained in the minds of younger children. Creative tactics help in selective retention of advertisements. These creative tactics have been used in advertisements such as, red and white color in *Vodafone* and *blue in Surf excel*. Children start connecting their emotions and thought to the creative appeals of advertisement such as feel good factor, emotional appeal, slice of life, and comparative advertisements. Emotions of joy in *Cadbury*, freshness in *Lyril*, comparative advertisements of *Horlicks* and *Bournvita*, fear appeal in *Baygon Spray*, and humor appeal in news channel *Aaj Tak* are some of the examples of creative tactics shown on Indian television network.

So these advertising tactics help in selective perception as well as generates rational consumerism among children. They learn to compare the features, attributes, and prices of products to distinguish one product over the other. The frequency of advertisements in the television channels enhances the recallability. The advertisements like *Boost, Rasna, Cadbury, Perk chocolate, Knorr soup, Maggi, and Kellogg's Cornflakes* have been most frequently aired on the television programs which are most preferred by children. Thus, the

findings support the proposed relationship between television advertisements and *pester power*.

6.4 Retail stores and pester power

The present study has confirmed the positive influence of retail stores on children's persuasive behaviour. 38 American children in the pre-operational stage of development have persuaded their parents to buy cereals available in retail stores by requesting and demanding. However, the study has calculated the percentage of parents who have responded to their children's purchase request using observation method (Gaumer & Arnone, 2009). 35 retail stores in the UK have observed the behavior of children in the age group of 4-14 years. 74% retailers have confirmed that children have influenced their parents' purchase decisions. Children have been fascinated by the non store and in store promotional activities of retail stores. However, retailers have shown reluctance to withdraw in store promotional activities, even if it causes parent-child conflict within the store premises (Nicholls & Cullen, 2004). The study conducted in US retail stores has observed the behavior of parents and children. Cereals, coffee, and soda are most preferred products for children. They persuade their parents for buying these products. Both parents and children seek variety in their purchase and are least affected by promotional tactics. Advertisers and retailers have gained attention of children by adopting in store promotional tactics, attractive packaging, store layout, and point of sale (Bridges & Briesch, 2006). Though, these studies have corroborated the role of retail stores in arousing persuasive influence among children, they have merely observed the behavior of children and their parents in the retail stores. Moreover, these studies have been analysed with researcher's interpretation. But, in the present study, the responses of children and their parents have been collected through survey method.

For routine purchase of household products, people visit retail stores as they find convenience shopping under one roof. In small sized Indian families, parents cannot leave their child alone in home. Therefore, from small to big purchases, with low or high involvement, children accompany their parents. In a way, parents cannot avoid their involvement in purchase process. Children become more aware and watchful about the products displayed in retail stores as well as on the checkout counters. They become more informative by interacting with peers (Pandya & Arenyeka-Diamond, 2002).

As per theory of reasoned action, peers and television advertisements also helps children frame positive attitude towards products on display in retail stores (Fishbein & Ajzen, 1975). Promotion of retail stores as brands have gained the attention of children (Das, Datta, & Guin, 2012; Das, Guin, & Datta, 2013). Due to frequent promotional campaigns, children are able to recall the name of stores and request parents to shop at specific store such as *Big Bazaar*, *Vishal Mega Mart*, *Easy day*, *Pantaloon*, and *Shopper's Stop*. Similarly, food retails such as *McDonald*, *Dominos*, and *Pizza Hut* are also popular brands among young consumers. Convenient store layout, readily available products, with high quality of packaging, promotional offers such as *Happy Meal* of *McDonald*, *Junior's Joybox* of *Dominos*, and *Big Bazar's Subse Saste Char Din* (discount offers for 4 days) offered during festivals, Republic Day, and Independence Day persuade children for purchase. Children find toys, readymade dresses, biscuits, cornflakes, candies, noodles, wafers, and stationary items in the retail stores. This urges them to frequently visit retail stores. Children prefer selecting family size packs having features such as colors, cartoon characters, and images of celebrities embossed on it. They assist their parents in shopping household products and tender their request. They are also inquisitive about products on display. The information gathered in the

process through their first hand experience in retail store increases their intensity for possessing those products. The experience gained while accompanying parents to retail stores have given children an opportunity to adopt rational consumerism.

6.5 In-school commercialism and pester power

Schools are the abode of learning for any individual. Children learn behavior, language proficiency, moral values, and knowledge in school environment (Sylva, 1994). Teachers as well as their peers facilitate the learning process. However, the present study does not support the role of schools in promoting *pester power* among children. Prior to year 2011, surveys have reported that schools promote consumerism among children that have detrimental impact on their health. Commercialism within school premises happen in the form of student stores and canteens. Student stores sell products such as text books, uniforms, notebooks, and book covers with discount offers to promote sales (Richards et al., 1998). Canteens sell sugar candies, cakes, cookies, beverages, chocolates, soft drinks, chips, and frozen treats, high on fat and sugar as preferred food of children. 24 public schools in San County California have investigated the food consumption behavior of 11-13 years old children. The responses of these students have been analysed using correlation and ANOVA (Willey et al., 2000). A study conducted on 174 head teachers in public schools of both in rural and urban areas of Mauritius have also revealed preferred food products sold within school premises are fried food, confectionaries, and soft drinks (Sun, Lalsing, & Subratty, 2009). 112 South African school principals have agreed that in-school promotional activities that help in fund raising are tuck shops, excursion, vending machines, advertisements on notice board and school magazines. These in school promotional activities have influenced children's purchase behavior (Cassim & McIntosh, 2011). Although, these studies have

investigated the difference between healthy and non healthy food habits of children in urban and rural schools. However, they have not investigated the strength of association between in-school commercialism on children's persuasive influence. Over the span of three years, this grave issue has been seriously thought over by school authorities. Indian government and school authorities have taken preventive measures to curtail the rapid proliferation of non communicable diseases like diabetes, hypertension, and obesity by advocating healthy dietary habits right from the school days. They are more concerned about inculcating healthy food habits among children during their nurturing years (Bower & Sandall, 2002). In order to showcase their school's brand image and to attract prospective candidate and their parents, schools are slowly adopting certain quality management practices (Lenka, Suar, & Mohapatra, 2010). They have discouraged promotion of in-school commercialism and advocated no junk food policy within school premises. Schools in Indian cities have promoted intake of fresh fruits, juices, and stuffed paratha (Jha, 2014). In the present study, it has been found that few schools had canteen and teachers were vigilant about children's food consumption behavior. These schools are also providing parents with a fixed menu for tiffin to encourage intake of nutritious food. Therefore, in-school commercialism has a non significant relationship with *pester power* in the present study.

6.6 Pester power and materialism

The present study has revealed the relationship between *pester power* and materialism among children. Materialistic tendency develops in people either through external mechanism or is self generated. So this concept has been gauged from socialization and psychological view point (Weaver, Moschis, & Davis, 2011). Socialization view point emphasizes that materialism is induced by socialization agents such as family, peers, and media. Whereas,

psychological perspective emphasizes that materialism is self induced in the child. Children convince their parents for their desired purchase through *pester power*. However, consistently persuading parents results in certain behavioral maladjustments in children such as possessiveness, aggressiveness, irrational purchase, and parent-child conflict (Vandana & Lenka, 2014). These problems among children escalate when their desire to possess products becomes intense. Such behavior develops material tendency among children. Materialism has been characterized by enviousness, non-generosity, and possessiveness (Belk, 1984). Children with materialistic attitude are susceptible to buy products displayed in retail stores, advertised on television, and advocated by peers. Inglehart's theory (1990) explains that scarcity of anything, generates an intense desire among individuals to possess it. Similarly, children yearn to possess products they are incapable of buying. As they are economically dependent on their parents, they influence them to buy desired products. Therefore, children pester their parents for preferred purchase and demonstrate materialistic attitude. These findings confirm the proposition of impact of *pester power* on materialism. Though, Nash and Basini (2012) have proposed relationship between *pester power* and materialism, they have not empirically tested the proposition.

6.7 Involved guidance of parents and pester power

Our study has revealed that involved guidance of parents reduces the impact of *pester power* on materialism among children. Parents are the first teacher and primary socialization agent for children. Their role is significant in shaping the personality and behavior of their children. Their consistent monitoring helps in reducing material happiness, material centrality, and diminishing the conflict between parent and child (Vandana & Lenka, 2014). Parental guidance of instructive, restrictive, unfocused and involved guidance would reduce

persuasive influence of children. Indian parents have shown involved and instructive guidance. Parents are more involved because in smaller families with one or two children, parents are more concerned about their children's future. They do not want their child to go wayward. Involved guidance of parents make children adopt rational consumerism and reduce their material attitude. Parents in India have become more informed and cautious for the future development and growth of their children. They continuously notice any behavioral changes in them and mend their ways. Mothers have been found more involved in developing civilized behavior in children. Parents befriend their children and facilitate consumer learning through constant involvement and guidance. Therefore, an involved guidance of parents has been found significant in the present study. With involvement of parents, children feel free to express their views and also understand their parent's perspectives.

6.8 Socialization agents having higher influence on *pester power* and materialism among children

The present study constructively reveals the phenomena of child consumerism. Child consumerism is propagated by socialization agents, categorized as interpersonal and environmental agents such as parents, siblings, peers, television, and retail stores. All these agents have helped in grooming children as informed customers as they are able to comprehend the message of advertised product, its price, quality, and other attributes. The empirical study has established the cause and effect relationship among studied variables, explaining the phenomena of child consumerism and discusses its consequences on a child's cognitive, attitudinal, and behavioral development. Family, peers, television, and retail stores are causal variables leading to rising *pester power* and materialistic attitude in children. In

order to control the materialistic tendency of children, parental guidance acts as an intervention.

Earlier, children's involvement has not been noticed, but, now-a-days, their voice is more recognized as a purchaser. They have become both an influencer as well as purchaser for various categories of products. Resource theory explains that the person having access to resources such as money, status, and goods, exerts greater influence on other individual/s (Blood & Wolfe, 1960). As, the spousal dominance in the family depends on their level of education, occupation, and income. The same holds good for children as they exert more influence in family decision making because of their access to information, education, and sizable money at their dispense (Flurry, 2007). They have increased level of awareness as a result of interaction with various socialization agents, such as family, peers, television, and retail stores. The cognitive development, social cognitive, consumer socialization, as well as power relational theory have also provided a rational justification for the development of children as young consumers.

Globalized culture, materialistic attitude of time starved parents, exposure of pampered children to television, and frequency of their visits to retail stores have caused exponential rise of children's participation in household purchase. Such children have influenced their parents in the purchase process by adopting persuasive tactics of nagging, requesting, demanding, and pleading, synonymously referred as *pester power*.

Parents play a significant role in the socialization process of children. Their impact on children has been consistently noticed in the present study. Earlier parents had a significant impact in grooming and educating their children due to frequency of their interaction. Changing demographics and busy schedule of parents have sprung up families, where,

parents' disposable income is high, children have gained autonomy and economic independence to make purchase decisions. Children closer to their mothers have more information about the nutritional aspects of food products, thereby reducing temptation of children for unhealthy consumption. Children who are deprived of parental guidance and closer interaction with parents, lack rational decision making ability.

Peers also play considerable role in the breeding consumerism in children. They help children in their cognitive, behavioral, and emotional development to build consumer capabilities within them. Their interpersonal interaction with peers, helps them adjust in society, acquire certain abilities of emotional control and empathy. Apart from such development, peer pressure also inbreeds materialistic attitude in children for possessing latest fads. The role of interpersonal agents is more influential in generating persuasive influence than the environmental agents. Therefore, peers as well as family are most influential in developing persuasive influence addressing the research questions RQ1 and RQ2.

Consumerism in itself is not a problem rather it creates awareness among children and enhances their intuitive thinking. It also facilitates the process of reverse socialization where children compel their parents to imbibe good habits. But consumerism at a tender age is a matter of grave concern as it escalates materialism and generates unhealthy food habits among children. Such issues have started showing symptoms of poor concentration, obesity, social disconnectivity, and rising conflict within families. These problems of young consumers can be ceased through an appropriate intervention of parents. Parents have played an active role in curbing the menace of child consumerism through their involved guidance in the present study. Thus, involved parental guidance controls children's purchase behavior.

This study highlights the inherent characteristics of young consumers in Indian cities. India has a vertical collectivistic culture, high on power distance, feminism, and uncertainty avoidance (Dash, Bruning, & Acharya, 2009; Dash, Bruning, & Guin, 2007; Pandey & Wali, 2010; Triandis et al., 1986). Collectivism shows affinity for group or society. Feminism shows mutual respect and trust for each other with emphasis on social relationship. Power distance is the distance between two individuals or groups in society based on status. Uncertainty avoidance shows risk averse or acceptance. This study highlights the role of shaping the attitude and behavior of children reflecting collectivistic values. The in-group feeling noticed among children, their intense affiliation to their social group is also a reflection of collectivistic values. Therefore, family plays an important role in consumer socialization in the present study. Social interaction is given more importance in day to day life and also in business transactions in Indian culture (Hampel-Milagrosa, 2011; Lenka, Suar, and Mohapatra, 2010). Parents exercise control over their children because of the authority bestowed with their social role. Hence, interpersonal agents, family and peers have been found to be more influential in shaping the attitude, personality, and behavior of the children. The prevailing power distance in Indian culture promulgates monitoring role of parents in curbing materialism among their children.

Next chapter 7 deals with epilogue.

EPILOGUE

This chapter summarizes the findings of the study and develops a theoretical framework. It also states implications of the present research, agenda for future research, along with its contribution, and limitations.

7.1 Summary of findings

Consumerism among children has been catching up momentum in urban Indian cities at an alarming rate. The infectious spread of this menace needs urgent intervention. Children have been buying products of their choice in larger volumes. Over the years, their role in household decision-making has changed. They are playing a significant role in purchase of household goods and influence their parents to purchase products such as food, toys, consumer durables, and holiday packages. Marketers earn profit as they see them as potential customers. Children are economically dependent on parents and pester for desired purchase. They are informed of the latest electronic gadgets, fun games, food, and household products through their interaction with parents, siblings, peers, schools, television, internet, and retail stores. These days' children have lost their childhood innocence because of immense competition. Parents are also protective and ambitious of a bright future for their children. To live up to the expectations of their parents, children behave more than their age, losing their playtime, playmates, and remain busy with extracurricular activities to excel in life. Rest of the time is spent with electronic gadgets like TV and internet. Slowly they adopt a sedentary lifestyle and develop peculiar eating behavior to overcome their boredom. Intake of food high on salt and sugar content causes diseases like diabetes, hypertension, and obesity. They munch high calorie ready to eat food while watching television (Resnik, Stern, & Alberty,

1979). This has restricted their social interaction and outdoor activities. Children also come across unhealthy food products in canteens. Affiliation with peer groups also prompts them to buy products. Because of the impulsive buying behavior, they are vulnerable targets of marketers. Child targeted promotional campaigns reinforces their impulsive behavior to possess more of material things. The fascination for worldly things more than valuing human relation is detrimental for child's mental growth and development (Ebbeling, Pawlak, & Ludwig, 2002; Soni & Singh, 2012, Stitt & Kunkel, 2008; Sun, Lalsing, & Subratty, 2009 WHO, 1998). Children persuade their parents to fulfill their needs by adopting influencing tactics of *pester power*. They express their resentment through temper tantrums and stubbornness on denials.

Table 7.1: *Summary of findings*

<i>Hypotheses and research questions</i>	<i>Results</i>
H₁: Higher the influence of family, higher would be the pester power.	Higher the influence of family including family communication pattern, parenting style, mother's involvement, and birth order of child, higher would be the direct and indirect influence of children on the purchase behavior of their parents. .
H₂: Higher the influence of peer group, higher would be the pester power.	Higher the influence of peer groups, including informational, utilitarian, and value expressive influence of children, higher would be their direct and indirect influence on the parent's purchase decisions.
H₃: Higher the television exposure of children, higher would be the pester power.	Higher the influence of creative tactics, jingles, ad scheduling, child role model, and anthropomorphism depicting the construct of television advertisements, higher would be the direct and indirect influence of children on the parent's buying behavior.
H₄: Higher the influence of retail	Higher the influence of store layout, availability of

store on children, higher would be the pester power.

food products in retail stores, attractive packaging, and premium offers, higher would be the direct and indirect influence of children on the parent's purchase behavior.

H₅: Higher the exposure of children to commercialism in school, higher would be the pester power.

In-school commercialism did not effect the direct and indirect influence of children on purchase behavior of their parents.

H₆: Higher the pester power, higher would be materialism among children.

Higher the direct and indirect influence of children on their parents depicting the construct of pester power, higher would be the material happiness, material centrality, and irrational purchase.

H₇: Higher the influence of involved guidance of parents, lesser would be the relationship between pester power and materialism among children.

An interaction effect of pester power and involved guidance of parents influences the relationship between pester power and materialism among children.

RQ1: Which of the socialization agents has higher influence on pester power?

Interpersonal agents consisting of peer group and family have influenced pester power.

RQ2: Which of the socialization agents has higher influence in creating materialism among children?

Interpersonal agents consisting of peer group and family have influenced materialism among children.

7.2 Theoretical framework and contributions

This study highlights the inherent characteristics of young consumers located in Indian cities. India has a vertical collectivistic culture, high on power distance, feminism, and uncertainty avoidance (Triandis et al., 1986). Collectivism shows affinity for group or society. Power

distance exists between two individuals or groups according to hierarchy. Feminism shows mutual respect and trust for each other and emphasizes on social relationship. Uncertainty avoidance is tendency to avoid risk. The culture having more emphasis on collectivism shows dominance of family and peers in shaping behavior of children. In collectivistic culture with power distance, people acquire information through interpersonal communication and trust. Parents monitor and exercise control over their children because of the authority bestowed with their social role. Care, concern, respect, mutual trust, reciprocity, quality life, and negotiations are feminist values of Indian culture. Trust is given more importance. Advertisers also emphasize on building trust with their audience through creative tactics and promotional offers. Indian children are risk averse and seek expert opinion from their parents and peers. They consider the informational cues given by them as relevant to make buying decisions. Therefore, the interpersonal agents, family and peers have been found to be more influential in shaping the attitude, personality, and behavior of the child in concrete operational stage of development.

Overall, the theoretical framework contributes to the existing body of knowledge on consumerism by emphasizing the role of parents in curbing materialistic attitude, impulse buying, and reducing parent-child conflict.

- This study provides a holistic model of child consumerism and will guide academicians to unearth some more social and psychological phenomena which has been ignored.
- This study would also help government to develop policies for curbing consumerism among children.
- Marketers can aptly design creative tactics to allure children.

7.3 Agenda for future research

1. Pester behavior of children can be tested for different categories of products.
2. Children of different age group can be included in the future study.
3. Comparative study of persuasive influence of children of both genders can be assessed in future studies.
4. Comparative study of influence of working mothers and housewives in causing pester behavior among children can be assessed in future.
5. Comparative study on the first born and last born children using present conceptual framework can be performed.
6. Children studying in public and private schools can be surveyed to analyze rational consumerism among them.

7.4 Limitations

1. Though, we have analysed results on the basis of culture, we have not tested its impact in the study.
2. We have conducted a cross sectional study however, longitudinal study could have given a different result.
3. The study has been conducted in urban cities of India and can be extended to rural areas.

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LIST OF PUBLICATIONS FROM PRESENT RESEARCH

RESEARCH PUBLICATIONS IN INTERNATIONAL JOURNALS

1. Lenka, U. and Vandana. (2015). A review on impact of socialization agents in breeding consumerism among children. *Global Business Review (Sage)*, 16 (5), (Forthcoming).
2. Vandana. and Lenka, U. (2014). A review on the role of media in generating materialism among children. *Procedia- Social and Behavioral Sciences (Elsevier)*, 133c, 456-464.

RESEARCH PAPERS COMMUNICATED IN INTERNATIONAL JOURNALS

1. Lenka, U. and Vandana. An empirical investigation of the impact of socialization agents on pester power and materialism among Indian children. *Young Consumers: Insight and Ideas for Responsible Marketers (Emerald)*.
2. Lenka, U. and Vandana. Consumerism and health of children: An issue of public concern. *Psychological Studies (Springer)*.

PAPERS PRESENTED IN INTERNATIONAL CONFERENCES

1. Presented a research paper on “*Anthropomorphism: Creation of pester power among children*” in International Conference on Excellence in Research and Education-2013 held at IIM Indore, from 9-12 May, 2013.
2. Presented a research paper on “*Impact of rising consumerism on pester power in children*” in AIMS International Conference on Management held at IIM Bangalore, from 6-9 January, 2013.
3. Presented research proposal on “*Pester power: Child’s ability to influence parent’s purchase decision*” in Doctoral Colloquium held at IIM Lucknow-Noida campus on 12th January, 2012.
4. Presented a research paper on “*Impact of advertisement on children consumerism*” in International Conference on Business & Technology held at FRI University, Dehradun, from 4-5 November, 2011.

PAPERS PRESENTED IN NATIONAL CONFERENCES

1. Presented a research paper on “Borderless selling through celebrity endorsement: A concern towards child consumerism” in National Conference on Emerging Challenges for Business in a Borderless World held at University of Pune, from 22–24 February, 2013.

APPENDIX – A



Department of Management Studies
Indian Institute of Technology Roorkee, Roorkee.
Phone: Tel: 01332-285014, 285617
Fax: 01332-285565

Letter from Supervisor,

To whosoever it may concern

This is to certify that Ms. Vandana, a registered scholar of Department of Management Studies, IIT Roorkee is conducting a study to identify the impact of socialization agents on pester power and materialism among children. Therefore, she needs to interact with parents, children, school teachers, principles, and management representatives. This study is part of her PhD thesis and the responses would be kept confidential. Kindly cooperate with her for the smooth conduct of the process.

Thanking you

Regards
Dr. Usha Lenka
Assistant Professor

APPENDIX – A



Department of Management Studies
Indian Institute of Technology Roorkee, Roorkee.
Phone: Tel: 01332-285014, 285617
Fax: 01332-285565

Cover Letter for questionnaire

Dear Respondent

This survey is strictly for academic purpose and the respondents' identity would be kept confidential. Therefore, I request your sincere participation in the survey that intends to investigate the impact of socialization agents on pester power and materialism among children. The school children and their parents across country would be participants in the survey which consist of two parts A and B. Part A is to be responded by children and part B by parents respectively.

I acknowledge my sincere thanks to you for your valuable and thoughtful responses.

Sincerely
Vandana
Research Scholar
Department of Management Studies
Indian Institute of Technology Roorkee
Roorkee-247667
Uttarakhand.

Part A

Survey questionnaire for children

Section I

Kindly fill following details and ✓ appropriate responses in both section I and II

Name of child _____ Class _____ Age of child _____

Name of the school _____ Location _____

Type of school: Private Public

Class size _____ Number of hours spent in school _____ Contact no. _____

Section II

Statements	Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat Agree	Strongly Agree
------------	-------------------	-------------------	----------------------------	----------------	----------------

I. My parents

- | | | | | | |
|--|---|---|---|---|---|
| 1. Give due importance to my views while purchasing product for self/family consumption | 1 | 2 | 3 | 4 | 5 |
| 2. Control my purchase as well as seek my views while purchasing product for self/family consumption | 1 | 2 | 3 | 4 | 5 |

II. My mother

- | | | | | | |
|---|---|---|---|---|---|
| 3. Buys candies, chocolate, ice creams, toys, and clothes for me | 1 | 2 | 3 | 4 | 5 |
| 4. Buys household products which I demand e.g. refrigerator, furniture, car, laptop, television, and mobile | 1 | 2 | 3 | 4 | 5 |
| 5. My mother gives me pocket money | 1 | 2 | 3 | 4 | 5 |

III. The following features in the advertisements compel me to request my parents to buy the product

- | | | | | | |
|--|---|---|---|---|---|
| 6. Vibrant colours e.g. Red, blue, green, orange, and yellow | 1 | 2 | 3 | 4 | 5 |
| 7. Functional attributes of product e.g. popcorn and Maggie in two minutes | 1 | 2 | 3 | 4 | 5 |
| 8. Funny ads | 1 | 2 | 3 | 4 | 5 |
| 9. Use of product | 1 | 2 | 3 | 4 | 5 |

IV. The following characteristics of jingles help in recall the product as well as persuade my parents to purchase

10. Comical and mimicking sounds	1	2	3	4	5
11. Jingles explaining product characteristics and functionality	1	2	3	4	5
12. Rhythm	1	2	3	4	5
13. Rhyme	1	2	3	4	5
14. Repetition	1	2	3	4	5

V. Frequency of advertisement on television makes me force my parents to buy the product as they

15. Give information about the product	1	2	3	4	5
16. Help me to recall the product	1	2	3	4	5

VI.

17. I connect myself to the child in advertisement	1	2	3	4	5
18. I find myself similar to the child in ads	1	2	3	4	5
19. I feel joy by seeing the child in the ads	1	2	3	4	5
20. I buy instantly by seeing child in the ad	1	2	3	4	5

VII. I prefer buying products which

21. Are small in size e.g. small tooth brush, biscuits, table-chairs, and school bags	1	2	3	4	5
22. Are cute e.g. Tiffin box, school bags, and stationary items	1	2	3	4	5
23. Act like a living being e.g. talking tooth brush and walking pen	1	2	3	4	5

VIII. Products in retail stores help me to influence my parents to buy, as they

24. Are in my reach e.g. biscuits, and toys	1	2	3	4	5
---	---	---	---	---	---

25. Are useful to me e.g. stationary items, biscuits, and toys	1	2	3	4	5
26. Are displayed in such a place that I can see and select	1	2	3	4	5
27. Have puzzles on product packaging	1	2	3	4	5
28. Have games on product packaging	1	2	3	4	5
29. Have free gift/s	1	2	3	4	5
30. Have gift vouchers	1	2	3	4	5
31. Have limited offers	1	2	3	4	5
32. Have an offer of buy one get one free	1	2	3	4	5
33. Are displayed on billing counter e.q. chocolate and toffees	1	2	3	4	5
34. Provide offers with product purchased on display counter	1	2	3	4	5
35. Display eatables such as wafers, cakes, and cold drinks	1	2	3	4	5
36. Give chocolates and toffees in exchange of money	1	2	3	4	5
IX. I gather following information about products to force my parents to buy					
37. Use of products	1	2	3	4	5
38. Features	1	2	3	4	5
39. Price	1	2	3	4	5
40. Brand value	1	2	3	4	5
41. Place of purchase (online/off-line)	1	2	3	4	5
X. I demand my parents to buy certain products so that my friends					
42. Will like me	1	2	3	4	5

43. Will involve me in their group	1	2	3	4	5
------------------------------------	---	---	---	---	---

44. Will give importance to me	1	2	3	4	5
--------------------------------	---	---	---	---	---

XI. I demand certain product which my friends possess so that I feel

45. Confident	1	2	3	4	5
---------------	---	---	---	---	---

46. Satisfied	1	2	3	4	5
---------------	---	---	---	---	---

47. Happy and cool	1	2	3	4	5
--------------------	---	---	---	---	---

XII. My parents

48. Explain use of the product	1	2	3	4	5
--------------------------------	---	---	---	---	---

49. Accompany me in buying products desired by me	1	2	3	4	5
--	---	---	---	---	---

50. Take interest in what I purchase	1	2	3	4	5
--------------------------------------	---	---	---	---	---

51. Evaluate and give their views on my purchase demands	1	2	3	4	5
---	---	---	---	---	---

Part B

Survey questionnaire for parents

Section I

Kindly fill following details and ✓ appropriate responses in both section I and II

Family type: Nuclear Joint Extended

Family composition: Single parent Both parent

Respondent of the survey: Father Mother

Name/Age of father _____ / _____ Name/Age of mother _____ / _____

Education of father: Graduation Post graduation Professional degree

Occupation of father: Business Service

Education of mother: Graduation Post graduation Professional degree

Occupation of mother: Working Non-working

Annual family income: Less than 4 Lakh More than 4 & less than 8 Lakh More than 8 Lakh

Number of children _____ City _____ Contact no. _____

Name of the child who has responded to the survey _____

Section II

Statements	Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat Agree	Strongly Agree
------------	-------------------	-------------------	----------------------------	----------------	----------------

I. I encourage my child

- | | | | | | |
|---|---|---|---|---|---|
| 1. To buy products for family consumption e.g. TV, car, mobile, holiday destinations, restaurants | 1 | 2 | 3 | 4 | 5 |
| 2. To express his/her willingness during family purchase without any fear | 1 | 2 | 3 | 4 | 5 |
| 3. To give his/her views during family purchase | 1 | 2 | 3 | 4 | 5 |

II. My first born child

- | | | | | | |
|---|---|---|---|---|---|
| 4. Agrees to what we buy for our households e.g. TV, car, fridge. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

III. My later born child

- | | | | | | |
|--|---|---|---|---|---|
| 5. Demands for the products that are currently in fashion e.g. dresses, gazettes/games, pizza, oats, laptop. | 1 | 2 | 3 | 4 | 5 |
| 6. Persuades us for buying new products available in the market, e.g. mobile phones, LCD, car, washing machine, vacuum cleaner, I-pad. | 1 | 2 | 3 | 4 | 5 |

IV. My child who has responded to the survey persuades me to buy product for him/her because of

- | | | | | | |
|---|---|---|---|---|---|
| 7. Advertisements displayed on bulletin board in school | 1 | 2 | 3 | 4 | 5 |
| 8. Product available in school canteen e.g. fast food, wafers, soft drinks, chips | 1 | 2 | 3 | 4 | 5 |
| 9. Products sold by venders outside the school premises e.g. food and stationary | 1 | 2 | 3 | 4 | 5 |
| 10. Preference given to specific brands by school management e.g. school uniform, books, and stationary items | 1 | 2 | 3 | 4 | 5 |

V. My child who has responded to the survey persuades me to buy a product of his/her preference by

- | | | | | | |
|--------------------|---|---|---|---|---|
| 11. Asking | 1 | 2 | 3 | 4 | 5 |
| 12. Pleading | 1 | 2 | 3 | 4 | 5 |
| 13. Bargaining | 1 | 2 | 3 | 4 | 5 |
| 14. Lying | 1 | 2 | 3 | 4 | 5 |
| 15. Innocent faces | 1 | 2 | 3 | 4 | 5 |
| 16. Sweet smiles | 1 | 2 | 3 | 4 | 5 |

VI. When I buy the product which my child has demanded makes him/her

- | | | | | | |
|---|---|---|---|---|---|
| 17. Happy to possess expensive clothes | 1 | 2 | 3 | 4 | 5 |
| 18. Happy to possess expensive toys | 1 | 2 | 3 | 4 | 5 |
| 19. Happy to possess palatable food items e.g. Pizza and burger | 1 | 2 | 3 | 4 | 5 |
| 20. Possessive about the branded clothes | 1 | 2 | 3 | 4 | 5 |
-

21. Possessive about expensive toys	1	2	3	4	5
22. Possessive about delicious food items	1	2	3	4	5

VII. When I do not buy product of self/family consumption which my child has demanded, results in

23. Conflict between me and my child	1	2	3	4	5
24. Aggressive behaviour such as showing anger and disobedience	1	2	3	4	5
25. Dissatisfaction in child	1	2	3	4	5

VIII. Write down the products your child frequently insist you to purchase:

.....

