

**ANALYZING CONSUMER SOCIALIZATION OF CHILD: AN EMPIRICAL
STUDY OF ELEMENTARY STUDENTS IN KOREA**

By

SHIN, Jihoon

THESIS

Submitted to

KDI School of Public Policy and Management

in partial fulfilment of the requirements

for the degree of

MASTER OF DEVELOPMENT POLICY

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Approval as of July, 20

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Abstract

Children's socialization as consumers is influenced by various factors. This study examines the previous theories and models associated with a consumer socialization of child. The purpose of this study is to explore how the major factors (e.g., family, peer group, media, etc.) affect to children and how the effect of the major factor differs in accordance with the conditions. This study conducts surveys and applies statistical analysis, such as regression, ANOVA, t-test and chi-square to investigate the data. Result of the study provides meaningful implication to consumer socialization of child and offers managerial suggestion for marketing and sales targeting to children.

Part I . Introduction

1.1 Objective of the Study

Children have a greater power as consumers in markets nowadays. Children influence various shopping decisions in their parents' shopping. Children do not accept what their parents buy for them passively any more. Children become more and more passive in shopping behaviors and intervene in many decision makings. Especially, this tendency is reinforced according to less-authoritative family atmosphere.

Add to it, unlike the past, children themselves also have a greater buying power in many child-related product or service markets. Increased income and nuclear family make children to receive more money from their parents. Thus, children are doing very important role as consumers in the markets lately.

Therefore, understanding children becomes a critical point for company's marketing and sales. A lot of researchers have been focusing on what affect to children

in their long paths to be competent consumers. In children's daily life, they are exposed to various people and outside stimulus. Children may be able to get some clues around themselves and internalize some regulation or standards.

Many researchers address the function of consumer socialization of child. This study posits the theories which are already announced to explain the factors affecting children. The purpose of this study is investigate i) what factors influence on children as consumers, ii) how children's socialization differ according to purchasing products, money, sex and etc.

1.2 Development of Research Questions

The world has witnessed drastic changes in the business for the past decades. Korea also has experienced a huge transition into more complex and advanced business environment. The change in Korea has been vast on both economic and social sides. Korean young consumers today are significantly different from the Korean customer of decades back. Korean young customers are more sensitive to the features of products, more passive when making decision and have more buying power.

Children have been considered as a different segment in the markets. They were educated as consumers through educations from their parents and exposures to media. Previous studies investigate children as consumers. Scientific articles try to find links between some factors and children. Upon the previous researches, this study performs researches to know main influences for children's consumer socialization in Korean children. This study also investigates that the degrees of each factor's effect increase or decrease according to the conditions like the feature of products, sex, age and etc.

Part II . Background of Study

2.3 Conceptual Framework(Literature Review)

2.1.1 Cognitive Development of Economic Knowledge

Children start to be educated to perform consumer behavior from 2-3 ages (Seo, 1998). Swiss psychologist Jean Piaget (1937) analyzed the development of economic thinking by children. This research shows individuals construct increasingly elaborate cognitive mechanisms to improve their control over their surrounding world. A study by Marshall et al. (2010) states that children gradually build up skills by acting on their environment, which will in turn impose its own structures on them. Thus, three stages are proposed to describe and explain the cognitive development: the sensori-motor stage, where infants construct their knowledge through their actions on the surrounding world, which are at first quite limited; the preparation and entry into the concrete logical operation stage where children are able to decentrate and other's points of view; and the third one called the formal thinking stage where adolescents become able to reason on hypotheses and not only about concrete reality. Deborah Roedder John (1999) accumulated the previous research about children consumer and made a conceptual framework to understand through three time series.

Characteristics	Perceptual stage, 3–7 years	Analytical stage, 7–11 years	Reflective stage, 11–16 years
Knowledge structures:			
Orientation	Concrete	Abstract	Abstract
Focus	Perceptual features	Functional/underlying features	Functional/underlying Features
Complexity	Unidimensional Simple	Two or more dimensions Contingent ("if-then")	Multidimensional Contingent ("if-then")
Perspective	Egocentric (own perspective)	Dual perspectives (own + others)	Dual perspectives in social context
Decision-making and influence strategies:			
Orientation	Expedient	Thoughtful	Strategic
Focus	Perceptual features Salient features	Functional/underlying features Relevant features	Functional/underlying features Relevant features
Complexity	Single attributes Limited repertoire of strategies	Two or more attributes Expanded repertoire of strategies	Multiple attributes Complete repertoire of strategies
Adaptivity	Emerging	Moderate	Fully developed
Perspective	Egocentric	Dual perspectives	Dual perspectives in social context

[Table1. Consumer Socialization Stages(Deborah, 1999)]

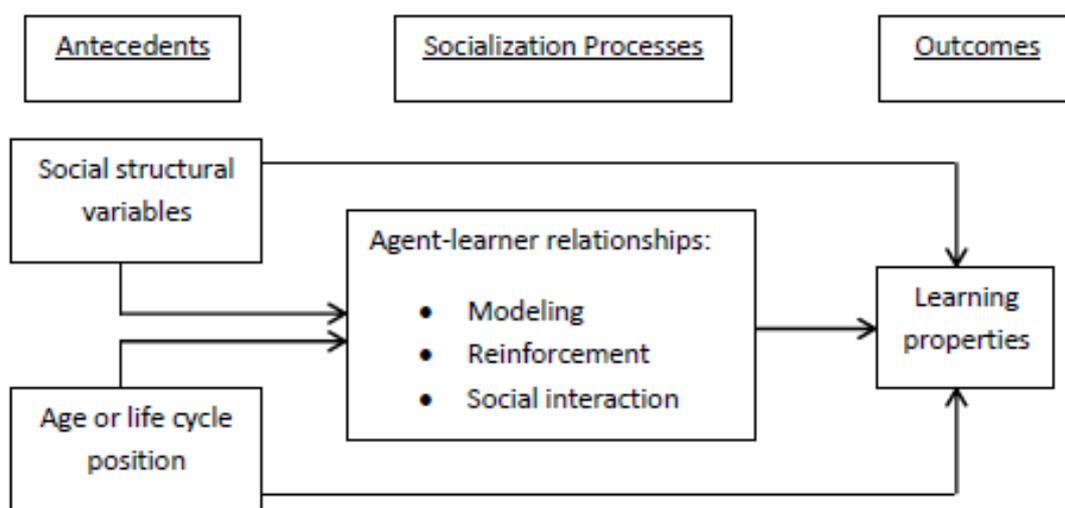
McNeal (1993) states that children pass through the following five-stage shopping learning process in their consumer development.

Stage 1	Observing
The child's initial interaction with the market place. Mother usually take their child to shopping malls and stores where they make sensory contact with the shopping environment	
Stage 2	Making Requests
Children make requests to parents when they see something they want in the store. In the latter part of this phase they make requests for specific products at home, probably because of the stimulation by television advertisements	
Stage 3	Making Selections
Children experience their first physical contact as consumers by choosing an article and taking it from the shelf	
Stage 4	Assisted Purchases
Children start spending money on their own. This contributes to the child's understanding that the store owns the goods and money is the medium of exchange	
Stage 5	Making independent Purchases
There is usually a significant time lag between a child's first purchase with parents and an independent purchase	

[Table2. Five-stage shopping learning process(McNeal, 1993)]

2.1.2 Interaction with Socialization Agents

Bandura (1977) applied the social education model to overcome certain limitations of the cognitive-driven approaches. Piagetian theory by Berti and Bombi (1988) showed that children are taking their roles actively when they perform economic activities. The authors defined economic socialization as an on-going process by which the child assimilates knowledge and reasoning about the economic world and consumption practices (Marshall et al., 2010). Eagly (1987) suggested that children learn how to play different roles in society. According to his study, the economic education is achieved in practice owing to four main sources of information: parents and family habits, peers, advertising, and the products themselves. Moschis and Churchill (1978) stated that socialization agents do important roles to learners in developing norms, attitudes, and behaviors through socialization processes. Their study addressed socialization agents can be a person or organization that has frequent contact with the learner, primacy over the individual, and control over rewards or punishments given to the learner.



[Figure1. A conceptual model of consumer socialization(Moschis and Churchill, 1978)]

The learner is a passive member in the learning process so that beliefs and attitudes result solely from interacting with socialization agents (Bush, Smith & Martin, 1999). In a recent study (Gregorio and Sung, 2010), another consumer socialization model was announced. Their model explaining product placement attitude and behaviors includes gender, ethnicity, education, age, and income as social structural variables and peer influence and movie watching as socialization agents. According to Gregorio and Sung (2010), females have more positive attitude to products revealed in movies than males. Their study also showed age children pay less attention to advertisements when growing up and peer influence have a positive relationship with product placement behaviors.

Reference	Social Structure Variables	Socialization Agents	Outcome	General Findings
Gregorio & Sung (2010)	Gender Age Ethnicity Education Income	Peer influence Mass Media: Movie Watching	Attitude toward product placement Product placement behaviors	Females hold a more positive attitude toward product placement than males Peer influence has a positive relationship with positive attitudes toward product placement and increases likelihood of conducting product placement behaviors
Bush, Smith & Martin (1999)	Race Gender	Parental influence Peer influence Mass media (Social utility of advertising and amount of television viewing)	Attitude toward advertising	African-Americans had more positive attitudes toward advertising than Caucasians Women had a more positive attitude toward advertisements than men Gender and race affect attitude toward advertising

[Table3. Theoretical Adaptations to Consumer Socialization Model(Jennifer, 2012)]

Reference	Social Structure Variables	Socialization Agents	Outcome	General Findings
Nelson & McLeod (2005)	Exposure to media	Mass Media Parents Peers	Perceived Influence of Product Placement Brand Consciousness Third Person Perception	Participants more influenced by parents and peers were more brand conscious Product placements were more apparent to brand conscious participants A belief was held that others were more influenced by socialization agents than themselves No difference in brand consciousness for gender
Smith & Moschis (1984)	Age Health Cognitive Age	Interaction with mass media	Attitude toward advertisements	Interaction with mass media is linked to age Mass media and health of participant is related A more favorable attitude was seen in those with lower cognitive age due to higher ability to interact with mass media

[Table3. (Continuation)]

Reference	Social Structure Variables	Socialization Agents	Outcome	General Findings
Carlson & Grossbart (1988)	Mother's parenting style Child's consumption autonomy	Media exposure (or restriction of) Parent-child influence about consumption	Attitude of advertisements	Authoritarian and neglecting parenting style are less positive about ad Permissive and rigid controlling mothers do not integrate into consumer socialization due to parenting styles
Ozmete (2009)	Age Gender	Interaction between parents and adolescents Television advertisements	Attitude toward television advertisements	Age and gender affect parental interaction Males were more affected by advertisements Parental opinions affected attitude on product advertised
Lachance, Beaudoin & Robitaille (2003)	Gender	Parents Peers Television	Brand sensitivity	Parents demonstrate attraction toward brands Females are more brand sensitive than males Television use did not influence brand sensitivity Males were influenced more by peers

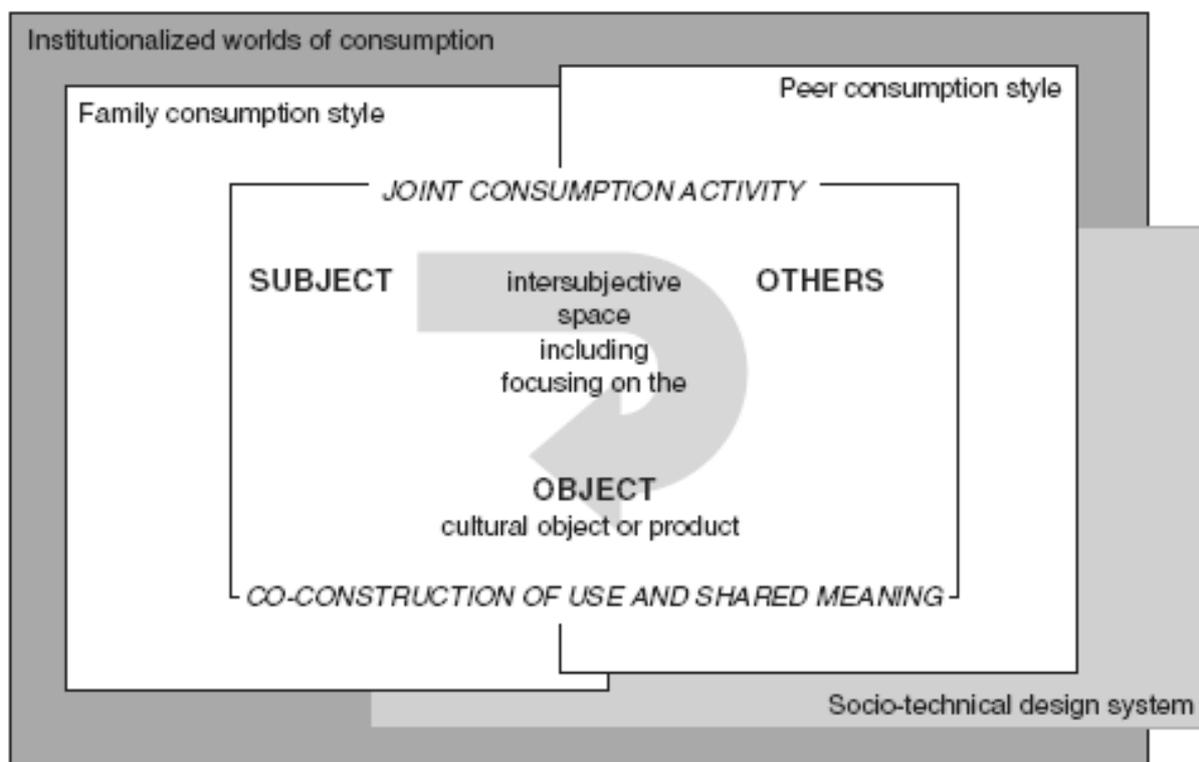
[Table3. (Continuation)]

Reference	Social Structure Variables	Socialization Agents	Outcome	General Findings
Moscardelli (2005)	Gender Age Employment Socio-economic status	Parents Peers Television Internet	Attitude of skepticism toward advertisements	Peer pressure is a significant influence on attitude toward advertisements Television influenced individuals toward a positive attitude Internet was found to have a negative relationship toward attitude toward advertisements Internet and television combined contributed toward a positive relationship for attitude of skepticism
Mangleberg & Bristol (1998)	N/A	Parents Peers Television	Attitude of skepticism for television advertisements Marketplace knowledge	Skepticism toward advertisements is positively related to amount of t.v. watched Marketplace knowledge is positively related to skepticism Peers influence skeptical attitudes toward ads

[Table3. (Continuation)]

2.1.3 Joint Consumption Activities

More recent approach draws on cultural psychological theory, considering that children are immersed in the realm of mass consumption culture (Marshall et al., 2010). This perspective does not consider children as mere individuals. Several social activities available in their environment made children develop their own skill as consumers. Children are very close with social body and they interact by receiving help and reassurance in daily social life. When confronting with purchasing decision, children can find the cultural significance of objects with more experienced partners. This leads us to suggest that children develop as economic actors within a complex cultural system that combines several inter-dependent dimensions (Marshall et al., 2010).

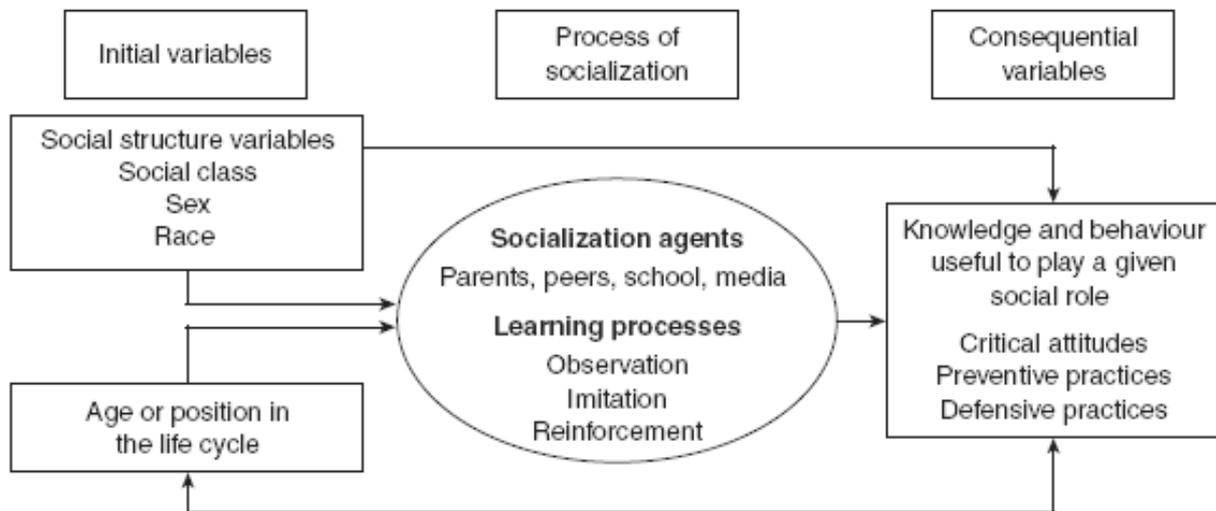


[Figure2. Consumption activities as mediating and mediated cultural experiences(de la Ville, 2005)]

Through this perspective, children's consumption practices have a meaning as not only purchase decision, but educational, social and institutional dimensions to make children grow up as experienced consumers.

2.4 Theoretical Foundations

The consumer socialization model developed by Moschis and Churchill (1978) is like in Figure 2. Bush, Smith, and Martin(1999) used race, gender, mother's and father's education level, and family structure as social structural variables. Age and economic status of mother are utilized as social structure variables by Gregorio and Sung (2010) and by Roshan et al.(1993) respectively. The consumer socialization model states that socialization agents influence through modeling, reinforcement and social interaction individually or collectively. Ambiguously, social interaction is defined as a broad combination of modeling and reinforcement (Moschis & Churchill, 1978). Bandura's theory (1977) of social learning suggests that observation and imitation can explain real consumer behaviors. Within the model, the role of parents, peers, and media are considered three main socialization agents to understand the process of socialization.



[Figure3. Conceptual model of the study(Moschis and Churchill, 1978)]

Part III. Hypotheses Development

5.3 Hypothesis

5.3.1 Parental Influence

Female children were perceived to communicate overly with their parents, while male children had more probability of receiving a negative reinforcement (Akhter Ali et al., 2012). Mothers were considered to socially close toward daughters than sons (Carlson, Grossbart and Stuenkel, 1992). Mandrik et al.(2005) stated that intergenerational influence between mothers and daughters are found and Yossi et al.(2008) addressed that girls preferred shopping with their parents.

H1 : Parental influence on children will be higher in girls than in boys

Roshan et al.(1993) showed that economic and social status of mother influenced to socialization of children. Children from professionally involved mothers have more exposure to shopping than the children from part time or unemployed mothers (Akhter Ali et al., 2012).

H2 : Parental influence on children will be higher with professionally involved mothers than with part time or unemployed mothers

Robertson and Rossiter (1974) found that the social status of family is one of the factors which affect consumer socialization of children. Children from well-educated mothers were able to perceive persuasive intent in ads very easily. The other research from Moschis and Churchill (1978) also mentioned that children from families with higher socio status were socialized faster.

H3 : Parental influence on children will be higher in well-educated mothers than in less-educated mothers

Becher(1964) proposed three dimensions of socialization. Warmth describes the degree of love or nurturance in the parent-child relationship, restrictiveness examines the degree to which parents are controlling or strict, and anxious – emotional involvement describes the degree of parental concern and protectiveness versus calm detachment or indifference. If parents are authoritative, children have difficulties to communicate with their parents. It means that there are less chances to experience consumer knowledge or behavior from their parents.

H4 : Parental influence on children will be higher in less-authoritative parents than more-authoritative parents

According to the study by Childer and Rao (1992), family influences are more for privately consumed luxury and necessity, but less for publically consumed luxury and necessity. Privately consumed goods are more exposed to their parents because they are usually used in private places like home. It means that purchasing private goods is more influenced by their parents. In addition, parental influence is considered to have a relationship with employment types. Because spending time with parents are affected by employment types.

H5 : Parental influence on children will be affected by employment types when purchasing private products

3.1.2 Peer Group

Peer groups support children in their purchases or consumption decisions and help them to establish a separate identity quite different from their parents (Childres and Rao, 1992). Public goods are mainly consumed in public areas like school. Thus, it is easy to be shown to peer groups and to get comments about goods. After repeating purchasing and feedback from peer groups, children easily take and internalize knowledge or behaviors of their friends. Peer group's intervention when buying publically consumed goods can replace parental influence who are busy for works.

H6 : Peer group influence on children will be affected by employment types when purchasing public products

Peer groups play a significant role in imparting the knowledge of style, brand, consumption pattern etc. to the children (Moschis and Churchill, 1978). Steinberg and Silverberg (1986) revealed that peer influence is more in early adolescence (14 years) but progressively decreases as child approaches late adolescence. In elementary school (8~14 years), students in lower grades will be more sensitive to peer group comparing with higher grade students.

H7 : Peer group influence on children will be higher in the lower grades of elementary school than in the higher grades of elementary school

3.1.3 Media

Roberts et al. (1999) studied that heavy children viewers of television tend to be more susceptible than adults to adopting a television world view. The study by Ward et al.(1972) and Valkenburg (2000) found that gender also affects to children's attitude toward advertised products. Boys are more easily addicted to advertised products than girls.

H8 : Media influence on children will be higher in boys than in girls

Piaget's model of cognitive development shows 3 stages through time series. Children are moving from preoperational stage (2~7 years) to concrete operational stage (7~12 years). Children in the concrete operational stage respond to commercials in different way from preoperational stage. Studies on affective effects reveal that children's response to commercials gradually decreases as they proceed to concrete operational stage (Akhter Ali et al., 2012).

H9 : Media influence on children will be higher in the lower grades of elementary school than in the higher grades of elementary school

PartIV. Methodology & Results

6.1 Methodology

This study examines variables affecting customer socialization of child. Further, this study found relationships between initial conditions and customer socialization of child. This study analyzes the survey data obtained from participants who are in the elementary school. A well-known research firm, Qualtrics, assisted to distribute and collect survey on line. All survey was conducted by elementary school teachers who took charge of participants under the approvals. A total of one hundred twenty eight respondents complete the survey and demographic frequencies (N = 128) are like below.

Variables	Categories	Frequencies	Percentage
Age	9	28	21.9%
	10	24	8.8%
	11	26	20.3%
	12	26	20.3%
	13	24	18.8%
Gender	Male	61	47.7%
	Female	67	52.3%
Father's employment status	Full time	113	88.3%
	Part time	15	11.7%
Father's education level	High School	4	3.1%
	Bachelor	101	78.9%
	Master	16	12.5%
	Doctor	7	5.5%
Mother's employment status	Full time	49	38.3%
	Part time	23	18.0%
	Not employed	56	43.8%
Mother's education level	High School	9	7.0%
	Bachelor	99	77.3%
	Master	15	11.7%
	Doctor	5	3.9%

[Table4. Demographic Frequencies]

Data received from respondents was loaded into an SPSS file and was automatically coded for each question accordingly. The SPSS program was then used to measure relationships between the variables in this study.

Hypotheses were examined using simple regression analysis, analysis of variance (ANOVA), T-test and chi-square test. Simple regression analysis was used to test hypothesis 4, 7 and 9. This group of hypotheses measured the relationships between the initial variables (i.e. age, economic status, education level, parental style) and socialization agents (i.e. parents' influence, media influence). The ANOVA statistical method was used to determine the relationship among hypothesis 2 and 3. This group of hypothesis measured gender differences in media acceptance and relationship with parents. T-test was used to test hypothesis 1 and 8. Chi-square test was used to test hypothesis 5 and 6.

6.2 Results

4.2.1 Hypothesis 1

Group Statistics

성별?	N	Mean	Std. Deviation	Std. Error Mean
나는 쇼핑에 필요한 정보들 주로 부모님으로부터 얻는다.	60	3.12	1.316	.170
	67	3.58	1.157	.141

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
나는 쇼핑에 필요한 정보들 주로 부모님으로부터 얻는다.	Equal variances assumed	1.304	.256	-2.121	125	.036	-.465	.219	-.900	-.031
	Equal variances not assumed			-2.106	118.269	.037	-.465	.221	-.903	-.028

[Table5. Hypothesis 1 Statistics]

Hypothesis 1 predicting the relationship between genders and parental influence was tested using T-test. P-value (0.036) is smaller than 5%. Therefore, the null was rejected and hypothesis 1 was accepted. The effect of parental influence on children is different in girls and boys. The statistics shows that girls are more affected by parental influences.

4.2.2 Hypothesis 2

Descriptives

나는 쇼핑에 필요한 정보들 주로 부모님으로부터 얻는다.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
전일제	49	3.04	1.190	.170	2.70	3.38	1	5
시간제	23	3.91	1.041	.217	3.46	4.36	2	5
Total	72	3.32	1.208	.142	3.04	3.60	1	5

ANOVA

나는 쇼핑에 필요한 정보들 주로 부모님으로부터 얻는다.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.908	1	11.908	9.086	.004
Within Groups	91.744	70	1.311		
Total	103.653	71			

[Table6. Hypothesis 2 Statistics]

Hypothesis 2 measured the effect of employment types which are related with economic and social status. P-value (0.04) is smaller than 5%. Therefore, the null was rejected. The statistics used by ANOVA indicate that employment types are an explaining factor toward parental influence. But the results show the relationship on the opposite direction. Part time or unemployed mother has more influence to children's socialization.

4.2.3 Hypothesis 3

Descriptives

가게에서 물건을 고를 때, 부모님이 가르쳐 준 물건 고르는 법을 잘 기억하고 따라하는 편이다....

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
고등학교	9	2.56	1.014	.338	1.78	3.33	1	4
학사	98	3.47	1.067	.108	3.26	3.68	1	5
석사	15	3.47	1.060	.274	2.88	4.05	1	5
박사	5	4.00	.000	.000	4.00	4.00	4	4
Total	127	3.43	1.065	.095	3.24	3.61	1	5

ANOVA

가게에서 물건을 고를 때, 부모님이 가르쳐 준 물건 고르는 법을 잘 기억하고 따라하는 편이다..

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.676	3	2.892	2.647	.052
Within Groups	134.364	123	1.092		
Total	143.039	126			

[Table7. Hypothesis 3 Statistics]

Using ANOVA, Hypothesis 3 found that education level is related to parental influence to their children. P-value (0.052) is smaller than 10%. Therefore, the null was rejected and hypothesis 3 was accepted. Mean scores for higher education level were larger than for lower education level. According to higher education level, parental influences also become stronger.

4.2.4 Hypothesis 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.002 ^a	.000	-.008	1.087

a. Predictors: (Constant), 우리 부모님은 집에서 엄격한 편이다.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.000	1	.000	.000	.986 ^b
	Residual	148.875	126	1.182		
	Total	148.875	127			

a. Dependent Variable: 가게에서 물건을 고를 때, 부모님이 가르쳐 준 물건 고르는 법을 잘 기억하고 따라하는 편이다....

b. Predictors: (Constant), 우리 부모님은 집에서 엄격한 편이다.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.410	.221		15.454	.000
	우리 부모님은 집에서 엄격한 편이다.	-.001	.076	-.002	-.018	.986

a. Dependent Variable: 가게에서 물건을 고를 때, 부모님이 가르쳐 준 물건 고르는 법을 잘 기억하고 따라하는 편이다....

[Table8. Hypothesis 4 Statistics]

The result showed the effect of parental style is not related to parental influence to consumer socialization of their children. P-value (0.986) is larger than 10%. Therefore, the null accepted and Hypothesis 4 was not supported. The effect of parental style was not found to be significant.

4.2.5 Hypothesis 5

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
어머니가 직장이 있다면 전일제 고용인가 아니면 시간제 고용인가 * 집에서 쓰는 물건(장옷, 런 등)을 살 때 부모님의 생각을 여쭙보는 편이다....	72	54.5%	60	45.5%	132	100.0%

어머니가 직장이 있다면 전일제 고용인가 아니면 시간제 고용인가 * 집에서 쓰는 물건(장옷, 런 등)을 살 때 부모님의 생각을 여쭙보는 편이다.... Crosstabulation

Count

		집에서 쓰는 물건(장옷, 런 등)을 살 때 부모님의 생각을 여쭙보는 편이다....					Total
		전혀 동의하지 않음	동의하지 않음	중립	동의	전적으로 동의	
어머니가 직장이 있다면 전일제 고용인가 아니면 시간제 고용인가	전일제	5	7	10	14	13	49
	시간제	1	4	2	7	9	23
Total		6	11	12	21	22	72

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.863 ^a	4	.581
Likelihood Ratio	3.067	4	.547
Linear-by-Linear Association	1.183	1	.277
N of Valid Cases	72		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.92.

[Table9. Hypothesis 5 Statistics]

Hypothesis 5 was to explain the relationship between employment type and parental influence for privately consumed products. P-value (0.581) is larger than 10%. Therefore, hypothesis 5 was not found to be supported. The effect of employment type to parental influence for privately consumed products is vague and ambiguous.

4.2.6 Hypothesis 6

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
어머니가 직장이 있다면 전일제 고용인가 아니면 시간제 고용인가 * 학교에서 쓰는 물건(가방, 학용품)을 살 때 친구들의 생각을 물어보는 편이다. ...	72	54.5%	60	45.5%	132	100.0%

어머니가 직장이 있다면 전일제 고용인가 아니면 시간제 고용인가 * 학교에서 쓰는 물건(가방, 학용품)을 살 때 친구들의 생각을 물어보는 편이다. ... Crosstabulation

Count

		학교에서 쓰는 물건(가방, 학용품)을 살 때 친구들의 생각을 물어보는 편이다. ...					Total
		전혀 동의하지 않음	동의하지 않음	중립	동의	전적으로 동의	
어머니가 직장이 있다면	전일제	20	18	6	4	1	49
전일제 고용인가 아니면	시간제	7	4	7	4	1	23
Total		27	22	13	8	2	72

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.735 ^a	4	.151
Likelihood Ratio	6.636	4	.156
Linear-by-Linear Association	3.630	1	.057
N of Valid Cases	72		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .64.

[Table10. Hypothesis 6 Statistics]

Hypothesis 6 was tested by Chi-square test. P-value (0.151) is larger than 10%. Therefore, the statistics was not found to support hypothesis 6 significantly. The relationship between employment type and peer group influence for publically consumed products is not shown through this measures.

4.2.7 Hypothesis 7

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.185 ^a	.034	.027	1.085

a. Predictors: (Constant), 나이?

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.243	1	5.243	4.452	.037 ^b
	Residual	147.198	125	1.178		
	Total	152.441	126			

a. Dependent Variable: 어떤 물건을 살지에 대한 정보를 친구들로부터 많이 얻는다.

b. Predictors: (Constant), 나이?

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.487	.415		3.583	.000
	나이?	.143	.068	.185		

a. Dependent Variable: 어떤 물건을 살지에 대한 정보를 친구들로부터 많이 얻는다.

[Table11. Hypothesis 7 Statistics]

Hypothesis 7 was analyzed by single regression analysis. Age was stated as the independent variable, while peer group influence was dependent variable. P-value (0.037) is smaller than 5%. Therefore, the null was rejected and hypothesis 7 was accepted. These statistics demonstrate that peer group influence is influenced by age. That is, hypothesis 7 was supported.

4.2.8 Hypothesis 8

Group Statistics

성별?	N	Mean	Std. Deviation	Std. Error Mean
광고가 중요하고 쓸 만한 정보를 알려준다고 생각한다.	60	2.60	1.251	.162
	67	2.66	1.136	.139

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
광고가 중요하고 쓸 만한 정보를 알려준다고 생각한다.	Equal variances assumed	1.323	.252	-.268	125	.789	-.057	.212	-.476	.362
	Equal variances not assumed			-.266	119.839	.790	-.057	.213	-.478	.365

[Table12. Hypothesis 8 Statistics]

Hypothesis 8 which are set to find the relationship between gender and media influence on children was not supported. P-value (0.789) is larger than 10%. Therefore, hypothesis 8 was not accepted. Media influence was not classified significantly according to gender. Thus, the effect of gender to media influence was not found in this result.

4.2.9 Hypothesis 9

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.155 ^a	.024	.016	1.178

a. Predictors: (Constant), 나이?

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.279	1	4.279	3.086	.081 ^b
	Residual	173.327	125	1.387		
	Total	177.606	126			

a. Dependent Variable: 광고가 중요하고 쓸 만한 정보를 알려준다고 생각한다.

b. Predictors: (Constant), 나이?

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.860	.450		4.132	.000
	나이?	.129	.073	.155	1.757	.081

a. Dependent Variable: 광고가 중요하고 쓸 만한 정보를 알려준다고 생각한다.

[Table13. Hypothesis 9 Statistics]

Using single regression analysis with age as an independent variable and media influence as a dependent variable, the statistics measured the relationship and tendency to test hypothesis 9. P-value (0.081) is smaller than 10%. Therefore, the null was rejected and hypothesis 9 was accepted. The result means that media affects positively according to age in adolescence period. Thus, hypothesis 9 is supported.

Part V. Conclusion

7.1 Discussion and Limitation of the Study

The purpose of this study was to build the conceptual model of consumer socialization and to apply it to Korean students attending Pangyo elementary school. Thus this study is considered to fill the gap between the theory and the reality by empirical test using various initial variables which influence consumer socialization of child.

5.1.2 Discussion

Consumer socialization is still an important aspect for all individuals' consumption behavior. The research assumed that family, peer group, media are the main 3 factors as socialization agents based on former researches. The consumer socialization model for this study was utilized in order to understand the effect of initial variables such as age, gender and education level, etc.

Results of this study demonstrate that some antecedent variables affect consumer socialization of child more dominantly than other variables. Gender, employment type, education level, age were found to influence the socialization agents. Girls are more likely to communicate with parents and get feedback from them when making a purchase decision than boys. Part time or unemployed mothers have more time to spend with their children. It gives more chances for children to internalize what their mothers know to purchase better products. More educated mother may have a tendency to reinforce their shopping experiences sophisticatedly and explain persuasive intents of ads to children. Age is considered as one of the main factors affecting many aspects in

adolescence period. Age is revealed to influence positively to peer group and media influences.

5.1.2 Implication

In order to be a successful business today, understanding consumer is exceedingly necessary. For increased importance of children in markets, a business should include an analysis about what effects to young consumers. The result of this study will help marketers to understand the aspects which are mainly related with consumer socialization. Companies may benefit from this study by gaining more in-depth understanding of the socialization model based on widely adapted theory. Especially, the effectiveness of peer group and media should be considered when implementing marketing strategies.

5.1.3 Limitations

The study of young children is very sensitive to their psychological status. Thus, other variables should be more precisely controlled. Add to it, their adolescent character may interrupt more accurate responses.

This survey was conducted in Pangyo elementary school. So, it is possible that some demographic factors made a bias. A more diverse sample may have differing results.

Some wordings or questions were too difficult for elementary school students to understand and answer. Teachers sometimes explain and control the survey. However, appropriate education or central control for those teachers did not exist. It is possible that respondents may be influenced.

7.2 Future Research

Many areas for future study will be opened as extension from this study. The relations in this study are consistent and established the utility of applying initial variables' effects in consumer socialization. Some of antecedents such as parental style did not affect in this study, additional research can analyze the reason in the text of the internal changes of families. This study measured the effect of peer group as a socialization agent. Children attending elementary school are usually very sensitive and not reveal their intentions or feelings related to friends. Therefore, by using psychological way, further research can analyze multi-dimensionally and find how peer group fulfills in consumer socialization frame works of adolescent period. This study surveyed in the specific school extracted results from demographically homogeneous group. Although this approach provides a relatively good basis for comparison among a sample, the samples do not represent all Korean students and parents. If further research compares statistical results with more socio-economic variables from several different areas, it can explore meaningful implications related with consumer socialization of child.

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Appendix

[Questionnaire]

Introduction to Research Methods - Survey

201411039

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Objectives

This survey is designed to research about 'Consumer Socialization of Child'. Through questionnaire below, this survey will try to define the main factors which affect a child socialization as a consumer. Your completed questionnaire will be used only for the purpose of the research.

Your participation in this survey is voluntary, You may refuse to take part in the research. You are free to decline to answer any particular question you do not wish to answer for any reason.

This survey does not collect identifying information. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers.

This survey is also supervised by elementary school teachers and get approval to distribute from teachers who are taking charge of survey targets.

If you have any question at any time about the study, you may contact me via email at takehoon@gmail.com.

Questionnaire

1. Family

1-1. Do your parents usually accompany with you when you do shopping?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-2. Do your parents usually go shopping with you?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-3. Do your parents usually accept your opinion when you select what you want in the shop?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-4. Do your parents usually select products for you in the shop?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-5. Do your parents usually guide you how to do shopping?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-6. Do you usually remember your father or mother's guidance and apply when you do shopping?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-7. Do you ask some comments or helps to your father or mother when you buy something used in your home like a cup or a pajama?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-8. Do you ask some comments or helps to your father or mother when you buy something used in your school like a back pack or a cloth?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-9. Do you think your father or mother's preference affects you when you do shopping?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-10. Do you usually get information needed for shopping from your parents?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-11. Do you usually imitate what your parents have done when do shopping?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-12. Your parents are strict or force regulations to you at home?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

1-13. How much do you receive pocket money from your parents(per a month)?

none	less than 20,000won	20,000~40,000won	40,000~60,000won	60,000~80,000won
①	②	③	④	⑤

2. Peer Group

2-1. Do your friends usually accompany with you when you do shopping?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-2. Do your friends usually give comments about what you buy or have?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-3. Are you conscious of the comments of your friends about your products and reflect them when you buy something next time?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-4. Is there any standards (ex : brands) to evaluate products among your friends?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-5. Do you usually try to buy products which are usually evaluated good or nice in your friend group?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-6. Are you ashamed if some of your friends evaluate that your products is bad or cheesy?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-7. Do you ask some comments or helps to your friends when you buy something used in your home like a cup or a pajama?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-8. Do you pay attention to the comments or standards of your friends when you buy something used in your home like a cup or a pajama?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-9. Do you ask some comments or helps to your friends when you buy something used in your school like a back pack or a cloth?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-10. Do you pay attention to the comments or standards of your friends when you buy something used in your school like a back pack or a cloth?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-11. Do you think that you pay more attention about the comments of your friends when you do shopping comparing with the previous year?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-12. Do you usually get information needed for shopping from your friends?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-13. Do you usually imitate what your friends have done when do shopping?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

2-14. Do you know some brands which are famous and popular among friends?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3. Media

3-1. Do you usually watch TV?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-2. Do you usually use internet?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-3. Do you usually read news paper?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-4. Do you usually watch or read advertisements?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-5. Do you think that advertisements usually deliver useful information?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-6. Do you usually trust that what advertisements say?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-7. Do you want to buy the products if you watch or read the advertisements?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-8. Do you think that products revealed in advertisements are better or more trustful than products not-revealed in advertisements?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-9. Do you think that products in advertisements with famous models are better or more trustful than products in advertisements?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-10. Do you think that money or products which you have are important in you and your life?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-11. Do you think that being rich means a success in your life?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-12. Do you think that you memorize brands through advertisements?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-13. Does your brand preference change through advertisements?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

3-13. Do you think that advertisements impacts to your purchasing?

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
①	②	③	④	⑤

Basic Information

1. Sex male () female ()

2. Age ()

3. Father's Education Level

– Highschool () Bachelor () Master () Doctor ()

4. Mother's Education Level

– Highschool () Bachelor () Master () Doctor ()

5. Father is employed?

– Yes () No ()

5-1. If father is employed, is it a full-time job or a part-time job?

- Full-time job () Part-time job ()

6. Mother is employed?

- Yes () No ()

6-1. If mother is employed, is it a full-time job or a part-time job?

- Full-time job () Part-time job ()

※ Thank you for your answering