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Children Badgering Tricks to Influence Parents Purchase Decisions

Chetna Arora & Saloni Pawan Diwan

Kurukshetra University, Kurukshetra, India

Abstract

The badgering or pester power is making parents crazy as children role in the family purchases have taken a drastic change. The alteration in families from joint to nuclear, increased income, extreme media invasion and busy lifestyle have changed the ways of children upbringing and led to the growth of influence. Children have started influencing their parents with unique badgering tricks and making them move according to their choices. These tricks involve endless influencing strategies like nagging, crying, screaming, pleading, negotiating, reasoning, bargaining, pretending, asking, demanding, using an advocate and begging etc. (Cowan et al., 1984, Cowan & Avants, 1988, Marquis, 2004). The paper presents an empirical framework of influencing strategies used by children with the help of exploratory factor analysis. Further, an empirical model is designed by using confirmatory factor analysis in structural equation modelling technique to confirm the reliability and validity of the data. The findings clearly show that children use logical strategies more to justify their viewpoints followed by knowledge and hostile strategies and hysterical strategies. Although, parents feel that children use more hysterical and logical strategies for getting their demands fulfilled. The paper concludes by suggesting the implications of the empirical model developed in this study.

Keywords: Influencing Role of Children, Badgering, Influencing Strategies, Parents' Purchase Decisions

JEL Classification: M3

Paper Classification: Research Paper

Introduction

Today, children are treated as the most important member in the family. This trend got accelerated during last few decades with the change in family structure and demographics which gave rise to the nuclear families, single parent families, dual income groups, busy lifestyle and less number of children or even single child in the family. The busy lifestyle and less quality time of the parents for their children fill the parents with guilt and to overcome this, they start accepting and fulfilling children' demands which results into the increased intensity of pester power or children influence. Children start influencing their parents in their purchase decisions as they know their ability to alter the buying choice of their parents. Children exert influence or pester their parents with the use of various influencing strategies like pleading, begging, reasoning, sulking, threatening etc. to make them purchase what they want. This phenomenal change is

observed by the marketers and they recognise them as a new segment. Moreover, past researches analyzed the strengths and potential of the children market and observed that children between the age of 4-12 years have the potential to dominate as child consumers, termed as *kid-customers.*

Now,children are born and brought in a pampered environment which makes them prince/ princess of the family. This 'grown' love of parents has nourished the children as vocal and independent individuals, resulting in the high pester/badger power (Godhani et al., 2012). Pester power is a magical weapon in the hands of children which helps them to get their demands fulfilled from their parents. This pester power leads them to influence. Influence is the change in a person's dispositions as a result of interaction between parents and children (Ekstrom, 1995). Thus, every child makes full use of influence by executing variety of influencing strategies such as sweet talk, requesting, reasoning, pleading, negotiating, nagging, demanding, bargaining, manipulating, screaming and humour.

Indian children wield an annual spending power of ₹ 225,940 millions. The pocket money of Indian children has been raised by 100 per cent from 2012 onwards (W1). This realization flooded the market with products and services designed exclusively for children and targeting them with unique communication and stealth marketing strategies. Moreover, kids are not only fitted as consumers but also are great influencers because of their growing importance and increased say in the family. They are smart enough to convert this increased say into unbeatable weapon i.e. pester power which has astonishing power to get all the demands fulfilled from their parents. Further, they are also trained to be the future consumers as well. Thus, children market accommodates three markets i.e. primary, influencers and future market. Children are making their parents purchase products used by the whole family (Chavda et al., 2005, Horgan, 2005, Shoham & Dalakas, 2005).

It has been seen that, whenever children see something on some media platform, they nag, pester and demand for the same from their parents. This forms the relationship between pester power and demand which is observed by the marketers who serve this segment with effective communication strategy using various socialising agents such as TV commercials, shows, movies, family, internet and various online games that influence the purchase decisions of children. Research studies (McNeal & Ji, 1999, Dotson & Hyatt, 2006, Fan & Li, 2009, Iyiola & Dirisu, 2014) also confirm that these socialising agents influence the buying behaviour of children and add fuel in growth of pester power. Rashid and Hameed (2018) conducted a research to prove that child socialising agents are the antecedents of pester power. They concluded that children use bargaining, negotiating and persuading strategies more than emotional techniques.

Research Gap and Contribution of the Study

Almost all of reported researches available on children's influencing strategies in family purchase decisions have been conducted in developed countries like Europe, Malaysia, America, UK, China and a few in India. These studies represent the pattern of relationship among the determinants of children influence which provides the direction to the future research.

Although many findings of these studies could be generalized to India, but it is the matter of further research that whether children from Indian families actually behave in similar pattern due to the cultural and social differences from the West. It is further observed that not much of the research work has been carried out especially in Haryana by studying all the determinants of children influence. This study attempts to cover four zones of Haryana to ensure the geographical spread and predict the intensity of the children influencing strategies in different socio-economic conditions. The findings of this study will help the marketers in designing the effective marketing mix and strategies targeted to children segment.

Moreover, the past researches clearly indicate the usage of various types of tactics and tricks by children. Children are the favourite targets for marketers, as they push their sales. In the wake of realisation of growing children influence in family purchase decisions, it becomes necessary to study the children influence more deeply (Kozak, 2010). The extant researches in this direction signified the importance of children influence but failed to provide any model to predict this influence. The present study portrays different influencing strategies used by children to pester their parents.

An empirical framework or scale has been developed by exploratory factor analysis to investigate the type of influencing strategies used by children in Haryana. To check reliability and internal consistency of factors extracted through exploratory factor analysis, Cronbach alpha and item total correlation is checked. Validity is assessed by Confirmatory Factor Analysis (CFA) by using SEM (Structural equation modelling) which is described as an empirical model to confirm the reliability and validity of the data and helps the marketers to understand the mechanism of pester power to increase their sales.

Background of the Study

Influence is the power to change someone's choice according to the choice of one who is influencing. It is changing the mindset as well as heart of the person (Cialdini, 1993). Influence is related with 'resource theory' which suggests that if resource is available to someone, then he/she can influence others (Blood & Wolfe, 1960). Resource particularly means money, education level, family norms, interpersonal relations and communication in the family and thus these resources make the foundation of influence (McDonald, 1980). The resources are normative, affective, economic, personal and cognitive. Thus, the availability of these resources gives a push to influence others' decisions. The change in behaviour due to influence is called compliance and deviation in attitude is called persuasion (Wimalasiri, 2004). Compliance requires no direct and apparent efforts whereas persuasion requires reasons and arguments. Rossiter (1978) suggests that there are two aspects of influence i.e. active and passive. Active/direct aspect means a child directly demands for something and achieves it by changing the mindset of parents in response of 'no' whereas passive/indirect dimension is when other family members consider the choice of the child and make purchase decisions according to it. Researchers have not distinguished the influence in two aspects as they argue that it will be difficult to measure and to reach at the conclusion (Nelson, 1978, Mangleburg, 1990).

Influencing strategies

Factors like changing family structure, double income, single parent household and peer pressure have led to the growth of pester power. This pester power leads to various influencing strategies which are used by children to nag their parents in buying process. These influencing strategies may range from pleading, asking, bargaining, and threatening (Cowan et al., 1984, Manchanda & Moore-Shay, 1996). The main influencing strategies used by children are pressure strategies in which they use tactics in form of threats and continuously repetition of demand until these get fulfilled. Upward strategies include requesting the elder member in family, teacher, and family friend to support children by persuading their parents for purchase of any product. Exchange strategies consist of getting the gift in lieu of any help to the parents in completing the household task. Ingratiating strategies seek the temperament of the parents whether they are happy, angry or sad. If parents seem to be happy, then only the child demands with a smiling face. Rational strategies consider the logical arguments and facts. Inspirational strategies involve the emotional aspect or any demand that is according to parent's values. Consultation strategies seek

the involvement of child in parents' purchase decisions (Yukl & Falbe, 1990). These strategies are used further by the researchers by employing some of the changes in them (Manchanda & Moore-Shay, 1996, Cotte & Wood, 2004, Marquis, 2004, Chaudhary & Gupta, 2012, Ali et al., 2013).

The tricks used by the children can be categorized into five dimensions: norm invocation (appeals to rules, fair play, reason, etc.), positive sanctions (gifts, favors, bargaining, politeness, etc.), negative sanctions (physical aggression, nagging, begging, crying, etc.), ask, and don't know or other (Wood et al., 1967). Inductive research methods were used in categorization of six influence tactics: assertiveness, rationality, ingratiation, exchange, upward appeals and coalitions (Kipnis et al., 1980). Later, Falbo & Peplau (1980) and Cowan et al. (1984) explained this through the concept of power strategies. According to Cowan et al. (1984), there were fourteen types of influence strategies: asking, begging and pleading, telling or assertion, reasoning, persistence, demanding or arguing, state importance, bargaining, negative effect, positive effect, verbal manipulation, using an advocate, eliciting reciprocity, evasion, and laissez-faire to influence parents.

Schriesheim & Hinkin (1990) replicated the study of Kipnis et al., (1980) and developed new items to measure the same subscales. Yukl & Falbe, (1990) and Yukl & Tracey (1992) examined influence tactics from both the agent and target perspective, and also extended Kipnis et al., (1980) work by identifying the additional tactics of inspirational appeals, legitimating, consultation, pressure, and personal appeals. Another study captures that direct influence attempt is multi-dimensional (Williams & Burns, 2000). Dimensions include, asking, begging and pleading, bargaining, politeness, positive effect, manipulation, displaying anger, and crying. Gupta and Case, (1999) divided the influencing strategies into upward, lateral and outward. Wimalasiri, 2004, Yukl & Falbe, (1990) gave a detailed classification of the most common influencing tactics used by children to elicit the desired parental purchasing behavior: pressure tactics, upward appeal, exchange tactics, coalition tactics, ingratiating tactics, rational persuasion, inspirational appeals and consultation tactics.

Demographic factors

Furthermore, the literature suggests that the use of influencing strategies depends on various demographics of children as well as of parents (Cowan et al., 1984, Maccoby & Martin, 1985, Moschis & Mitchell, 1986, Cowan & Avants, 1988, Manchanda & Moore-Shay, 1996, Lee & Collins, 1999). Older children manipulate using bargaining and persuasion strategies (Cowan et al., 1984) whereas less than 10 years old children exercise influence by enticing strategies. More than 10 years of age children use pestering and negotiating strategies (Ali et al., 2013) and age group of 11-12 years uses emotional strategy and argues with knowledge of brand (Chaudhary & Gupta, 2012). Girls use reasoning, asking, persuading (Moschis & Mitchell, 1986, Lee & Collins, 1999) and use low power strategy (Cowan & Avants, 1988 and Manchanda & Moore-Shay, 1996) whereas boys employ pestering and negotiation (Ali et al., 2013). Boys exert influence with persuasion strategy by talking about latest advertisements (Chaudhary & Gupta, 2012). Related to birth-order of the child researches reveal that firstborn child agrees with parents (Cotte & Wood, 2004) whereas second and third born child practice enticing strategies (Ali et al., 2013). Single child persuades his parents to purchase the products as his friends have it (Chaudhary & Gupta, 2012). Children of indulgent parental style persuade with begging, pleading, reasoning strategies (Maccoby & Martin, 1983) and they also implement pestering and reasoning (Ali et al., 2013). High income parents' children operate pestering and reasoning strategies whereas low income parents' children use enticing strategies. Children in nuclear families employ reasoning strategies and in joint families persuade negotiating strategies (Ali et al., 2013).

Product Categories

Children are influencing every purchase decision either for them or for their parents. They have their own purchasing power which they spend as per their own choice. They mostly purchase candies, chewing gum, toys, soft-drinks, gifts, biscuits, books, magazines, fast food, clothes, records, tapes, batteries, movies and sports equipment (Stipp, 1988). Children influence is also seen in the products used by the whole family. The extent of influence varies with the products. The high influence is seen in purchase of mobiles phones, laptops, tablets, toothpaste and brushes, soaps, shampoo etc. and moderate but extremely visible influence is observed in purchase of car, LED, refrigerator and A.C (Chavda et al., 2005, Horgan, 2005, Shoham & Dalakas, 2005). Moreover, children influence is seen in other categories like decision for going out in vacations, eating out, movies and fun activity.

Socialising Agents as a Fuel to Pester Power

Socialising agents are the sources of information like television, parents, peers, schools, teachers and internet. Children acquire knowledge and skills of marketing from these socialising agents. Researchers have given attention to such socialising agents and they suggest that parents are the important source of information for children followed by television and friends (McNeal, 1979). Television is the most important source in children lives (Rossiter, 1978). Peers play significant role in shaping the child choices (McGuire & Weisz, 1982 and Hill & Tisdall, 1997). Today, the advent and growth of internet has made the children more techno-savvy and they spend hours on internet which imparts loads of information to them. Internet as socialising agent is leaving a strong impact on children and thus, playing a significant role in their purchase decisions (Kaur & Medury, 2011). Rashid & Hameed, (2018) conducted a research to prove that child socialising agents are the antecedents of pester power. They investigated the research in Karachi with sample of 600 parents and analyzed the data using structural equation modeling. The study found significant relationship between socialising agents and pester power. The more children interact with socialising agents the more they nag. Packaging and television were the dominant socialising agents used by children in Karachi followed by internet as its usage by children is monitored by the parents in Pakistan. They also concluded that children use bargaining, negotiating and persuading strategies more than emotional techniques.

Thus, after the bombardment of many advertisements and commercials on different platforms, children minds are occupied with variety of products and then, they start demanding these items continuously. Hence, these socialising agents are considered as the fuel to the growth of pester power.

Recognizing the importance of influence, researchers have contributed significantly to literature about the various influence strategies used by children, but most of the previous studies have incorporated the parent's perspective. A very few studies have actually studied children. The responses are taken from the parents and the child is either neglected or is considered too young to understand and fill. But there is a huge difference in the opinions of parents vis-à-vis children. Therefore, this study attempts to fill this gap by taking children as the respondents. It is further observed that not much of the research work has been carried out to develop an empirical model to provide a handful of influencing strategies that will be beneficial for marketers to delve deeply into pester power.

Objectives of the Study

The specific objectives of this study are presented below:

1. To find out influencing strategies used by children in influencing their parents' purchase decisions. (parents perspective)
2. To analyze the children perspective regarding influencing strategies used by children
3. To compare the children as well as parents perspective regarding usage of various influencing strategies.

Hypotheses of the Study

H01: Influencing strategies play no role in parents' purchase decisions.

H02: There is no significant difference in opinions of parents and children with regard to three dimensions.

Research Design

Research design involves a systematic procedure with series of steps that are created to construct a strong framework for influencing strategies used by children. The first step consists of construction of two structured questionnaires, one for children and second for parents (Figure 1). The methodology adopted to develop these questionnaires is as per the recommendations of past research studies (Churchill, 1979, Saxe & Weitz, 1982, Gerbing & Anderson, 1988). The first step deals with review of literature related to children influence. The second step consists of extracting main dimensions of the children influence. Then, a pool of 84 statements of influencing strategies available in existing research studies is created (Table 1). After screening these influencing strategies, 42 irrelevant and duplicate statements are discarded leaving 42 relevant and appropriate statements. The shortlisted influencing strategies are further discussed with experts and parents. This discussion leads to the deletion of 23 influencing strategies which lead to the finalization of 19 influencing strategies (Table 2). These items are further incorporated in the structured questionnaire to measure the children influence on five-point Likert scale, where 5 denotes strongly agree and 1 strongly disagree.

Figure 1 Step-wise process followed in designing the questionnaires

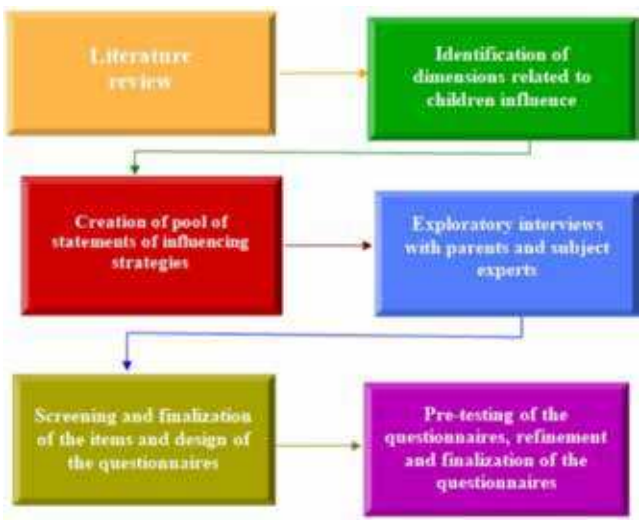


Table 1 List of statements of influencing strategies derived from literature review

Author(s)	Statements
Cowan et al., (1984), Cowan and Avants (1988)	Directness shows the level the influence behaviour is indirect (e.g. evasion, use of an advocate) or more overt and direct (e.g. asking, demanding). Bilaterality refers to the extent that the strategy involves dual interaction (e.g. bargaining) or only one person's independent action (e.g. stating importance). Strength is linked to the agreement the strategy user expects from the other side. If he/she expects high, then it is a strong strategy (e.g. demanding). In reverse, if he/she expects low, then it is a weak strategy (e.g. begging). Anticipating non-compliance strategies comprise those that imply high resistance on the part of parents (e.g. beg and plead, cry). Egalitarian strategies include those that suggest a give and take between children and parents (e.g. bargain, reason). Autonomous strategies involve those that anticipate low resistance from parents (e.g. tell, laissez-faire).
Palan and Wilkes (1997)	Four influence strategies often used by children: bargaining, persuasion, emotional and reasoning.
Marquis (2004)	Bargaining strategy: Offer deals (clean their room in exchange for purchases). Persuasion strategies: Express opinion on foods; State that it is their preferred food; Use begging strategies; Use whining strategies; Base purchase needs on the fact that all children can have the products. Emotional strategies: Ask repetitively in manner that irritates parents; Express anger; Sulk (use silent treatment); Be unnaturally nice or affectionate to parents.
Adapted from Yukl and Falbe (1990) by Wimalasiri (2004)	Pressure tactics: A child makes demands, uses threats, or intimidation to persuade you to comply with his/her request. Upward appeal: A child seeks to persuade you, saying that the request was supported by an older member of the family, a teacher, or even a family friend. Exchange tactics: A child makes an explicit or implicit promise to give you some sort of service such as washing the car, cleaning the house, or taking care of the baby, in return for a favour. Coalition tactics: A child seeks the aid of others to persuade you to pith his/her request or uses the support of others as an argument for you to agree with him/her. Ingratiating tactics: A child seeks to get you in a good mood or think of him/her before asking you to comply with a request. Rational persuasion: A child uses logical arguments and factual evidences to persuade you to agree with his/her request. Inspirational appeals: A child makes an emotional appeal or proposal that arouses enthusiasm by appealing to your values and ideals. Consultation tactics: A child seeks your involvement in making a decision.
Fan and Li (2009)	Important that foods are similar to those eaten by others; Feel bothered if the food is that which my friends have eaten, but I have not; Ask parents to buy the food my friends have eaten but I have not; Use strategies to influence parental decisions.
Chaudhary and Gupta (2012)	Bargaining strategy: Offer deals. Persuasion strategies: Express opinion on product; Insisting that this is what he/she wants; Tell that all friends have it; Tell about the TV advertisement he/she saw about the product; Tell that the Brand is famous; Bring an external reason. Competition strategies: Propose fair competition to win a game. Emotional strategies: Nagging and Whining; Express anger; Be unnaturally nice to parents; Pretending illness to make parents sympathize. Aggressive strategies: Not eating; Stubbornly acting; Playing a trick; Hide things in the shopping trolley.
Godhani et al., (2012)	Pressure/Begging, Upward, Exchange, Coalition, Ingratiating, Rational, Inspirational, Consultation.
Saraf (2012)	Requesting purchase, Sweet talk, Reasoning, Pleading, Negotiation, Nagging, Demanding, Bargaining, Manipulation, Screaming, Humour.
Ali et al., (2013)	I indicated to my father/mother the fact that my other friends have it; I repeatedly reminded him/her of what I wanted; I nagged until he/she got irritated; I told him/her that I'd do some special things if he/she agrees with me; I became especially affectionate to him/her in hopes to get my way; I reasoned with my father/ mother, trying to argue my request logically; I made jokes trying to get my way; I asked repetitively for the product yet trying not to irritate him/her; I asked for the product in a way that sounded reasonable to him/her; I explained the reasons for my choice; I made him/her feel guilty in hopes to have him/her agree with me; I pleaded or begged him/her to agree with me; I simply asked my father/mother to agree with me; I appealed to his/her love and affection for me; I told my father/mother what I wanted; I just stated my needs; I tried to negotiate something agreeable to both of us.

Source: Computed based on the field data

Table 2: Final list of statements of influencing strategies to be included in the questionnaire

Author(s)	Statements
Marquis (2004)	I repeatedly demand and remind; I use silent treatment; I become unnaturally nice to parents/ talk sweetly.
Adapted from Yukl and Falbe (1990) by Wimalasiri (2004)	I appeal emotionally; I get support through older member of the family or family friend; I negotiate/offer deals; I use threats; I request logically.
Chaudhary and Gupta (2012)	I act firmly; I express anger; I hide things in the shopping trolley; I insist that this is what I want; I stop eating; I pretend illness to make parents sympathize; I tell about the TV advertisement; I tell that other friends have it; I tell that the brand is famous.
Saraf (2012)	I cry/make sound and express emotions/pain.
Ali *et al.,* (2013)	I tell the use of the product.

Source: Computed based on the field data

After designing the questionnaire, it is checked for accuracy to identify the gaps in the questionnaire and to ensure that the children are able to understand it. For this, pilot testing is done with a small sample of respondents. During the pilot testing, it is observed that the children of age group 6-10 years are not able to understand well the language of the questionnaire. Thus, to overcome this, flash cards are used and personal interviews are conducted for this age group. Moreover, both the questionnaires are refined in terms of language and clarity. After ensuring the reliability and validity concerns, the questionnaire is finalized to collect the primary data.

Sample

After the questionnaires, the primary data is collected from 1000 respondents (500 children and 500 parents). The respondents are taken from four districts (Kurukshetra, Karnal, Gurugram and Jind) of Haryana state selecting one from each zone ensuring the geographical spread of the state. The total sample size taken is 1000 (500 children and 500 parents). The selection of this sample size is in line with the good sampling practices recommended in literature (Israel, 2013). A combination of three sampling techniques have been used to reach to the target repsondents i.e. judgement, purposive and snowball sampling techniques. The districts are selected with judgement sampling whereas schools are selected with purposive sampling. Lastly, children are selected with snowball sampling technique. The sample unit includes children of 6-14 age group and their parents. These children belong to reputed and high fee structured private schools catering to upper and upper middle class. The final questionnaire is administered personally to the sample of 500 children and the data is collected from them. Each child is also given one questionnaire to get it filled from one of the parents and return it to his/her class teacher. Children and parents perspectives are taken separately so as to analyze similarity or difference in the opinions of children and parents in case of influencing strategies.

The collected data then undergoes the process of data preparation by editing, coding and transcribing. The filled questionnaires are checked for accuracy and 43 inconsistent questionnaires are discarded from children data and 60 from parents' data. The overwhelming response of the sample already makes the researcher available with the extra 125 questionnaires out of which 103 consistent questionnaires are used. Then, the missing responses in the questionnaires are treated with mean of nearby point to ensure the data fitness to develop the model in the study.

After coding, the data is treated to develop an empirical framework of influencing strategies using exploratory factor analysis. Further, an empirical model is developed using structural

equation modelling in AMOS . Finally, the data of children as well as parents is analysed and comparisons are made regarding the usage of influencing strategies.

Structural Equation Modelling (SEM)

Structural equation modeling deals with measurement model and structural model. The measurement model involves Confirmatory Factor Analysis (CFA) which confirms the factors extracted through Exploratory Factor Analysis (EFA) with the sample size of 500 children in this study. This data is analyzed by using two step structural equation modeling technique in AMOS version 23. In the first step, the measurement model validity is assessed with the help of CFA (*Hair et al., 2009*) whereas second step identifies the structural relationships among the variables in the hypothesized model (*Kline, 2011*). Literature indicates that a sample of 200 is considered to be adequate for SEM analysis (*Hoe, 2008, Hopper et al., 2008, Kline, 2011*). To achieve the objective of model development, firstly, the measurement model is developed which examines the unidimensionality, validity and reliability of items measuring the construct. The unidimensionality is examined through the standardized regression weights/factor loadings (0.6) and then, model fit indices are checked. After which the reliability and validity is established using various indicators like Construct Reliability, Average Variance Extracted, Mean Shared Variance and Average Shared Variance (*Zainudin, 2012, 2014, Afthanorhan, 2014*).The appropriate measurement model provides the eligibility to construct the structural model.

The structural model incorporates the multiple regression and path analysis to establish the relationship among measured variables in a diagrammatic way (*Chen et al., 2011*). It is used when researcher wants to predict the value of a variable based on two or more variables. The variable which is predicted is called dependent variable. The variables which are used to predict the value of dependent variable are called the independent variables. In this research paper structural model is not developed but to validate the empirical framework an empirical model using CFA is developed.

Data Analysis

The measurement parameters consist of developing an empirical framework using exploratory factor analysis and then developing an empirical model of influencing strategies in AMOS. To make the empirical framework and model reliable, robust and predictive, it is necessary to check reliability and validity. Reliability check is done through construct reliability whereas the validity parameter is examined through content as well as construct validity. The extensive literature review and expert advice is followed to attain the content validity whereas construct validity is achieved by taking convergent and discriminant validity. The convergent validity is accounted by factor loadings, Reliability and Average Variance Extracted (AVE). Discriminant validity is checked by calculating the Average Shared Variance (ASV) and Maximum Shared Variance (MSV). MSV of latent variable is calculated by squaring the maximum of all coefficients of its correlation with all other latent variables of the construct whereas ASV of latent variable is calculated by squaring the average of all coefficients of its correlation with other latent variable of the construct (O'Leary-Kelly & Vokurka, 1998).

The empirical model thus developed can be used further to study any relationship with other dimension of children influence like socialising agents and product categories. This realistic and robust model helps the marketers to get insight of the children market and behaviour of children.

To find out the influencing strategies used by children from children perspective, the children data is analysed using various descriptive statistics and one sample t-test. To compare the children

perspective with parents' perspective, independent t-test at a 5 per cent level of significance is used throughout the study to analyse the data. The independent t-test is the best method to determine the statistically significant difference between the means of two unrelated groups. The results of both the groups are significantly different.

Results and Discussion

Development of empirical framework of influencing strategies

The data collected for influencing strategies is further subjected to exploratory factor analysis using the principal component method. The initial Kaiser-Meyer-Olkin (KMO) is found to be 0.853. However, due to very low communalities (<0.5) (Malhotra and Dash, 2016) of few statements like, I act firmly (0.381); I become unnaturally nice to parents/talk sweetly (0.496); I appeal emotionally (0.457); I get support through older member of the family or family friend (0.356); I insist that this is what I want (0.395); I negotiate offer deals (0.383); I tell that other friends have it (0.380), these seven statements are removed. The factor analysis is again performed on the remaining statements and the final value of KMO is estimated to be 0.839 (greater than 0.5) proving the fitness of data for factor analysis. The Bartlett's test of Sphericity is 3496.438 at an observed significance level of 0.00. Three factors are extracted from factor analysis as their eigen value is greater than 1 and explain 73.898% variance. Table 3 reveals the results of factor analysis for influencing strategies.

Table 3 Results of factor analysis for influencing strategies

Factor items	Rotated factor loadings	Communality	Eigen value	Percentage of variance	Cumulative percentage
Factor 1 Hysterical Strategies					
I express anger	0.836	0.712			
I cry/ make sound and express emotions/pain	0.826	0.701			
I hide things in the shopping trolley	0.812	0.679	3.358	27.981	27.981
I stop eating	0.750	0.646			
I pretend illness to make parents sympathize	0.761	0.637			
Factor 2 Knowledge and Hostile Strategies					
I tell that the brand is famous	0.866	0.772			
I tell the use of the product	0.851	0.751	3.119	25.994	53.974
I use silent treatment	0.853	0.788			
I use threats	0.855	0.795			
Factor 3 Logical Strategies					
I repeatedly demand and remind	0.876	0.778			
I request logically	0.890	0.797	2.391	19.923	73.898
I tell about the TV ad of the particular product	0.895	0.810			

Source: Computed based on the field data

The reliability is verified with Cronbach's coefficient alpha (α) and the item-total correlation is computed to see the internal consistency of all factors (Table 4).

Table 4 Internal consistency and reliability coefficient of factors for influencing strategies

Factor items	Item-total correlation	Cronbach alpha	Decision
Factor 1			
I express anger	0.723		
I cry/ make sound and express emotions/pain	0.717		
I hide things in the shopping trolley	0.708	0.875	Accepted
I pretend illness to make parents sympathize	0.685		
I stop eating	0.690		
Factor 2			
I tell that the brand is famous	0.776		
I tell the use of the product	0.758		
I use silent treatment	0.799	0.903	Accepted
I use threats	0.799		
Factor 3			
I repeatedly demand and remind	0.732		
I request logically	0.746	0.868	Accepted
I tell about the TV ad of the particular product	0.769		

Source: Computed based on the field data

The factor analysis ultimately resulted into three factors which constitute the influencing strategies (Table 3). The description of each factor is given as under:

Hysterical Strategies

The first factor is identified as Hysterical Strategies. This factor contains five statements in which child displays some form of verbal or non verbal aggression. Tactics like expressing anger, pretending as crying and stop eating show the hysterical expressions of child while hiding things in shopping trolley is a mischievous side of child. The statement *I express anger* indicates highest (0.836) loading in this factor reflecting that children display aggression to their parents.

Knowledge and Hostile Strategies

The next factor concluded by this analysis is Knowledge and Hostile Strategies which contains four statements about how child displays his/her knowledge about the brand and use of the product like telling that this brand is famous and telling the use of the product. Children also pressurise their parents by using hostile strategies like sulking or giving threats. As per the results of factor analysis, children mostly use knowledge strategy like *telling about the brand is famous* with highest loading of 0.866.

Logical Strategies

The last factor extracted is named as Logical Strategies. Children regularly utilize this strategy by quoting the *TV ad of the particular product* as this statement acquires highest stack of 0.895. Child also brings some intelligent clarification to his/her demand into discussion like requesting logically with loading of 0.890 whereas children sometimes become so stubborn that they repeatedly demand and remind their parents so that their wish should be fulfilled (0.876).

Development of Empirical Model

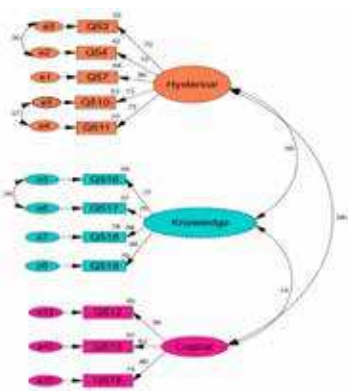
For influencing strategies (Latent construct), the empirical framework provides three influencing strategies that are hysterical strategies, knowledge and hostile strategies and logical strategies (latent variables). To develop the measurement model, Confirmatory Factor Analysis (CFA) in structural equation modelling technique is applied and the reliability of each latent variable is measured with coefficient alpha (Cronbach, 1951). Table 5 depicts the standardized regression weights, reliability coefficients and item codes. The above table reflects that the higher value of Cronbach alpha (0.7) signifies the internal consistency among the observed variables of a latent variable. Moreover, the higher values of standardized regression weights (0.5) also show significant correlations among the observed variables (Hair et al., 2006). After checking the standardized regression weights/factor loadings and Cronbach alpha, the measurement model is developed and is shown in Figure 2.

Table 5: Standardized regression weights and reliability coefficients for measurement model of influencing strategies

Latent variables	Item codes	Observed variables	Standardized regression weights	Cronbach alpha
Hysterical Strategies	Q53	I express anger	0.723	0.875
	Q54	I cry/make sound and express emotions/pain	0.724	
	Q57	I hide things in the shopping trolley	0.803	
	Q510	I stop eating	0.727	
	Q511	I pretend illness to make parents sympathize	0.717	
Knowledge and Hostile Strategies	Q516	I tell that brand is famous	0.769	0.903
	Q517	I tell the use of the product	0.752	
	Q518	I use silent treatment	0.883	
	Q519	I use threats	0.887	
Logical Strategies	Q512	I repeatedly demand and remind	0.803	0.868
	Q513	I request logically	0.821	
	Q514	I tell about the TV ad of the particular product	0.863	

Source: Computed based on the field data

Figure 2 Empirical model of influencing strategies with standardized estimates



The above model constitutes three latent variables i.e. hysterical strategies, knowledge and hostile strategies and logical strategies with 12 observed variables. The small circles in the above figure signify the error terms/residuals with which three covariances are drawn to achieve the acceptable model fit indices as directed by Modification Index (MI) (Joreskog and Sorbom, 1988). The model fit indices are shown in Table 6.

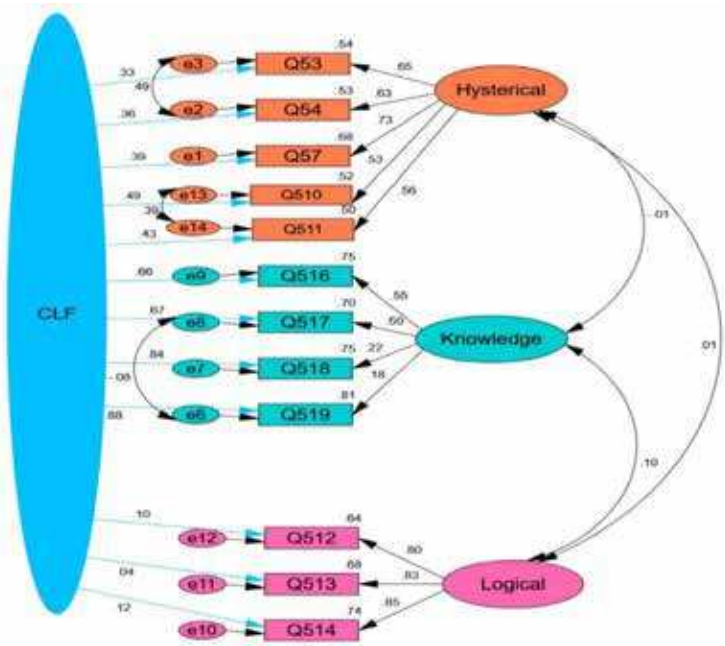
Table 6 Goodness-of-Fit indices of measurement model of influencing strategies

	Model fit indices	Threshold fit indices	
CMIN/DF	1.546	< 3	(*Kline, 1998*)
CFI	0.992	> 0.90	(*Byrne, 2010*)
PCLOSE	0.997	> 0.05	(*Kenny, 2015*)
RMSEA	0.033	< 0.05	(*Brown and Cudeck, 1993*)
Standardized RMR	0.039	< 0.08	(*Hu and Bentler, 1999*)

Source: Computed based on the field data

Table 6 shows that the model fit indices are in line with the suggested threshold fit indices. This indicates the appropriateness as well as goodness of fit of the model which further signifies that the constructed model is sound and meets all necessary criteria. Further, the model is tested for common bias method by using Common Latent Factor (CLF) to ensure that there is no biasness of any kind while collecting the data and further in developing the model (Figure 3).

Figure 3 Empirical model of influencing strategies with common latent factor and standardized estimates



The common method bias test is performed to investigate the presence of significant shared variance and the results of this test are shown in Table 7. The values of χ^2, degree of freedom and p-value indicate the presence of significant shared variance. Then, the fit indices of empirical model with CLF are checked (Table 8).

Table 7 Results of common method bias in empirical model

	χ^2	*df*	p-value
Unconstrained	31.827	36	
Fully constrained	74.2	48	
Number of groups		2	
Difference	42.373	12	0.000

Source: Computed based on the field data

Table 8 Goodness-of Fit indices of empirical model of influencing strategies with CLF

	Model fit indices	**Threshold fit indices**
CMIN/DF	1.175	< 3
CFI	0.999	> 0.90
PCLOSE	0.986	> 0.05
RMSEA	0.019	< 0.05
Standardized RMR	0.0215	< 0.08

Source: Computed based on the field data

Before checking the validity, the unidimensionality and reliability have been verified. The unidimensionality is achieved when the measuring observed variables have acceptable factor loadings/standardized regression weights for the respective latent variables (Table 5). The Comparative Fit Index (CFI) of 0.90 or above indicates the presence of strong evidence of unidimensionlity for the scale (Byrne, 1994). After establishing the Construct Reliability (CR), the model is subjected to validation analysis (Ahire et al., 1996).

The validation analysis is a process of assessing the validity of the developed model. The convergent validity is assessed by means of Factor loadings, Reliability and Average Variance Extracted (AVE) as shown in Table 9.

Table 9 Reliability and validity assessment of the empirical model

Latent variables	CR	AVE	MSV	ASV
Hysterical Strategies	0.858	0.547	0.253	0.129
Knowledge and Hostile Strategies	0.895	0.681	0.253	0.136
Logical Strategies	0.869	0.688	0.019	0.012

Source: Computed based on the field data

It is clear from the Table 9 that all the three required conditions (CR > 0.7, AVE > 0.5 and CR > AVE) to achieve convergent validity are satisfied. This ensures the adequate convergent validity of the developed model. Discriminant validity is achieved by calculating the Average Shared Variance (ASV) and Maximum Shared Variance (MSV). MSV of latent variable is calculated by squaring the maximum of all coefficients of its correlation with all other latent variables of the construct whereas ASV of latent variable is calculated by squaring the average of all coefficients of its correlation with other latent variable of the construct (O'Leary-Kelly and Vokurka, 1998). The two conditions required for achieving the discriminant validity (AVE > MSV and AVE > ASV) are satisfied which ensures the adequate discriminant validity of the empirical model (Table 9).

Influencing strategies used by children: Children perspective

Table 10 clearly shows that children use logical strategies more to justify their viewpoints followed by knowledge and hostile strategies and hysterical strategies. The significant results of t-test reject the null hypothesis (H01) that influencing strategies used by children play no role in parents purchase decisions which gives clear evidence that children use the influencing strategies to alter the parents' purchase decisions according to their own choices.

Table 10 Comparison of parents and children opinions in case of influencing strategies

Influencing strategies	Respondents	Mean	Standard error	t-value	p-value
Hysterical Strategies	Parents	4.364	0.017	-37.966	0.000*
	Children	2.428	0.048		
Knowledge and Hostile Strategies	Parents	3.058	0.019	-11.422	0.000*
	Children	2.443	0.050		
Logical Strategies	Parents	4.218	0.022	-18.900	0.000*
	Children	3.126	0.053		

*Source: Computed based on the field data * p<0.05*

Comparison of parents and children perspectives in case of influencing strategies

The last objective of the study is to compare the parents as well as children opinions in case of influencing strategies. This objective is designed to explore that whether parents and children think alike or they have different opinions regarding children usage of influencing strategies in family purchase decisions.

Table 10 indicates that the mean values are statistically significant at 95% level of significance. This rejects the null hypothesis (H02) that there is no significant difference among the opinions of parents and children in case of influencing strategies. The two opinions are significantly different as parents feel that children use more hysterical and logical strategies for getting their demand fulfilled whereas children emphasis that they use more logical strategies rather than hysterical and knowledge and hostile strategies.

Conclusions, Managerial Implications and Limitations

The present study involves the development of empirical framework of influencing strategies. For developing this framework, firstly the pool of statements is created with extensive literature review and then, overlapping/duplicate statements are deleted. The remaining statements are further discussed with parents and experts to create a final pool of influencing strategies. This procedure resulted into pool of 19 influencing strategies. All these influencing strategies are incorporated in the questionnaire which is administered personally to the sample of 500 children and their parents. After the process of data collection and data preparation, data analysis is carried out. For this purpose, exploratory factor analysis is used which results into three factors namely: hysterical strategies, knowledge and hostile strategies and logical strategies. The reliability and internal consistency of these factors are checked with Cronbach alpha and item total correlation, whereas validity is assessed by Confirmatory Factor Analysis (CFA). The goodness of fit criteria is established for the model and also a common latent factor is introduced to avoid any kind of biasness to the model. Further, the validity is achieved through convergent and discriminant validity.

As far as the managerial implications are concerned, this empirical framework provides an insight of set of influencing strategies with which children alter their parents purchase according to their choices. This framework gives a clear understanding to the marketing managers about the tricks and tactics used by new generation. To tap the children's market, marketers need to know what kind of influence tactics children use to persuade their parents. The marketers should also understand the various strategies; a child uses to pester his/her parents. This study provides a set of various influencing strategies that can be considered while designing the advertisements/ promotional programmes for children. Further, the empirical model with adequate goodness of fit and validity justifies that the empirical framework is reliable, robust and will surely be effective if used in best way. This model helps the marketing managers to get insight of the children market and behaviour of children. In today's scenario, the role of children in family has changed drastically. The growth of the nuclear families with increasing income levels, less number of children, more exposure of children to modern media and inability of parents to spend quality time with their children has given boost to pester power and ultimately made parents' crazy. Many companies have started servicing this segment by luring the children with various means to tap the young potential effectively.

Like every study, this study also suffers from couple of limitations. Firstly, the study results in the development of a reliable and valid model to predict children influence on parents' purchase decisions taking influencing strategies into account, but the applicability of this empirical model is limited to the effective implementation of the strategies. The marketers should be aware of the tantrums thrown by children to pester their parents and also how parents take their tantrums. They should reach to various platforms where children can easily be attracted. Secondly, the sample is selected on the basis of judgement, purposive and snowball sampling techniques. Further, the opinions of children aged between 6-14 years only are taken. The children below and above this age limit may differ in their opinions. Moreover, these opinions may be biased and may change over a period of time with the economic, social and marketing developments. Lastly, this study achieves the reliable, valid and valuable results but still these should be considered with caution. Although an adequate sample (500 children and 500 parents) is selected for data collection and literature recommends this number sufficient enough to generalize the findings but still, the perfect representation of the sample can be questioned.

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Author's Profile

Chetna Arora is a Research Scholar at the University School of Management, Kurukshetra University, Kurukshetra, India. She has presented many research papers on contemporary areas at various national and international conferences and seminars. Her research area is consumer behaviour and branding.

Saloni Pawan Diwan is an Assistant Professor at the University School of Management, Kurukshetra University, Kurukshetra, India. Dr Diwan's research areas include brand positioning, marketing communications, brand image, brand loyalty and consumer behaviour. She has presented research papers at various seminars and conferences of national and international repute. Dr Diwan's research work appears in Journal of Strategic Marketing, Journal of Brand Strategy, Euromed Journal of Management, Indian Journal of Marketing and Prabhandhan: Indian Journal of Management.