

Child Socializing Agents as Antecedents of Pester Power

Sara Rashid*, Dr. Irfan Hameed**

ABSTRACT

Children are considered to form a predominant future consumer market with a substantial lifetime value. Marketers target children with powerful marketing messages which inspire kids to pester their parents. Parents accuse marketers for their children's' pestering however marketers believe that parents are themselves responsible for their children's nagging/product purchase requests. This research studies child socialization agents as antecedents of pester power. A cross-sectional causal research was conducted by distributing 600 questionnaires to parents having at least one child aged between 7-11 years of age. Hypotheses statements were tested by using SEM with path analysis and CFA. A substantial affirmative association was found among child socialization and pester power. This research proposes exploration of various strategies used by children to pester their parents to buy products of their choice. Understanding the consumer behaviour of child influencers will aid marketers in developing effective targeting strategies established upon the outcomes of this research study.

Keywords – Pester power, child socialization, purchase decision, cognitive, nag factor, persuasive.

INTRODUCTION

Numerous roles are played by family members when making purchasing decisions (Zawawi, Wong, Busu, & Hamzah, 2004). The position of a child varies from an influencer to shared decision maker during family purchasing decisions. Though ultimate purchasing choices are made by parents, children have an impact on parental decisions and, therefore, indirectly on their final product purchase choice (Ming, Wut & Chou, 2009). Researchers from the past have investigated the role of wife and husband in making family purchasing decisions. Children who are important family members were ignored in previous studies (Thomson, Laing, & McKee, 2007). This study aims to fill this gap by investigating the sources of child socialization that are responsible for the development of children as consumers and the impact of these socialization agencies on pester power. Parents often give up on the demands of their children and feel helpless against the strength of their children (Lawlor & Prothero, 2012). Parents assume that marketers are responsible for pestering their children through marketing tactics such as advertisements, attractive packaging, etc., but this phenomenon requires more research (Kamil & Musah, 2017, Ali, Batra, Ravichandran, Mustafa, & Rehman 2012). The truth of these concerns still needs to be investigated about who is really accountable for the nag gactor (Bertol, Broilo, Espartel, & Basso, 2017). Is it only the seller or individual source of socialization are also playing a vital role in influencing the nagging power among young kids?

As a result, it is vital to comprehend the structure of a child's consumption demands. It is important to investigate the relationship of parent and child purchases and investigate the role of the child as an influencer from a parent perspective (Nørgaard, Bruns, Christensen, & Mikkelsen, 2007).

* PhD Scholar, Iqra University, Main Campus, Karachi, Pakistan

** Registrar & Chairman, Department of Marketing, Iqra University, Pakistan

The conceptual framework developed in this study has introduced factors of socialization as originators of nagging in young kids. Child socialization means are separated on the grounds of interpersonal and non-personal agents.

Theoretical Background

According to the theory of children's socialization, parents/guardians, friends, classmates, educational institutions and mass media are chief socialization agencies that play an important role in influencing children's shopping demands (Jain & Sharma, 2016). According to previous researchers, packaging can be considered a very strong socialization agency that has a strong impact on child purchase demand and product preferences (Silayoi & Speece, 2004; Marshall, Stuart, & Bell, 2006). Attractive packaging, a promotional strategy of marketing specialists, has emerged as a leading socialization agent for a child who helps children to grow as a consumer (Hayta, 2008). Hence child socialization agents can be considered as antecedent variables (Moschis & Moore, 1979; Moschis & Churchill, 1979; Ward, 1974). It has been proved that children are attracted towards bright coloured and attractive packages, hence nice looking packages cause kids to make product purchase requests (Coughlin & Wong, 2003; McNeal & Ji, 2003; Marshall, O'Donohoe, & Kline, 2007). The result of a previous research shows that packaging has a positive effect on pester power (Taghavi & Seyedsalehi, 2015).

Scope of the Study

The objective of this study was to build a research model based upon established theories, relating to power and socialization among children so as to provide a comprehensive understanding of the potential ways by which parents and marketers can understand and control these product purchase requests. Thus offering a framework for understanding the associations between consumer socialization and pester power in a parent child purchase relationship.

LITERATURE REVIEW

Researchers have frequently applied cognitive and social development theories in order to understand child socialization.

Cognitive Development Theory

The capacity of a person to decipher marketing messages is dependent upon the his/her stages of cognitive development. There are several theories of child socialization among which Piaget's theory has a prominent place in literature. As per Piaget's theory child development starts from birth and develops with age. Four stages have been defined by Piaget, namely sensory motor, pre operational, concrete operational and formal operational stage. Researchers frequently use Piaget's stages of cognitive development to comprehend a child's understanding of promotional content. According to previous literature a child learns to use effective techniques of pestering with age (McNeal, 1992). The third stage of Piaget, the child is in the age bracket of seven till twelve years and this stage is termed as concrete operational stage (Piaget, 1999). In this stage a child begins to form his/her own opinion about other people and things. A child in concrete operational stage is easily persuaded by promotional messages by marketers however, even at this stage a child cannot understand the difference between truth and fantasy (Schor, 2006; John, 1999). Children at this stage are fascinated by celebrities (Schor, 2004; Acuff, 1997). According to Lemish (2007), this stage is characterized by increased social connection with peers which significantly influences their product choices (Šramová, Džupina & Jurášková, 2013).

Theory of Social Development

The theory developed by Lev Vygotsky emphasizes on the importance of socialization agents in the development of child as a consumer (Bodrova & Leong, 2017). Vygotsky's theory attempts to describe consciousness as the outcome of socialization. According to this theory social interaction is an essentially requirement of full cognitive development. As per this theory parents, peers and schools play a major role in the development of child as a consumer (Vygotsky, 1986; De La Ville & Tartas, 2010). The above theories are supported by many different researches who have based their studies on age based development of a child as a consumer (Valkenburg & Cantor 2001; Calvert, 2008).

Consumer Socialization

Child consumer socialization is identified as the progressions through which young people attain knowledge, expertise and approaches appropriate to their role as a consumer in the market arena (Ward, 1974). The process of consumer socialization depicted in figure 1, is classified into various phases, from 3 to 7 years, Perceptual stage. From 7 to 11 years, analytical stage. And from 11 to 16 years, reflective stage. Past researchers have defined knowledge structures, perspectives and decision making influences at each stage of consumer socialization (John, 1999). The socialization development process is reliant on various agents that are segregated as interpersonal and non-personal socialization sources (Moschis & Churchill, 1979; Lee, Salmon, & Paek, 2007).

Interpersonal sources of child socialization.

Interpersonal socializing agents including parents/guardians, blood relations (family), friends, classmates, educational institutes have been regarded as vital sources for the progression of a child consumer (Hota & McGuigan, 2006). Children seek to develop consumer related skills under the impact of various agents of the society and surrounding environment (John, 1999). The most crucial role is played by blood relations and schools as identified by previous researches. The strongest impact on a child socialization process and the purchasing behaviour is made by his/her guardians/parents (Harari & Hornik, 2010). As per a study conducted by Heslop and Ryans (1980), young kids often referred to as tweens frequently and regularly interact with their mothers, resulting in an increased product purchase demands directed towards mothers. Moreover it has been investigated that parental communication patterns, family structures, neighbours and friends enjoy a prominent role in influencing the product purchase demands of young children (Smith & Stutts, 1999). During the past decade there has been an argument among researchers about the level and importance of parental influence upon the socialization of a young kid (Vandell, 2000). Few researchers debate the diminishing impact of parents, while the increasing power of peers. Corresponding to the theory on Group Socialization (GS), friendship groups occupy the most prominent place among agents that influence the personality and socialization of children (Harris, 1998). As per a research study conducted by Dittmar (2011), kids plea for fashionable and trendy products in order to gain the acceptance of their peers and fit among their friendship groups. The significance of friends and classmates as a valuable socialization agents has been recognised in the past literature. The inspiration by peers is very essential during the initial years of childhood and it gains momentum with time (Bachmann, John, & Rao, 1993; Mandrik, Fern, & Bao, 2005). School is considered to be the most important socialization agent after family since a child spends a considerable amount of time daily at his/her school. The school combines the formal (such as fines, caning, classroom teaching, expulsions, suspension) and informal (such as peer group influences/ pressure) approaches in its socializing function (Dallazen & Fiates, 2014).

Non personal (marketing) agents of socialization.

Young kids and teenagers have an influence upon household purchases and consumption related decisions. The reason behind increased child influence (often termed as “kidfluence”) is explained by several environmental and societal factors amid which television and internet occupy a considerable part (Anitha & Mohan, 2016). Broadcasts, more precisely television has been recognized as robust socialization force (Haq & Rahman, 2015; Ward, 1974; Godhani, Khant, & Jadeja, 2012). The power of child socialization factors in shaping a kid’s opinion and behaviour is highly dependent upon the amount and nature of contact with friends as well as the amount of time spent by a child watching television or spent over the internet (McLeod & Becker, 1974). Marketers are targeting the children’s segment through a colourful packaging design featuring child-oriented pictures (Cook, 2009; Wilson & Wood, 2004). Parents, peers and educators, are vibrant socialization managers that play a noteworthy part in inducing pestering among young kids (Slater et al., 2006; Smith & Stutts, 1999; Jain & Sharma, 2016).

Pester Power

According to social power theory, the latent potential of an individual or a group to influence the belief, attitude or behaviour of another individual or a group is termed as Social power (Henderson, 1980; Smith, 1970). Numerous emotional and persuasive tactics are employed by children in order to impact their parent’s purchase decisions. These strategies deployed by kids to enhance their influence in household purchases is claimed to be dependent upon family structures (Anitha & Mohan, 2016). Child purchase influence has been categorized into two broad areas namely Active (direct) influence and Passive (indirect) influence (Rossiter, 1978; Kerrane, Hogg, & Bettany, 2012; Cowan, Drinkard, & MacGavin, 1984). As per past literature child’s pester power has been defined as having multiple dimensions such as pleading, asking, bargaining and other (Isler, Popper & Ward, 1987).

Direct strategies include a clear noticeable behaviour like bargaining, begging, asking, reasoning, demanding. Whereas indirect strategies are characterized by a behaviour in which the target person is not aware of the fact that he/she is being influenced (Johnson, 1976 as cited by Carli, 1999). Indirect strategies included the use of innocence and sweetness, the use of sadness, crying and anger (Cowan & Logan, 1984; Cowan & Avants, 1988). Kids exercise strong pester power/nag factor while buying products of personal consumption like cereals, juice, candies, video games whereas they exercise somewhat less power while purchasing household consumption products like washing machine and cars. Older children exert more influence rather than young children. According to a past literature children resort to throwing tantrums to get parents to buy products (Kamil & Musah, 2017). Dual income families, changing family structure, single parent household, delayed parenthood, hyper parenting, and indulgent parent are a few factors that affect pester power (Soni & Upadhyaya, 2007). The World Health organization (WHO) has recognised childhood obesity to be the greatest and serious international health challenge of the current era. Before the advent of mass media and child targeted advertisements, parents were in command of their kid’s product consumptions. But now that advertisers have bombarded children with infinite things whether it be food, drinks, fake mobile phones, glittery makeup, toys or even toothpaste, hand wash and shampoo. Nag factor /Pester power tactics are utilized by marketers to target children with a range of products (Dyson, 2017). During the digital age marketing and distribution of unhealthy products is considered as very harmful for children as they are constantly demanding unhealthy products from their parents under external influences. Parents are recurrently forced to cogitate purchases that their children would never have considered without an external influence.

Abruptly the marketer occupies a prominent place in the intimate relationship between a parent and a child.

Influence of Child socialization on Pester Power

Past researchers have acknowledged the importance of both inter personal as well as non-personal agents of child socialization and they have claimed these agents to be significant predictors of a child's behaviour outcomes. Parents/guardians, friendship groups and educational institutes are not only responsible for the development of cognitive abilities in a child but they also allow the social development of kids so that they may develop the important skills required to function as an proficient future customer (Ward, 1974). The social environment of a child consists of several factors, among which family members and educational institutes are the most prominent factors (John, 1999). Researches in the past have accepted the strong role of parents/guardians in facilitating the development of children as future customers and present influencers (Harari & Hornik, 2010). Reference groups and peers play a significant role on the participation of a child household buying decisions (Moschis & Churchill, 1979; Schiffman & Kanuk, 2007). The environment of educational institutes (schools) not only impact pester power among young kids but it also effects purchase decisions of a child consumer (Dallazen & Fiates, 2014). Mass media results in the development of purchase related abilities such as awareness of several brands in a certain category, comparison of product quality, prices etc. in a child (Bandura, 1971). Mass media, including television and internet specifically, has been accepted as a powerful socializing factor among young children (Haq & Rahman, 2015; Ward, 1974; Godhani et al., 2012). According to past literature, advertising and programming content not only create product awareness among young children but they also encourage them to make a purchase request for these products (O'Guinn & Shrum, 1997).

RESEARCH METHODOLOGY

Research Design

Research design is defined as the structural process of collecting and analysing data about variables under study in order to eventually answer the research questions developed initially (Sekaran, 2006). Private school authorities in Karachi city were contacted in order to ascertain educated parents having children aged between 7 to 12 years old so as to enable the process of data collection.

Research type.

This is a cross sectional study in which numerical data pertaining to variables (independent, dependant) and demographic statistics are gathered with using of self-administered survey method. Survey methods have been widely used by several researches for quantitative data collection. Fresh data is collected from respondents, later statistical techniques are applied to test the conceptualized hypotheses in order to test the theory.

Type of investigation.

This is an explanatory research which involves development of causal relationship between independent variables and dependant variables. The nature of the causal relations hypothesized in this study are probabilistic in nature since the behaviour of a child as a consumer is a complex study. Deductive reasoning was applied to set propositions based upon the theory of child socialization and the social power theory.

Time horizon.

The limitations of time constrained the researcher to collect data within a period of one month. Therefore a cross sectional study was conducted.

Research Approach

The hypotheses developed in this research are based upon child socialization theory and theory of social power. The hypotheses are tested with the help of statistical analysis (Porta & Keating, 2008). Therefore we can say that a hypothetical deductive approach has been used in this research. This research studies a sample of 600 parents having at least one child within the age bracket of 7 to eleven years. Quantitative approach has been used in which data is collected by self-administered survey method.

Research Hypothesis

The research question answered through this study is; “What is the impact of consumer socialization agents on Pester power?”

Thus, we have generated the following hypothesis for this study.

H₁: Child socialization has a significant positive impact on pester power.

H₂: Greater the influence of interpersonal socialization agents, greater will be the use of direct pester power strategies by the child.

H₃: Interpersonal child socializing agents have a significant and positive influence on indirect pestering.

H₄: Non personal child socializing agents are substantially and positively related to direct pester power.

H₅: Non personal child socializing agents have a significant and positive impact on indirect pester power.

Conceptual & Theoretical Relationship between Child Socialization and Pester Power

The theoretical relationship established in this research is based upon two prominent theories namely: the theory of child socialization and the social power theory. As per child socialization process, internal sources as well as media controlled non-personal sources play a significant role in socializing the child as a consumer (Moschis & Churchill, 1979; Lee et al., 2007). It has been claimed by several researchers that pester power and child influence are direct outcomes of child consumer socialization (Ward, 1974; Panwar & Agnihotri, 2006; Moschis & Churchill, 1978; Cowell, 2001). It has been claimed by several researchers that child socialization has five major agents namely; parents, peers, schools, mass media and shopping. These socialization agents impact several variables including the indirect and direct influence of a child in affecting parental purchase decisions. Pester power is also influenced by these socialization agents (Lawlor & Prothero, 2011; Roper & Shah, 2007).

Variables. This study consists of two types of variables namely dependant variables and independent variables. Child socialization agents (interpersonal and non-personal) namely parents, peers, schools, television, internet and child oriented packaging has been used as independent variables and pester power is used as a dependant variable.

Theoretical Framework. Theoretical framework for this research identifies the relationship between independent variable i.e. Child socialization and dependant variable i.e. Pester power.

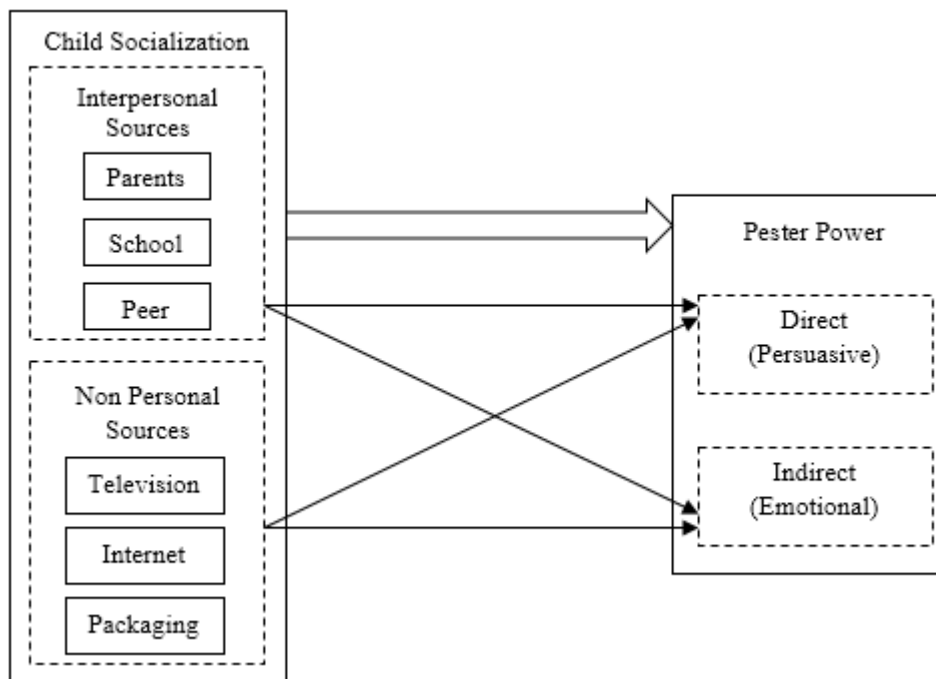


Figure 1: Research Model

Data Collection Methods

Source of data.

There are two sources of collecting data (Sekaran, 2006). Data for this research work has been collected through both primary and secondary source. Information pertaining to the current study was initially obtained from the work of several researchers. Sources included articles from well recognized journals and books. The secondary data sources have been mentioned under the heading of literature review and their sources have been cited in the references section. A self-administered structured survey form was used to collect primary data for this research. Primary data was collected keeping in view the research objective.

Data collection instrument

A self-constructed structured survey was developed on the basis of the survey items generated by previous researchers in the past. The survey was developed in order to fulfil the objectives of this research. The questionnaire was divided into three sections. All the items were measured using a 5 point likert scale ranging from strongly disagree = 1 to strongly agree = 5. The first section (Section A) consists of questions pertaining to the demographic characteristics (age, gender, education, occupation) of the respondent parent and certain demographic characteristics of their reference child (gender, age, birth order). The second section had all the items relating to the interpersonal and non-personal sources of child socialization. It included questions about socialization agents namely: parents, peers, schools, television, internet and child oriented packaging. The construct 'parents' included seven items researchers (Lenka, 2016; Chaudhary, 2015; Chaudhary & Gupta 2014, 2012). The second socializing agent is peers and seven items were developed to measure peer influence. The items were based upon past researches (Lenka, 2016; Chaudhary, 2015; Chaudhary & Gupta 2014, 2012; Jain, & Sharma, 2016). Six items were

developed for “schools” as a socializing agent. These items were based upon past literature (Parsons, 2007; Berns, 2012; Moschis & Churchill, 1978; John, 1999; Saldana, 2013). The constructs for the influence of television have been adapted from previous literature (Lenka, 2016; Chaudhary, 2015; Chaudhary & Gupta 2014, 2012; Jain, & Sharma, 2016). Similarly the construct for internet (Chaudhary & Gupta, 2014; Valcke, Bonte, De Wever, & Rots, 2010; Grossbart, Hughes, Pryor & Yost, 2002) and child oriented packaging (Ogba & Johnson, 2010; Taghavi & Seyedsalehi, 2015; Spungin, 2004; Gelperowic & Beharrell, 1994) have also been adapted from previous research papers. All the items are based upon scales developed in the past by several researchers and have a high reliability. The construct of child socialization was measured using a total number of 20 items for personal sources and 21 items for non-personal sources. The total items for measuring pester power were 15. The last section has questions pertaining to Pester power. The scale for measuring pester power has been developed from the past researches (Chaudhary, 2015; Chaudhary & Gupta 2014, 2012; Jain & Sharma, 2016; Ogba & Johnson, 2010).

DATA INTEGRATION & ANALYSIS

Data analysis was done with the help of SPSS and AMOS softwares. Six hundred filled questionnaires were obtained out of 620 distributed questionnaires. The outliers were then detected using Mahalanobis distance. The final sample obtained after removal of outliers was 561. The reliability for each construct was measured using Cronbach alpha value. Value of Cronbach alpha was found to be 0.870, 0.889 and 0.885 for parents, peers, and schools respectively. The reliability coefficient for television, internet and child oriented packaging and pester power was found to be 0.846, 0.823, 0.871 and 0.825 respectively. All items are reliable since the value of alpha is greater than 0.7 for each construct. Data was collected from 242 mothers and 358 fathers as indicated by Table I. 53.6% fathers had completed their education till graduation and only 19.7% were post graduate as indicated by table IV. Descriptive analysis of data illustrated that 36.8% mothers completed their higher secondary education and 49.3% obtained a graduation degree as shown in Table V. In our sample 51.2% mothers were house wives .18.8% were working in a public sector and 10.8% were working in a private sector as indicated in Table VI. The occupation of father's is indicated in Table VII. Data was collected for 238 girls and 352 boys as indicated in Table II. Among which 124 kids were of seven years, 103 were eight year old, 94 kids were nine year old, 108 kids were ten year old, 96 were eleven year old and 75 were twelve year old as depicted in Table III. The descriptive analysis is illustrated in the appendix section.

After the assessment of reliability, exploratory factor analysis was conducted for simplification of factor structure. Varimax rotation method was applied to extract factors. Later confirmatory factor analysis was conducted in AMOS, to confirm the factor structure extracted by EFA. The model generated is a theory oriented model. Construct validity was then assessed. Both convergent and discriminant validity were established as indicated by the values of composite reliability (CR), average variance extracted (AVE) given in Table 1. The value of CR for all the constructs is greater than 0.6 and the value of AVE is greater than or equal to 0.5 which proves that the measures are valid as indicated in Table 1. Therefore it is concluded that all the constructs used in this research have strong validity. Path analysis was conducted using structural equation modelling (SEM) using AMOS. The path diagram confirmed the causal relationship between the independent variables and dependant variable. The errors shown in a circle describes that the variables are not observed directly (Bian, 2011). SEM with CFA and path analysis is a multivariate approach used for testing hypothesized relationship between factors of a theory based conceptual model (Wan, 2002). SEM approach enables testing of theory based models. The results of this research study are depicted by Sub model 1, Sub model 2, Sub model 3 and Sub Model 4 as illustrated in figure 2, figure 3, figure

4 and figure 5 respectively. Sub Model 1 illustrates the impact of child socialization agents on pester power whereas Sub Model 2 shows the effect of Interpersonal sources on both types of pester power (namely direct and indirect). Sub Model 3 illustrates the effect of non-personal sources of child socialization on direct and indirect pestering. The regression weights, standardised regression weights and square multiple correlation for the theoretical framework are illustrated in Table 2 and table 3 respectively. The AMOS outputs of subModel 1,2,3 and 4 are given in the appendix section.

Variable	CR	AVE	Status
Parent	0.825	0.620	Accepted
Peer	0.940	0.839	Accepted
School	0.892	0.733	Accepted
Internet	0.943	0.900	Accepted
TV	0.894	0.738	Accepted
Packaging	0.830	0.619	Accepted
Pester Power	0.75	0.53	Accepted

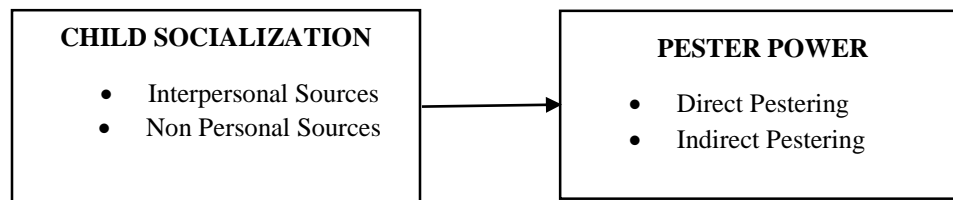


Table 4 illustrates the Model fit summary of the research framework. The fitness criteria has been established as per previous researches. Minimum concentration divided by its degrees of freedom (CMIN/DF) is less than 5, Comparative fit index (CFI), Normed fit index (NFI) and Goodness of fit index (GFI) all are more than 0.9 and root mean square error of approximation (RMSEA) is less than 0.08 of set threshold. Based on these model fit summaries it can be concluded that the model fit is acceptable in accordance with the theoretical framework (Hair et al., 2006). The above results confirm the impact of child socialization agents on pester power. Moreover the individual impact of inter personal and non- personal socialization agents on pester power is further calculated. Table 5 illustrates the unstandardized as well as standardized coefficient values for sub model 2. Table 6 depicts the value of square multiple correlation for Sub model 2

Figure 2: Sub model 1: Estimated Path Analysis Model of Theoretical Framework

Table 2: Unstandardized & Standardized Estimated Coefficients for Saturated Model					
Relationship	Unstandardized Effect Coefficient	Standardized Effect Coefficient	Standardized error	Critical Ratio	p-value
Pester Power ←Child Socialization	0.223	0.534	0.050	4.421	***
DP ←Pester power	2.062	1.181	0.482	4.275	***
IP ←Pester power	1.000	0.471	-	-	-
IPS ←Child Socialization	1.364	1.019	0.103	13.205	***
NPS ←Child Socialization	1.000	1.047	-	-	-
Parent ← IPS	0.498	0.655	0.034	14.493	***
Peer← IPS	1.000	0.729	-	-	-
School← IPS	0.590	0.505	0.053	11.183	***
TV← NPS	1.206	0.723	0.074	16.255	***
PK← NPS	1.000	0.739	-	-	-
Internet← NPS	0.261	0.212	0.056	4.649	***

*** p-value < 0.001 *,*=p-value < 0.05; ns = "not significant"

It should be noted that in the subsequent discussion 'IPS' denotes 'Interpersonal sources of child socialization', 'NPS' denotes 'Non personal sources of child socialization', 'DP' denotes 'Direct pester power tactics', 'IP' denotes 'indirect pester power tactic's and 'PK' stands for 'child oriented packaging'.

The Square Multiple correlation for the theoretical model is shown in table 3.

Table 3: Square Multiple Correlation	
	Estimate
Pester Power	0.285
Non Personal source	1.096
Inter Personal Sources	1.038
Indirect Pester Power	.222
Direst Pester power	1.394
Child Oriented Packaging	.547
Internet	.045
Television	.523
school	.255

Model Fit Index	Value	Criteria	Status
Minimum concentration divided by its degrees of freedom (CMIN/DF)	3.02	< 5	Good fit
Goodness of fit index (GFI)	0.925	> 0.9	Good fit
Normed fit index (NFI)	0.863	> 0.8	Good fit
Comparative fit index (CFI)	0.903	> 0.9	Good fit
Root mean square error of approximation (RMSEA)	0.060	< 0.08	Good fit

Sources for establishing fitness criteria: (a) Hair, Black, Babin, Anderson, and Tatham(2010), (b) Forza and Filippini (1998); (c) Greenspoon and Saklofske (1998), (d) (Awang, 2012; Schumacker & Lomax, 2004).

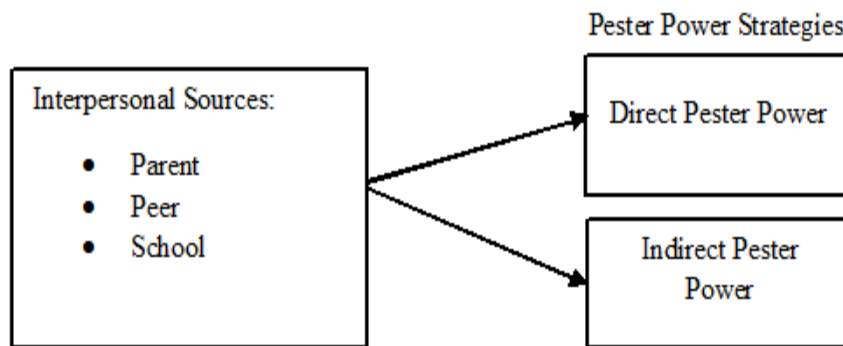


Figure 3: Sub Model 2: Impact of Interpersonal Sources on Direct and Indirect Pestering.

Relationship	Unstandardized Effect Coefficient	Standardized Effect Coefficient	Standardized error	Critical Ratio	p-value
DP ← IPS	0.802	0.722	0.106	7.531	***
IP← IPS	0.467	0.373	0.082	5.695	***
Parent← IPS	1.000	0.706	-	-	-
Peer← IPS	1.644	0.644	0.148	11.088	***
School← IPS	0.996	0.459	0.115	8.687	***

*** p-value < 0.001 *,* = p-value < 0.05, IPS =Interpersonal sources of child socialization, DP = Direct pester power ,IP = Indirect pester power

Table 6. Squared Multiple Correlations: (Group number 1 - Default model 2)

	Estimate
Indirect Pester Power	0.139
Direst Pester Power	0.521
Parent	0.498
Peer	0.415

	Estimate
School	0.211

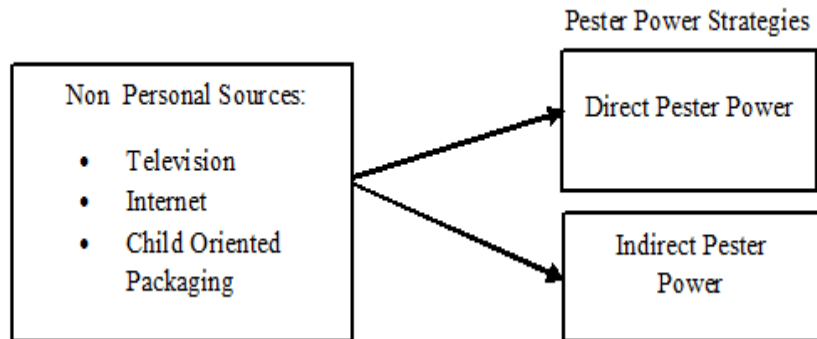


Figure 4: Sub Model 3: Impact of Non-Personal Sources on Direct and Indirect Pestering.

Table 7 indicates the unstandardized as well as standardized coefficient values for sub model 3.

Relationship	Unstandardized Effect Coefficient	Standardized Effect Coefficient	Standardized error	Critical Ratio	p-value
DP ← NPS	0.615	0.726	0.082	7.482	***
IP ← NPS	0.377	0.387	0.064	5.871	***
PK ← NPS	1.000	0.714	-	-	-
INTERNET ← NPS	0.217	0.170	0.063	3.443	***
TV ← NPS	1.209	0.700	0.105	11.541	***

***= p-value < 0.001; * = p-value < 0.05, NPS =Non personal sources of child socialization, DP = Direct pester power ,IP = Indirect pester power and PK= child oriented packaging.

The individual effect of each socialization agent on pester power was also computed as shown in figure5 .Results are depicted in the Table 8.

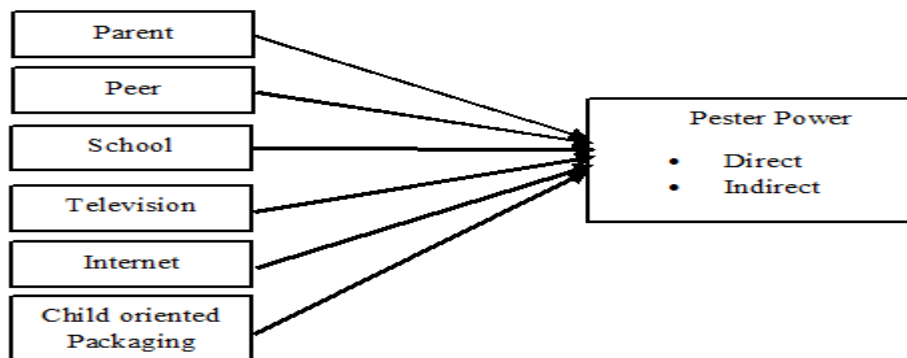


Figure 5: Sub Model 4: showing individual effect of socialization agents on pester power.

Table 8:

Relationship	Unstandardized Estimate	S.E.	C.R.	p-value	Standardized Estimate
Pester power ← parent	0.192	0.043	4.492	***	.206
Pester power ← peer	0.033	0.023	1.417	0.156 (ns)	.064
Pester power ← school	-0.004	0.023	-0.189	0.850 (ns)	-.007
Pester power ← TV	0.075	0.028	2.718	0.007	.126
Pester power ← INTERNET	0.040	0.028	1.451	0.147	.049
Pester power ← PK	0.146	0.036	4.044	***	.199

*** p-value < 0.001; * = p-value < 0.05; ns=not significant p-value>0.05

Assessment of hypotheses are summarized in below table 9.

Table 9: Hypothesis Assessment Summary

Hypothesis	Standardized weights	P value	Result
H1: Child socialization has a significant positive impact on pester power.	0.534	***	Supported
H2: Higher the influence of interpersonal socialization agents, higher will be the use of direct pester power strategies by the child.	0.722	***	Supported
H3: Interpersonal sources of child socialization have a significant positive impact on indirect pestering.	0.373	***	Supported
H4: Non personal sources of child socialization are significantly and positively related to direct pester power.	0.726	***	Supported
H5: Non personal sources of child socialization have a significant positive impact on indirect pester power.	0.387	***	Supported

Where '***= p-value < 0.001'

DISCUSSION

The results of statistical analysis conclude that child socialization has a significant and positive influence on pester power. The p value indicating the relationship between child socialization and pester power as illustrated in table 2 is highly significant and it has a standardized regression coefficient of 0.534 indicating the contribution of child socialization in predicting pester power. The results shown in table 8 prove that parental influence have a highly significant impact on pester power. Peers and school have an insignificant relationship with pester power. Moreover television and child oriented packaging were found to be significantly related to pester power. Whereas internet was found to be insignificantly related to pester power. It was also found that both inter personal and non-personal agents of child socialization were significantly and positively related to pester power strategies (direct and indirect) as indicated in table 5 and table 7 respectively. However the impact of personal sources on direct pester power tactics (persuasive)

was higher as compare to its impact on indirect pestering (emotional) as indicated by table 5. The results claim that interpersonal sources of child socialization are equally important and significant in instilling pestering strategies in young children.

Conclusion and Recommendation

The findings of this research prove the significance of interpersonal agents in developing direct and indirect pestering strategies among children. This is consistent with previous researchers (Jain & Sharma, 2016; Ward, 1974) the results obtained illuminates the importance of interpersonal agents in affecting direct and indirect pestering. The results proved that children are highly influenced by their parents. This influence leads to pestering among young children. Pakistani children (aged between 7 to 12) learn pestering behaviour in the influence of their parents. Since parents are role models for their kids therefore the consumption habits and opinions of parents are very important for young kids. Peers and schools are not very important to develop pestering tactics in kids of this age. Packaging and television occupy a very critical position in the development of purchase related behaviour among children of this age. Pakistani parents monitor the time that their young kids spend on internet and this might be a reason why internet was found to be insignificantly related to pester power. Future research must be conducted to study the influence of peers, school and internet in children above twelve years of age (teenagers). This study proves that parents are themselves equally responsible for pestering of their kids. They cannot accuse marketers only for growing pester power among children. Moreover it is concluded that attractive child oriented packaging results in increased pester power among children. The findings of this research also prove that child socialization results in increased direct pestering tactics (such as bargaining, negotiating and persuading) as compared to indirect tactics (such as emotional techniques). This research concludes that child's nagging is a learned behaviour as an influence of parents, television and child oriented packaging. As per the research findings, I would conclude that parents should spend time with their children, they should be highly involved in shaping their child's socialization environment

Significance of Research

The significance of this research study is to understand and identify the impact of socialization agents of a child over the pester power of kids. The research outcomes of this study are not only valuable for parents but they are also important for marketers, manufacturers and scholars. It will be enable marketers to develop promotional strategies keeping in view of the methods by which a child socializes. In this way it will allow marketers to foster a methodical platform in order to analyse the factors affecting pestering among kids. The significance and importance of this study shall be helpful for marketers to design their marketing strategies in such a way order to increase the child purchase requests among young kids. Marketers can utilize the findings of this research to target children effectively using appropriate strategies. Marketers can use socialization agents to influence a child's learning and behaviour. The findings of this research study will enable parents to manage their child's nagging by controlling the exposure and nature of various child socialization agents.

Research Study Limitations

I should stress that my study has been primarily concerned with parental perspective of pester power and child socialization agents within the city of Karachi. However, in the future perspective of children should be studied in other cities of Pakistan, too.

Moreover, this study focuses on the the pestering of children in the concrete operational stage as per Piaget's theory of cognitive development. Future research could certainly examine the influence behaviour of children in other stages, such as pre operational stage and formal operational stage characterized by different age groups (e.g., children younger than seven years and older than twelve years). These limitations arise due to the constraints of time and cost required to conduct research and they should be addressed in future researches.

Future Research

The impact of growth in children's spending power due pocket money and other sources of money, on child as an influencer, should be researched in future.. Moreover the effect of child socialization agents on pester power must be explored for teenagers also. In future researchers should study the effect of controlled socialization agents such as restrictions in television viewing and limited exposure to internet upon the purchase influence behaviour of children.

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APPENDIX

Table I: Gender of Parent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	242	40.3	40.3	40.3
	male	358	59.7	59.7	100.0
	Total	600	100.0	100.0	-

Table II: Gender of reference child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	238	39.7	39.7	39.7
	male	362	60.3	60.3	100.0
	Total	600	100.0	100.0	-

Table III: Age of reference child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7.0	124	20.7	20.7	20.7
	8.0	103	17.2	17.2	37.8
	9.0	94	15.7	15.7	53.5
	10.0	108	18.0	18.0	71.5
	11.0	96	16.0	16.0	87.5
	12.0	75	12.5	12.5	100.0
	Total	600	100.0	100.0	-

Table IV: Fathers Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduation	338	56.3	56.3	56.3
	Higher secondary	135	22.5	22.5	78.8
	PHD	9	1.5	1.5	80.3
	Post-Graduation	118	19.7	19.7	100.0
	Total	600	100.0	100.0	-

Table V: Mother Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	graduation	296	49.3	49.3	49.3
	Higher s	221	36.8	36.8	86.2
	PhD	5	.8	.8	87.0
	post-graduation	78	13.0	13.0	100.0
	Total	600	100.0	100.0	-

Table VI: Mothers Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	57	9.5	9.5	9.5
	Government	113	18.8	18.8	28.3
	not work	307	51.2	51.2	79.5
	others	58	9.7	9.7	89.2
	private	65	10.8	10.8	100.0
	Total	600	100.0	100.0	-

Figure VII: Fathers Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	181	30.2	30.2	30.2
	Government	189	31.5	31.5	61.7
	not work	9	1.5	1.5	63.2
	Others	16	2.7	2.7	65.8
	Private	205	34.2	34.2	100.0
	Total	600	100.0	100.0	-

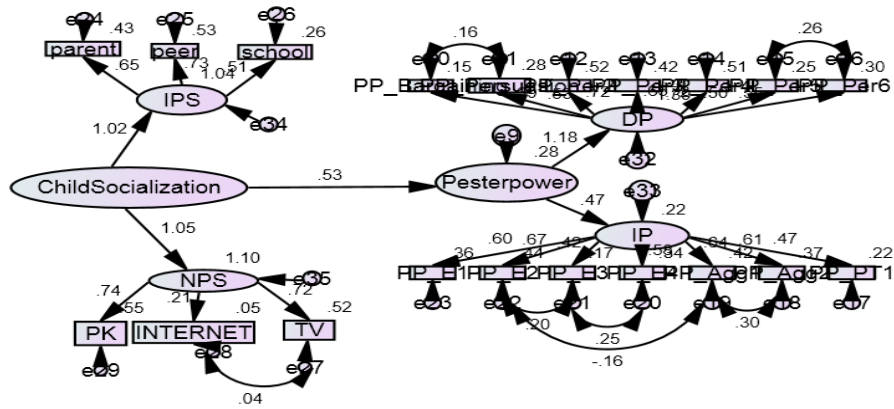


Figure I: AMOS output of Sub model 1: Estimated Path Analysis Model of Theoretical Framework

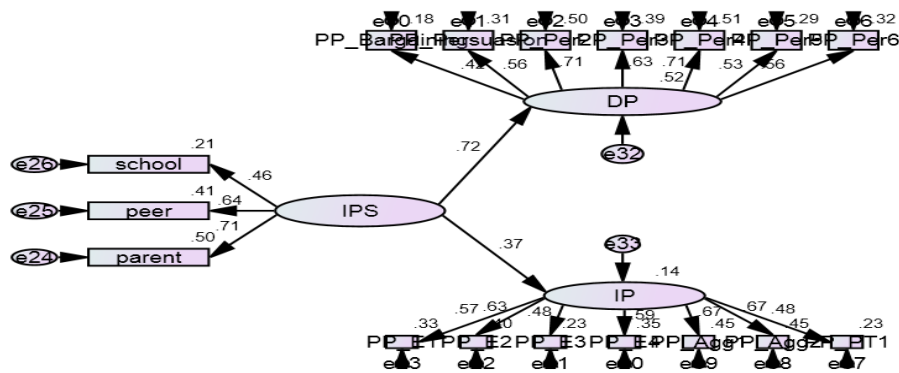


Figure II: AMOS output of SubModel 2

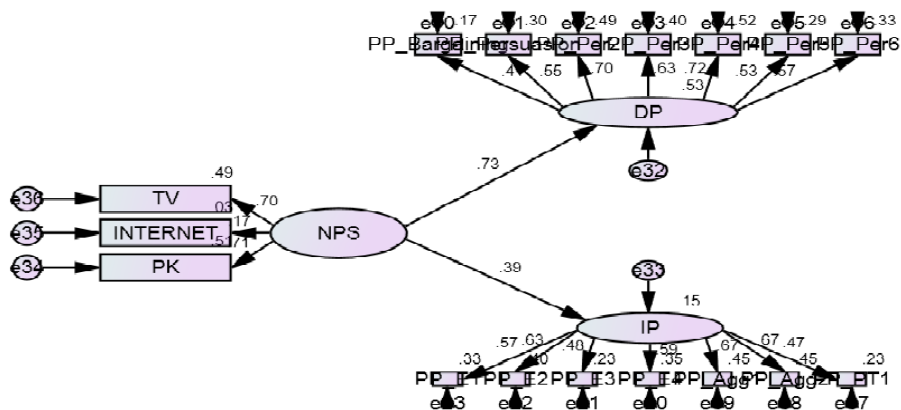


Figure III: AMOS output of SubModel 3

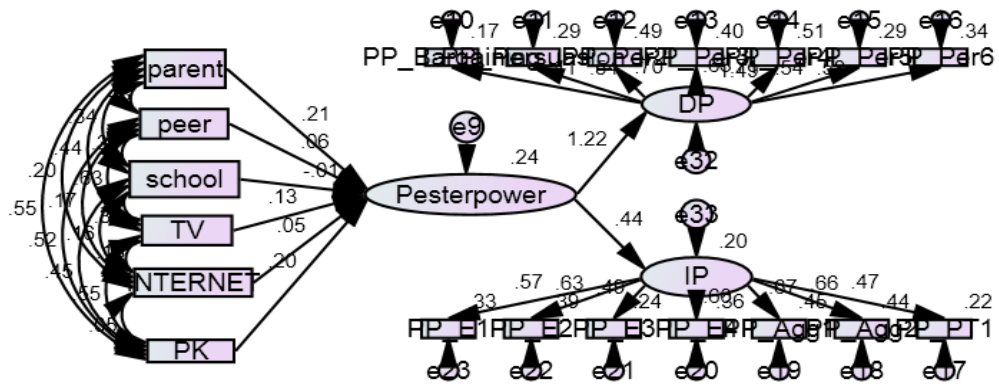


Figure IV: AMOS output of SubModel 4