

An investment in knowledge pays the best interest

Benjamin Franklin

CHAPTER I

PERSUASIVE MARKETING IN THE CONSUMER SOCIALIZATION PROCESS OF THE ADOLESCENT IN CHENNAI AND HYDERABAD – A COMPARATIVE STUDY

I.1.0INTRODUCTION

I.1.1. Children and business

The consumer is called the king of today's market [1]. 'He is always right' is what the marketers forced to believe. Every marketer tries to go that extra mile which will please and delight his consumer [2]. He is at the center stage of all market activities. It is the constant endeavor of producers that the production of the product must conform to the needs of consumers. The last two decades have witnessed an ever expanding interest in CONSUMERISM [3] and effect of this is seen in every spectrum of business. In the current fight for market shares, the marketers are indulging in an extraordinary coverage of the kids' market in myriad ways [4]. It has been a successful step to market to the kids and children who form a dominant part of tomorrow's adult market [5]. In today's 'commercialized childhood'[6], the kids are getting introduced to shopping experiences, product positioning, media coverage, celebrity endorsements and every other possible way where they could be ultimately mesmerized into purchases.

A few marketing experts opine that big corporations are trying to bring about a situation where kids are exposed to their brands in as many different places as possible almost anywhere they happen to spend their day [7].

I.1.2. Is marketing ethics losing flavor?

Children of today constitute an important buying power which no marketer can neglect. Initially they start their sojourn as customers for the products meant for them [8]. Later they enter the phase where their dominance is witnessed even with regards to the products for the entire family [9]. Most importantly, they prove to be potential future customers to those producers who satisfy them at a tender age and prove to be to their liking. This way, every child gives the marketer a chance to build a cradle-to-grave brand loyalty [10]. This generation of children has been the most brand conscious ever [11]. This goes to a large extent in persuading the marketer to "catch 'em young" [12].

With exclusive websites and TV channels being launched for kids, children and the adolescent, their exposure to advertisements and the messages from the marketers is supposedly too huge and more than what their parents and grandparents had [13]. Children are naive. They are at a stage of development called proximal development. At this stage, children simply believe in what they see [14]. They have more trust on anything than an adult has. They lack the mental capability to look at things with more clarity. Consequently, this makes them very vulnerable to exploitation [15].

I.2 CHILDREN'S MEMORY

I.2.1 Infant memory starts from an early stage

Generally people argue that nobody would ever remember anything which happened before we attained the age of 2 or 3. What psychologists have done, though, is to examine the emergence of memory in our first few years with a series of classic experiments. One classic experiment, devised by Professor Carolyn Rovee-Collier and colleagues in the 1960s [16] provides us an insight into what infants can remember. This method had produced some great evidence about how and when infants' memories develop. In their experiment, Rovee and Rovee (1969) had infants of between 9 and 12 weeks lay comfortably in their cribs at home looking up at a mobile covered with brightly colored wooden figures. A cord was then attached to their foot connecting it to the mobile. This meant that if the infants kicked out the mobile would move. And, if they kicked out hard, the wooden figures would bump into one another and make a pleasant knocking sound. The more the little kids kicked, the more of a kick they get from the mobile. This experiment is all about seeing if an infant can be conditioned to kick its foot to make the mobile move. What Rovee and Rovee (1969) observed was that even infants as young as 8 weeks old could learn the association between kicking and the resultant movement in the wooden figures [17].

I.2.2 Visualization of infants – a research

There was a study undertaken in Boston in 2007 on how the kids who were two years and even below can visualize the sight of out-of-sight objects just by listening to the descriptions [18]. Boston University psychologist Patricia Ganea and her colleagues asked 19-month and 22-month -old infants to name a toy that was presented to them in the lab. After some time, they hid the toy in an adjoining room. The kids then were given a mental picture that the toys were drenched after someone had emptied a bucket of water on them. When they were led to the other room the kids went to pick the wet toys and not the dry versions of the same which

goes a long way in proving that kids as young as 22 months are able to visualize something they are not shown at all [¹⁹].

The result of the study has been useful to many marketers rather than parent or anybody else who would wish to tame and mould the child based on the observation of the child's envisioning capabilities. Making the kids see in their mind's eye has come handy to many marketers who manufacture not only child related articles but also those products in the purchase of which the kids play a major role [²⁰]. Kids these days have spread their wings from buying their toys to impacting the acquisition of many more goods for the entire family [²¹].

I.2.3 Fact sheet-expenditure by companies on advertisement

According to the facts released by

<http://commercialfreechildhood.org/factsheets/overview.pdf>, [²²] in 2012

- Companies spend about \$17 billion annually marketing to children, a mammoth increase from the \$100 million spent in 1983.
- Children under 14 spend about \$40 billion annually as against \$6.1 billion which 4 to 12 year old children spent in 1989
- Teens spend about \$159 billion.
- Children under 12 influence \$500 billion in purchases per year.
- This generation of children is the most brands conscious ever. Teens between 13 and 17 have 145 conversations about brands per week, which is approximately twice as many as adults.

I. 3 CONSUMER SOCIALIZATION

I. 3 .1 What is Consumer Socialization?

Generally socialization could be described as the process whereby a kid eventually becomes a more or less perfect member of a society in all respects and acquires the skills necessary to function amid the culture in which it is born and begins to grow [²³]. A kid is quite active in this process as it starts attentively listening to everybody it comes across to learn the language, culture and the behavior. A newborn baby also has its own biological needs which it expects to be taken care of. This socialization process never ends in anybody's life [²⁴].

Learning to be a part of the environment equipping ourselves in every aspect becomes an essential skill to socialize in our environment. But every individual is different in his own way of socializing which results in different behaviors and consumption patterns. For a child the primary driver or the factor behind its behavior is its own family and its members who interact with it. Later the learning process and strategy are extended to the other influences like school, neighbors, peer-groups or the media.

Consumer Socialization could be appropriately defined in the words of Lowery and Fleur as “the developmental process by which young people acquire the knowledge, attitudes and skills relevant to their functioning in the marketplace” [25] [26] [27] [28].

It is indicated that consumer socialization contributes to the acquisition of different consumer-related opinions (Bandura, 1989, 2001, Moschis and Churchill, 1978 ; Ward, 1974). Ward (1974) initially recognizes the consumer socialization process—the processes by which young people acquire skills, knowledge, and attitudes specifically related to their role of consumers in the marketplace. This process can be explained by two major theoretical models: the **cognitive development** model [29] and **social learning model** (Ward, 1974). *Cognitive development* model attaches importance to the cognitive-psychological aspect [30] of learning (Ward, 1974; Moschis and Churchill, 1978). It takes place from infancy to childhood, through the individual’s continuous adjustment to the varying and dynamic environment.

In American research the term “consumer socialization” has been used since the 1970s to study different aspects of children’s and young people’s relations to market places, shopping and advertising (De Bens & Vandenbruæne 1992, Bjurström 1994 and John 1999). Over all those studies have focused on factors that might contribute to children’s choice of and knowledge about consumer products, as well as their behavior in different kinds of markets and the growth of consumer skills.

An individual slowly develops more and more skills to deal with the external world, and develops his/her own judgments toward the environment through interactions with the various components of the environment (Moschis, Moore and Stanley, 1988) [31]. Therefore, this process is a composite of several developmental stages of learning throughout the childhood. These stages are when the individual learns the basic knowledge and skills [32].

The influence of socialization agents results in social learning (Moschis and Churchill, 1978). These socialization agents may be persons or organizations directly involved in an individual's information seeking process, and they will transmit norms, attitudes and behaviors to the learner (Moschis and Churchill, 1978). The individual therefore acquires knowledge, attitudes and behaviors from the agents through mechanisms such as modeling, reinforcement and social interaction and practice (Moschis and Churchill, 1978). Socialization agents may be family members, peers, mass media and school (Bush, Martin and Bush, 2004) [³³]; Moschis and Churchill, 1978; Ward, 1974).

Initially the interest in the area of consumer socialization was triggered by queries about children's knowledge and understanding of advertising [³⁴]. The early theories came out with a few startling revelations about the necessity to monitor and regulate the advertisements meant for children since children as such lacked the capability to identify the persuasive intents of the commercials [³⁵]. The psychologists opined that the children under a certain age considered the commercials to be true and were not able to recognize the real intentions of the marketers who targeted them to make handsome profits [³⁶]. It is an undisputed truth that children possess a lot of nagging and pestering power to get their things done or bought [³⁷].

An understanding of advertising intent usually emerges from the time most children are seven or eight years old (Bever et al. 1975 [³⁹]; Blosser and Roberts 1985) [⁴⁰]. Prior to this age, young children view advertising as entertainment or as a form of unbiased information. Research has shown that children younger than 8 years are cognitively and psychologically defenseless against advertising . They do not understand the basic idea of commercials to sell and hence they take and accept advertisements for real.

I.3.2. Who are Adolescents?

As per WHO, the adolescents are the young people between the ages of 10 and 19 years – are often thought of as a healthy group.

The Medical Dictionary defines adolescence as the period between puberty and the completion of physical growth, roughly from 11 to 19 years of age.

In crux **Adolescent Development And Participation Unit Programme Division**, United Nations Children's Fund (UNICEF), New York, 2005 **explains adolescence as follows;**

The stages of adolescence can be separated into three: **early** (10-13 years of age), **middle** (14-16), and **late** (17-19). In early adolescence, that is between 10 and 13 years *physical* changes include physical and sexual maturation. These changes continue through middle adolescence into the late stage, that is between 14 and 16 years. *Cognitively*, adolescents in the early stage develop concrete thinking abilities, while in middle and late adolescence, the young person moves to thinking abstractly and can develop reasoning skills. *Emotionally*, adolescents in the early stage are beginning to explore decision-making opportunities, while in the middle stage, they begin to develop a sense of identity, established more fully in late adolescence. *Socially*, during this stage, peers become a bigger influence and sexual interest usually begins. During the middle stage of adolescence, peers continue to hold influence, and sexual interest develops further. Finally, in the late stage, transitions to work and further schooling take place. *Behaviorally*, early adolescents begin to experiment with new ways of behaving, while middle adolescence is considered a time of risk-taking, ending in late stage adolescence, during which assessment of one's own risk taking occurs.

I.4 STAGES OF SOCIAL DEVELOPMENT

I.4.1 Jean Piaget's Four-Stage Theory: How Children Acquire Knowledge

Jean Piaget has the dubious distinction of having generated the most criticized theory of all times; 'the four stage theory', which throws light as to how children acquire knowledge and skills to understand the marketing tactics adopted by marketers and shape themselves into a complete adult who could make independent decisions while purchasing [⁴¹].

His inquisitiveness began when he noticed his 7 month old daughter trying to grab a toy when it was visible to her but did not make an attempt to do so when it was behind the fold of her bed and out of her sight. What Piaget deduced from these observations, along with many experiments, was that children do not initially understand the idea that objects continue to exist even when out of sight. This concept, he thought, children had to work out by themselves by interacting with and experiencing the world [⁴²].

I.4.2 Stages of cognitive development

The cognitive development of a child was much researched and exposed by Jean Piaget (1896-1980) who proposed his theory by explaining 4 stages of a child's development into a complete adult. He has presented a much researched and detailed analysis of these 4 stages in a child's life [⁴³].

- a) **Sensorimotor** which is the period from birth to 2 years of age when the child starts differentiating between objects and begins to seek them unintentionally.
- b) **Pre-operational stage**, denotes the period between 2 and 7 years, which is characterized by learning to react verbally, representing objects by images and words and finding it difficult to accept others' views and notions.
- c) **Concrete operational stage**, represents the period between 7 and 11 years, when he exhibits the capability to think logically about numbers and objects. This is also the phase where he learns to classify objects according to the features.
- d) **Formal operational stage** is the period above 11 years of age of any child when he learns to test hypothesis systematically.

Vast differences exist in the cognitive abilities and the resources available to the children at these stages which bring about a distinction in their behavior and this is of utmost importance and interest of the researchers. Beyond Piaget's approach, information processing theories of child development provides additional explanatory power for the types of cognitive abilities experienced by children as they mature. In the consumer behavior literature, children have been characterized as belonging to one of three segments—strategic processors, cued processors, and limited processors— based on information processing skills they possess. According to **Roedder**, strategic **processors** are those who are 12 years and older who apply a variety of strategies to store information. **Cued processors** are those who fall between 7 and 11 years of age who have strategies for storage but need external cues or prompts to deploy the strategy effectively. Most children under the age of 7 are **limited processors** with processing skills which need perfection to be utilized successfully in learning situations [⁴⁴].

The stage of social development, which is featured by selflessness and humanity, perceptions are formed and children try to create their own impressions about things and people. They try to analyze the views of those around them and attempt to establish a link between their preference and the drivers behind the preference. Under social development concept, the child's interaction and the resultant changes in his behavior or perception is analyzed.

According to Selman (1980), the social development starts with the kindergarten phase, which is from 3 to 6 years of age during which he does not even realize that others also would have views about a particular article or event. This stage is aptly named as **egocentric stage** since the child respects only his ego. The next phase is between 6 and 8 years age when children recognize that others also may have their own versions about things which is due to their access to different information sources and this stage is mentioned in the literature as **social role taking stage**. The **self-reflective role** taking stage follows next, between 8 and 10 years of age when the child understands others' viewpoints. The next stage is **Mutual role taking**, when the child tries to make a comparison between others' opinion and his own on any subject. This is a most important juncture as much social interaction, such as persuasion and negotiation, requires dual consideration of both parties' perspectives. The final stage, **social and conventional system role taking** (ages 12–15 and older), features an additional development, the ability to understand another person's perspective as it relates to the social group to which he (other person) belongs or the social system in which he (other person) operates [⁴⁵].

These frameworks make us understand as to why children do not understand the advertisement's persuasive intent until they reach the elementary school level. Thus consumer socialization occurs throughout a series of different phases as a child matures in the childhood.

I.4.3 Erik Erikson's eight stage theory

The importance of middle childhood, as a developmental period, was not always recognized by scholars. The grand theorists Freud and Piaget saw middle childhood as a plateau in development, a time when children consolidated the gains they made during the rapid growth of the preschool period, and when they prepared for the dramatic changes of adolescence. Erik Erikson [⁴⁶], however, who proposed the "eight stages of man" [⁴⁷], stressed the importance of middle childhood as a time when children move from home into a wider social environment that strongly influence their cognitive development. Erikson treated the years between 7 and 11 as the time when children should develop what he called "sense of industry" and learn to cooperate with their peers and adults. Children who do not master the skills required in these new settings are likely to develop what Erikson called a "sense of inferiority," which can lead, in turn, to long lasting intellectual, emotional, and interpersonal consequences. Middle childhood is marked by several types of advances in learning and

understanding. During this period, in school and wherever they spend time, children acquire the fundamental skills considered to be important by their culture. Skills of self-awareness also develop dramatically in middle childhood.

Three key forces combine to influence children's self-confidence and engagement in tasks and activities during the middle childhood years: (1) cognitive changes that heighten children's ability to reflect on their own successes and failures; (2) a broadening of children's world to encompass peers, adults, and activities outside the family; and (3) exposure to social comparison and competition in school and among peer groups. Middle childhood gives children the opportunity to develop competencies and interests in a wide array of domains.

Finally, alongside their increasing ability to reflect on themselves, children also develop the ability to take the perspective of others. They come to understand that others have a different point of view and different knowledge than they have, and they come to understand that these differences have consequences for their interactions with other people. In the middle-childhood years, children spend less time under the supervision of their parents and come increasingly under the influence of teachers. As children get older, they also seek to contribute to their best friends' happiness, and they become sensitive to what matters to other people.

Fig 1.1 Stages of development according to Erik Erikson

Stages of development According to Erik Erikson	
Approximate Age	Developmental Task or Conflict to be resolved
Birth to 1 year	Trust vs. Mistrust: Babies learn either to trust or mistrust that others will care for their basic needs, including nourishment, sucking, warmth, cleanliness and physical contact.
1 to 3 years	Autonomy vs. Shame and doubt: Children learn either to be self-sufficient in many activities, including toileting, feeding, walking and talking, or to doubt their own abilities
3 to 6 years	Initiative vs. guilt: Children want to undertake many adultlike activities, sometimes overstepping the limits set by parents and feeling guilty.
7 to 11 years	Industry vs. inferiority: Children busily learn to be competent and productive or feel inferior and unable to do anything well.
Adolescence	Identity vs. role confusion; Adolescents try to figure out. “Who am I?”. They establish sexual , ethnic and career identities or are confused about what future roles to play.
Young adulthood	Intimacy vs. Isolation: Young adults seek companionship and love with another person or become isolated from others.
Adulthood	Generativity vs. Stagnation: Middle-aged adults are productive, performing meaningful work and raising a family or become stagnant and inactive.
Maturity	Integrity vs. Despair: Older adults try to make sense out of their lives, either seeing life as a meaningful whole or despairing at goals never reached and questions never answered.

1.5 ADVERTISEMENT TO CHILDREN – a brief history.....

In the 1970s, both Federal Communications Commission (FCC) and the Federal Trade Commission (FTC) completed a huge task of extensive examination of those advertisements targeting young minds [48]. The FCC instructed the networks to voluntarily hold back the commercial time in between children’s programmes. The FTC compiled a report stating that it was totally unfair on the part of the marketers to direct commercials at the impressionable young minds to make profits but it was not a fruitful attempt. It was in 1990 that the congress passed the Children’s Television Act (CTA) which instructed the FCC to enforce certain regulations regarding the commercials meant for children.

The two main requirements of the CTA are: (1) the FCC must establish standards for broadcasters regarding the amount of children's television programming aired and (2) broadcasters must curb the amount of commercial time between children's television programs to 10.5 minutes per hour or less on weekends and 12 minutes per hour or less on weekdays.

In all, the average child sees 40,000 television ads per year [⁴⁹]. Also, over half of American children have television sets in their rooms, indicating that many children are watching a significant amount of television without direct parental supervision. In addition to the evidence that children view large amounts of commercial material, considerable evidence indicates that children have difficulty distinguishing a commercial from the program that they are watching. Congress recognized that children who cannot distinguish between commercials and programs will be harmed by excessive exposure to commercials; children who do not know they are watching a commercial cannot be expected to change channels when they view a commercial

I.5.1 Advertising codes in various countries

Generally advertisements directed to children cannot be hazardous to their physical or mental being [⁵⁰]. Many marketers advertise their brands in such a way that a kid who happens to watch the commercial would feel the necessity for the brand and utilize his or her sources to possess it. This has been felt in many nations which have framed special regulations for advertising to children.

I.5.1.1 Canada:

In Canada, there are rules that advertisers must follow when advertising to children. Some of them are

1. Advertisers must not use words like "new," "introducing" and "introduces" to describe a product for more than one year.
2. Advertisers are not allowed to exaggerate or make kids believe their products are better than it really is.
3. Advertisers are not allowed to recommend that kids *have* to buy their product, or that they *should make* their parents buy it for them
4. Advertisers cannot use well-known kids' entertainers (including cartoon characters) to promote or endorse a product

I.5.1.2 Quebec

Section 248 of the Consumer Protection Act in Quebec prohibits any marketer from making use of commercial advertising directed at persons less than thirteen years of age. Section 249 attempts to determine whether or not an advertisement is directed towards a person less than 13 years of age and importance must be given to

- (a) The nature and intended purpose of the goods advertised;
- (b) The manner of presenting such advertisement;
- (c) The time and place it is shown.

I.5.1.3 Ireland

Marketing communications addressed to children:

- Should not feature products that are unsuitable for those children;
- Should not exaggerate what is attainable by an ordinary child using the product and should not make it difficult to judge the actual size, characteristics and performance of any product advertised;
- Should not ask them to disclose personal information about themselves or their families
- Should not minimize the price of products by the use of such words as "only" or "just".

I.5.1.4. Australia

Australian Association of National Advertisers puts the regulation of advertising to children as follows.

- (a) Must not mislead or deceive Children;
- (b) Must not be ambiguous; and
- (c) Must fairly represent, in a manner that is clearly understood by Children:
 - (i) The advertised Product;
 - (ii) Any features which are described or depicted or demonstrated in the Advertising or Marketing Communication;
 - (iii) The need for any accessory parts; and

I. 5.1.5. Great Britain

The Broadcast Committee of Advertising Practice in Britain bluntly states that

1. Advertising must not make use of children's inexperience or sense of loyalty
2. If advertisements for products of interest to children show or refer to characteristics which might influence a child's choice, those characteristics must be easy for children of the appropriate age to judge
3. The marketers should not try to show his price as minimal by adding words like 'only' or 'just'
4. Although children have their preference to select their product, marketers should not directly or indirectly advise them to buy their products

I.5.1.6. India

No advertising is permitted in India if directly or indirectly it suggests that not

buying that brand would mean lack of loyalty to the organization or any person.

In short the ASCI (Advertising Standard Council of India) [⁵¹] regulations specify the following in the Indian advertising arena.

- 1) No advertisement should encourage minors to try doing hazardous things which the models or the celebrities in the advertisement do.
- 2) Commercials should not feature minors using tobacco or alcohol based products
- 3) Advertisements should not feature any celebrity for a product which either require a health warning or cannot be purchased by minors
- 4) The product should not make any direct or indirect reference to the prohibited or restricted products.

I.5.2 TELEVISION ADVERTISEMENTS DO HAVE GLAMOR

Television constitutes the largest segment of the ad-spent by all categories. There are more than 70 television channels in India, reaching 24 million cable and satellite homes and with over 150 million viewers. Advertising budgets climb up every year.

McDonald's spends 2 billion dollars on advertising alone annually [⁵²]. Consumer goods companies spend anything between 5 to 15% of their turnover on brand building and advertising. The largest consumer goods company in India, Hindustan Unilever spend Rs.724 crores on advertising and Colgate spends almost 18% of its 11 billion turnovers on advertising (Pooja Dogra, 2006).

The neck tight competition for attention induces advertisers to use infants, babies, toddlers and older boys and girls in the hope that it will catch the attention of both youngsters and elders. The extensive use of children of 0 – 14 years by the hidden persuaders has several implications. Normally child labor issues are regarding 5 – 14 year olds, but in this industry even new born and the babies are used to create an additional impact.

Cumulative evidence shows that children have a low capability to analyze television advertising (John, 1999). Recent research (Owen, Lewis, Auty and Buijzen, 2009) indicates that children have difficulty in comprehending the persuasive intents in the new generation of advertising, such as Advergaming, branded websites, and advertising on social network sites. This issue has raised serious concerns about children's advertising literacy from scholars (Owen et al., 2009; Stern & An, 2009) and suggests the need of a media literacy program focused on this new interactive advertising to enhance children's defense against these covert tactics and the influence of advertising on their preferences of food products.

A few scholarly articles on consumer socialization of children date back to 1950s when Brand loyalty and conspicuous consumption were dealt with by Guest and Riesman respectively in 1955. More qualitative works were registered in the 1960s which led to better programmatic research towards the children's consumption behavior and the drivers behind the same.

About this time, a further impetus to the development of the field occurred with the publication of a *Journal of Consumer Research* article entitled "Consumer Socialization," which argued compellingly for studying children and their socialization into the consumer role. The author, Scott Ward, defined consumer socialization as "processes by which young people acquire skills, knowledge, and attitudes relevant to their functioning as consumers in the marketplace".

When we intend to study the consumption behavior of a child, it is imperative to also learn how the cognitive skills do develop within a child. Generally much is being talked about the role of perception to shape up the buying behavior of anybody, be it a child or an adult. It is when a child grows into an adult, that he develops his skills as a complete consumer. The period from birth to adolescence witnesses a number of drastic changes in cognitive functioning and social wisdom. It is during this phase that a child thinks about his environment, in which he grows, tries to extract information needed to take decisions, and learns to process the information effectively, organize them sequentially and develop a deep interpersonal situation which helps it to analyze the external world with a better understanding and clarity. Cognitive and social development during this period provides a backdrop for the growing sophistication children exhibit in understanding and performing in the consumer role. Age-related improvements in cognitive abilities contribute to the development of consumer knowledge and decision-making skills.

I.5.3 PERSUASIVE INTENTS OF COMMERCIALS

Over the past couple of decades, television advertisers have increased their efforts to target young child audiences. Though it is impossible to guard the children of this age from all commercial exposures, it is pragmatic to restrict efforts by advertisers when they focus mainly on this vulnerable section of the society. Programs clearly intended for very young child audiences should exclude advertising targeting this age group. Policies regarding the same issue are being adopted in many nations like Australia, Canada, Great Britain and Sweden.

It is generally to be considered exploitative when advertising with such persuasive contents are directed towards little and tender minds which cannot distinguish a program and an ad message. Substantial researches and studies have identified the developmental progression by which young children first distinguish commercial from non-commercial content on Television and at a later stage succeed comprehending the persuasive intent that invariably underlies commercial messages. In the interactive media context, the demarcation between advertising and entertainment content are hazy and not clearly understandable. This would be evident with the commercials on the children's websites which bring alongside cartoons, puzzles, activities and games that prominently feature products and product-related characters.

These are the '*branded environments*' which form the ideal platform of marketing efforts towards children in the new media environment. As is evident that young minds have a limited comprehension of televised commercial persuasion, there is substantial cause for concern about their vulnerability to the complex forms of interactive media advertising.

I.6 WHAT KIDS BUY AND WHY?

I.6.1 A brief summary of '*whatkids buy and why: The psychology of marketing to kids*' – a book authored by Dan S. Acuff and Robert H Reiher [⁵³]

Dan S. Acuff, Ph.D. President of Youth Market System Consulting and, along with Dr. Robert H. Reiher, has written a book which speaks volumes on kid-targeted marketing activities. A couple of pages are taken from the book to throw some insight into their analysis of how child psychology works in a marketer's favor. The first and foremost terminology which the authors speak of is YMS (youth marketing systems) which they claim to be a systematic approach to product and program development and something which will ensure the chances of success. The authors opine that a profound comprehension of underlying abilities, motivations and needs of kids is vital to this approach. The variables which are discussed by the authors in their 'product leverage matrix' include

- b) The medium, format or product category
- c) The core concept of the product
- d) Point Of View (POV), that is to say, the product's psychological or philosophical orientations
- e) Visual or verbal contents of the product
- f) The context or the social environment that surrounds the product
- g) Process, that is the product – user interface
- h) Fantasy –based or reality-based characters used with the product
- i) Style or attitude of the product

According to the authors, there are different stages of a child's development into a mature buyer. They have identified the following important stages and the corresponding characteristics of those phases which are profusely helpful in explaining the research topic .

- 1) Birth through 2 years: A child of this age is a true explorer, surprised and fascinated by anything new, crawling and toddling after his toys and pets. At this stage, no

amount of instigation would help the marketer to get their attention towards purchase because the ultimate buying is decided by the parents. The children in this stage basically like animals and animal shapes. Biscuits and toilet soaps in animal shapes are marketed to make the parents buy them for the kids.

- 2) Ages 3 through 7: Any child between these ages shares the same amount of brain development and understands to the same extent. This is the age group which appreciates fantasy and imagination and the success of programmes like Power Rangers could speak of the characteristics of this age group.
- 3) Ages 8 through 12: This is a period of brain growth featured by neurological focus on the development of the left brain. A child of this age is impressionable and is easily impacted by the heroes and role models. But this phase is also characterized by logical reasoning which demands the marketers to project his product in an acceptable fashion. A kid of this age group transforms into a great collector of different products like stamps, toy cars, erasers, dolls, coloring materials etc. because of its ability to differentiate and pay attention to a particular category in detail.
- 4) Age 13 to 15: This is the stage when the adolescents are introduced to the world of abstract thinking. A child forms its own identity and takes a look at the other's characteristics and views also. The child becomes brand conscious and more attention is obviously given to the brands used by friends, peers and those of the same age. This age group has specific cognitive abilities which demand complicated electronic toys and reading materials like newspapers engage them.
- 5) Age 16 through 19: This is the late adolescent stage where three important developments take place: the development of the prefrontal lobe, completion of puberty and social mobility. By the age of 16, the biological and hormonal effects of puberty start settling down and the child will be in a position to develop a more mature relationship. The child now will start preferring adult products as he would not consider himself a child anymore.

The researcher intends to bring out some important insights into the effects of marketing in social networking sites in her research

I.6.2 Brand savviness of children and the role of packaging

Marketing to children and the adolescent increased from 1980s like never before. From \$100m, the advertising expenditure to children by the U.S firms increased to \$16.8b. Children market reacted to this huge expenditure very positively by spending a mammoth \$600billions annually and this figure is sharply rising.

A live experiment undertaken by Stanford University School of Medicine along with Lucille Packard Children Hospital in USA went on to prove that young minds also had strong brand preferences [⁵⁴]. A group of children were given 2 varieties of food samples from McDonald's, one wrapped in the fast food's familiar 'golden arches' and the other with a wrapper which did not specify any brand. Invariably the children preferred the McD wrapped food stuff to the other variety which obviously showed that they firmly believed that McDonald's tasted better than an identical unbranded nugget. More importantly, the finding of the study specified that the intensity with which the children exhibited their preference to the right wrapper, correlated with the number of TV commercials they were exposed to. One can expect similar observation in Indian scenario as well.

I.7. STRATEGIES ADOPTED BY MARKETERS TO REACH THE YOUNG HEARTS

I.7.1 Celebrity endorsement and its effects on children and the adolescent

Celebrities are always special among young people [⁵⁵]. They are seen as role models for adolescents and young adults according to Bush, Martin and Bush (2004). Research has indicated a relationship between celebrities and young adults on several aspects, including occupational goals says Christiansen (1979); career aspirations according to King and Multon (1996); and self identity, opines Lockwood and Kunda (1997).

Entertainment media content is where most of the celebrities come from. Because people watch them in entertainment programs every day, they are recognized and become famous. Celebrities are dressed up to fit the requirement of the shows, and they are looked upon with awe in the movies, situation comedies and dramas.

The trend of using celebrities in commercials has been steadily increasing in the past 2 decades or so. Marketers acknowledge the power of such celebrities appearing in

advertisements to increase the brand image of their products. In India, making the star value of popular figures in commercials started way back in 1970s. Advertisements featuring stars like Late Jalal Agha (Pan Parag), Tabassum (Prestige cookers), Sunil Gavaskar for Dinesh Suiting, Ravi Shastri and Vivian Richards (Vimal), Persis Khambhata and Kapil Dev (Palmolive Shaving cream) became common. Celebrities are people who enjoy public recognition and mostly they are considered experts in their respective fields having wider influence in public life and societal domain. Traits like attractiveness, unusual life style or special skills and demigod status can be associated with them.

Within a few seconds of watching an ad, the viewers try to find the meaning of the same and correlate it with the celebrity endorsing it and finally transfer star value of the celebrity to the brand. Mc Cracken (1989) proposed a comprehensive model called as Meaning Transfer Model to comprehend this phenomenon of transferring the meaning of the commercial. This famous 3-stage model suggests how the meaning associated with the popular personality becomes associated with the brand in question. Thus the outcome would invariably take the attributes of the personality as the attributes of the brand. Ultimately in the consumption process, the customer acquires the brand's meaning. The final and third stage of the model by Mc Cracken explicitly shows the significance of the consumer's role in the process of endorsing brands with popular personalities

1.7.1.1 Certain elements that generate a perfect match or compatibility between the celebrity and brand image are:

- 1) Celebrity's fit with the brand image along with the celebrity - target audience match.
- 2) Celebrity associated values and celebrity-product match.
- 3) Costs of acquiring the celebrity and his or her popularity along with controversy risks associated with the celebrity.
- 4) Credibility, availability and physical attractiveness of celebrity.

1.7.1.1.1 The Indian scenario

According to a news item in the Times of India, dated 26-06-2011, the following are the earnings of Indian celebrities per annum

Aamir Khan Rs 14 cr

Shah Rukh Khan Rs 10 cr

Amitabh Bachchan Rs 8 cr

Salman Khan & Ranbir Kapoor Rs 8 cr

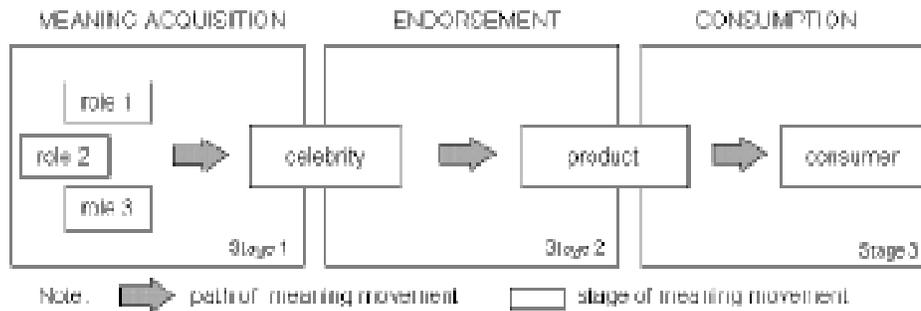
Hrithik Roshan & Akshay Kumar Rs 6 cr

Aishwarya Rai Rs 4 cr

Katrina Kaif, Priyanka Chopra & Deepika Padukone Rs 3 cr

Endorsements, frankly, earn all these artistes more money than films. Needless to say these celebrities are well known to the younger generation which has better observation and attention towards newer and better brands.

1.7.1.2 Fig 1.2 Meaning Transfer Model



(Taken from 'Meaning Transfer Model in the endorsement process' by McCracken [⁵⁶] 1989) McCracken has clearly and distinctively made it clear that the consumption pattern of consumers depend mainly upon the celebrity who endorses the product more than on what the product actually turns out to be

1.7.2 ATTRACTIVE PACKAGING

Kids these days have substantial disposable income and their exposure to advertising is also high. The combination of these two aspects creates a dangerous outcome which is purchase of those products. The products are attractively packed and give them the ultimate sense of satisfaction that they possess something which the kids of the same age have and more satisfaction if the other kids do not have. Thanks to social media, kids are sophisticated, brand-savvy and are connected at a tender age. Children now account for a mammoth \$21.4 billion worth of their own purchasing power. They're comfortable spending their money, and they're likely to purchase what they want with some degree of guidance from their parents—and a heavy dose of peer endorsement. The brand has to be fully leveraged in package design

to remind the child about the attributes and perceived higher value of the brand that instigated them to go to the store in the first place. The marketers just follow any one of the following to attract kids towards their brand

- 1) Creating a fun character or an icon that becomes every child's favorite
- 2) Including interactive elements in packs, like a toy which can be assembled and Dismantled by the kids without anyone's help
- 3) Inviting kids to join special online clubs which will give them more inputs about the brands and the new products or brand extension which come from the same company.

I.7.3 Commercialization over mobile services

Tata Teleservices' GSM brand' Tata DOCOMO has partnered with NTT DOCOMO to launch DOCOMICS [⁵⁷], a service that allows users to read mobile comics through a viewer application. DOCOMICS is a continuation of Tata DOCOMO's industry first m-Comics service, wherein customers could read full comic books, along with special effects. Customers can view the content frame by frame and can also download the same from WAP site or through the application. It is again children who could be expected to extend their patronage to this service.

I.7.4 In-School Marketing

Marketing in schools is a common phenomenon these days wherein the schools sign contract with various companies to advertise and market their products in school. The concept of vending machines for coffee, tea and cool drinks falls under this category

I.7.4.1 The scenario in the U.K.

First impressions Marketing (FiM) is a consultancy in the U.K., established in 1992, which specializes in the field of in-school marketing. It ensures that at least one of the ethical values of marketing to kids, namely, creativity, educational value, safety, Sports & Music, Hygiene and healthy eating, is followed in promoting a brand to the school children who are separated into 4 categories. The organization has more than 10,00,000 school children across the United Kingdom. It gives school bags to these children free of cost, which contain details

about various brands, products and other hot deals in the market. Though the organization claims to adopt a noble principle of considering only those brands which follow ethics in targeting young minds, the fact that these children are exposed to various new brands in the market along with the discounts available from different manufacturers would only aggravate the already existing issue of pester power and nagging of children. Once exposed to attractive offers from the marketers, the kids may not and need not bother about the expenditure on the part of their parents.

I.7.4.2 Commercialism in Schools

As marketers seek to build their brands extensively to overcome the cut throat competition, schools have become an ideal platform where they can showcase the attractiveness of their brands in the young minds which are yet to develop maturity-wise. The children in a school happen to be 'captive audience' required by law to attend school. When children regularly go to schools, repetitive advertising is possible which is more effective than a single viewing [⁵⁸].

A better reason for the enhanced effect of the commercialism in school is that whatever occurs in a school premises is perceived as having backing from the school management. Children who happen to attach much importance to anything related to school, like listening to peers with care, considering teacher's voice as divine, aping the friends in purchases and buying the books & CDs which classmates recommend, pay more attention to the commercials which are exhibited in their campus. They consider it fun watching the ads and commercials along with friends of the same wavelength. Though the schools or the other educational organizations claim these activities to be something in the larger interest of the students since the marketer promises some rewards for the institution in turn, the persuasive intents are quite glaring. Where else could a congregation of such impressionable minds be found under the sky other than a school campus? This collection of pupils consists of those who influence and are influenced. As we could understand any marketing strategy needs both of these categories for successful sales to happen

To market a brand in the school, a marketer has to collect extensive databases and work upon it at length. Such in-school promotions have developed from just dumping the products on the kids to promoting products relevant to them. Today it is witnessed that marketers turn

such promotion into educational events and entertainment sponsorships so that it is viewed not just as a promotion but as some value addition made to the students.

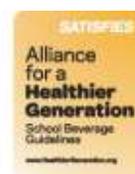
Exclusive deals with fast food or soft drink companies to offer their products in school canteen or getting the companies sponsor events where in articles like caps, T-shirts, water bottles etc. on which visible pictures of the brands are imprinted or embossed are given away to students to create brand awareness. Further to this attention-capturing advertisements are painted on the school buses and other transports.

I.7.4.3 Pepsi Co's marketing efforts in Indian schools

According to <http://www.pepsico.com/Purpose/Human-Sustainability/Responsible-Marketing.html>, Pepsi, claims to have realized its responsibility of making young school children follow good eating habits. Its global sales and distribution policy aims to help schools offer a wider range of low-calorie and nutritious beverages to their students. The company launched a school contact programme, which has taken 425 schools across 14 cities including Delhi, Chandigarh, Ludhiana, Amritsar, Jalandhar, Agra, Jaipur, Dehradun, Lucknow, Kanpur, Mumbai and Pune. As part of the programme, six-overs-a-side cricket matches were played between different teams in each school and the winners were given attractive prizes.

The following is the extract from the site http://pepsiproductfacts.com/pdfs/pepsi_permitted_products.pdf where Pepsi has given a list of the beverages which global schools must consider providing to children of different age groups during regular school hours and extended school hours

Fig 1.3



BEVERAGES FOR K – 12 SCHOOLS

The following beverages meet the guidelines set by the Alliance for a Healthier Generation, a joint initiative of the American Heart Association and the William J. Clinton Foundation, for drinks sold to students during the school day and extended school day.

For Elementary School Students

Permitted Beverages	Calorie Cap/ 8oz	Size Cap	PepsiCo Beverages that Meet the Guidelines
Water	None	None	Aquafina – all sizes
100% juice (or 100% juice plus water) with no added sweeteners and at least 10% of the recommended Daily Value (DV) for at least 3 vitamins and minerals	120	8 oz	Tropicana Pure Premium Orange Juice: No pulp – 6 oz and 8 oz; w/ Calcium & Vitamin D - 8oz; Healthy Kids - 8oz

For Middle School Students

Permitted Beverages	Calorie Cap/ 8oz	Size Cap	PepsiCo Beverages that Meet the Guidelines
Water	None	None	Aquafina – all sizes
100% juice (or 100% juice plus water) with no added sweeteners and at least 10% of the recommended Daily Value (DV) for at least 3 vitamins and minerals	120	10 oz	Dole Plus: Apple, Orange, Fruit Punch - 10 oz IZZE Fortified: Apple, Blackberry, Clementine, Grapefruit, Lemon, Pomegranate – 8.4 oz Tropicana Pure Premium Orange Juice: No pulp – 6 oz, 8 oz and 10 oz; Healthy Kids - 8oz; With Calcium & Vitamin D - 8oz Tropicana Shelf-stable Juice: Orange - 10 oz

For High School Students

Permitted Beverages	Calorie Cap/ 8oz	Size Cap	PepsiCo Beverages that Meet the Guidelines
Water	None	None	Aquafina – all sizes
Calorie-free or low-calorie beverages	10	None	Aquafina FlavorSplash – all flavors & sizes Aquafina Sparkling – all flavors & sizes Diet Carbonated Soft Drinks – all flavors & sizes Diet Lipton Iced Teas – all flavors & sizes Diet Lipton Sparkling – all flavors & sizes Propel – all flavors & sizes (except Peach Mango which exceeds calorie cap due to fiber) SoBe Lean – all flavors & sizes in plastic bottles SoBe Lifewater 0 Calorie - all flavors & sizes (except Fuji Apple Pear and the B-Energy flavors) Tropicana Light Juice Drinks – all flavors & sizes
100% juice (or 100% juice plus water) with no added sweeteners and with at least 10% of the recommended Daily Value (DV) for at least 3 vitamins and minerals	120	12 oz	Dole Plus: Apple, Orange, Fruit Punch - 10 oz IZZE Fortified: Apple, Blackberry, Clementine, Grapefruit, Lemon, Pomegranate – 8.4 oz Tropicana Pure Premium Orange Juice: No pulp – 6 oz, 8 oz, 10 oz and 12 oz; Healthy Kids - 8oz; With Calcium & Vit. D – 8 oz and 12 oz; Homestyle - 12 oz Tropicana Shelf-stable Juice: Orange - 10 oz
Light Juices, Sports Drinks and other beverages	66	12 oz	G2 – all flavors in 12 oz Gatorade – all flavors in 11.6 oz cans or 12 oz bottles/cups Naked Juice Coconut Water – 11.2 oz Season's Harvest Grapefruit Juice Beverage (ftn) – 12 oz cup Trop 50: With Calcium & Vit. D, Pomegranate Blueberry - 12 oz

I.7.5 Internet marketing

The concept of internet marketing happens to be very comprehensive in scope as it binds together the entire gamut of marketing and the ocean-like internet media. It brings together the creative and technical aspects of marketing

I.7.5.1 Viral Marketing

These are the techniques which utilize the preexisting social networks for spreading word about a newly launched brand or reminding about an existing brand [⁵⁹]. The objective of the marketer is to create successful viral marketing messages which spread across and have a probability of being presented among a wide network within a short period of time. This network happens to be a collection of friends and relatives who share the same platform and come to know about the product and services very quickly and with effortless ease. Viral marketing is just spreading a message about a product to one, who passes it to a few and these few pass it to many. All this is done at no cost to the marketer. The basic principles of viral marketing are just these: giving details about products and service, providing effortless transfer of information from a small gathering to a much larger ones, exploiting common motivations and behaviors of people and most importantly exploiting the already existing network without adding anything to the advertising budget. Though such messages accidentally hit upon somebody in the network who is not interested in the product, it does not add up to the marketing cost of the marketer

I.7.5.2 Social Networking

A social network is an ideal platform for any marketer to market his brands since it reaches many in no time. Viral marketing strategy is effectively used via social networks. It is a virtual arena where people of same interests and behaviors share thoughts and develop a strange relationship. Around three decades before there was a rare concept called as 'pen pal', wherein one could have friendship with any number of people without interacting with them orally or visually. But this is an era of social networking where millions of people maintain such relationship with many over social networks across the globe. The globe has thus shrunk into a small village where everybody has an interaction with everybody else. This concept not only has helped the common man to lead a happy life but also every marketer who utilizes such network to build his own brand and benefit economically

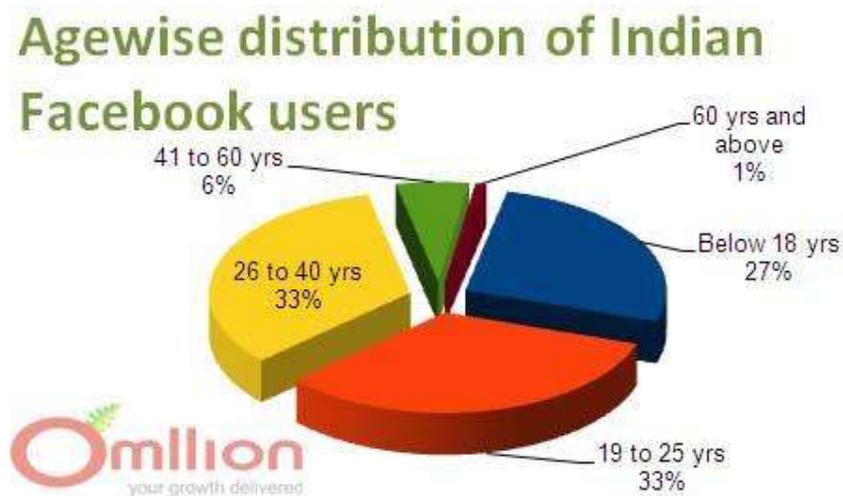
Marketers are increasingly looking forward for new and novel ways of accessing the privacy of the targeted market segments keeping the traditional methods of marketing also in place. Social networking sites such as Orkut, Facebook, LinkedIn, YouTube, Ibibo and Twitter and homegrown sites as BigAdda have emerged as an ideal medium to reach out and get connected with the internet-savvy customer groups [60]

According to **www.Socialbakers.com**, an online Facebook statistical portal, Facebook penetration in India is 3.53% compared to the country's overall population and 51.11% in comparison with the number of internet users in India. The site further states that the total number of Facebook users in India is reaching 41399720 and grew by more than 11923980 during the period of 6 months, from July 2011 to December 2011.

The geeksclub [61] provides the following surprising statistics about social media usage in India

- The maximum number of social media users is from Mumbai
- The age group of 15 – 24 is more prone to social networking
- Facebook has been able to double its customer base in a time period of 6 months

Fig 1.4



Penetration of population:	3.53%
Penetration of online population	51.11%

[Information source: <http://www.thegeeksclub.com/social-media-in-india-statistics-and-insights>]

The above piece of information keeps us informed that about 27% of Facebook users in India belongs to below 18 years category which makes it possible for the marketers to send their messages across easily

Trak in , India Business blog, published the following are the facts about the growth of Facebook in India on 24-06-2011

(<http://in.mg50.mail.yahoo.com/neo/launch?.rand=bjrhb5689sdfu>)

- 1) India now has over 28 million Facebook users and over 1/3rd of all Internet users are on Facebook
- 2) India also has the 5th largest Facebook user base in the world
- 3) As far as Indian cities go – Mumbai has the highest Facebook user base in India with 3.7 million FB users (18th in the world), while Delhi (1.6 million) & Bangalore (1.3 million) rank 36th & 38th respectively
- 4) Average Facebook Ads cost per click (CPC) in India is about 53 cents (Rs. 23 – 24) as compared to U.S average of USD 1.22 (Rs. 55 approximately.)
- 5) Tata Docomo has leveraged Facebook to the maximum – Their marketing and advertising campaigns have always been social and so they have done very well on Facebook as well as twitter. **With over 2.5 million fans, Tata Docomo is the Top Indian brand on Facebook**
- 6) It is no surprise that Facebook is used by Younger generation – So much so that about 47% of all Indian Facebook users are between age 18 to 24

I.7.5.3 Advergaming and internet games

According to Wikipedia, *Advergaming is the practice of using video games to advertise a product, organization or viewpoint.* Anthony Giallourakis coined the word ‘Advergaming’ in the year 2000. Since then it has been used as a tool to advertise online by various major companies worldwide. Advergaming incorporates branding directly into the gaming environment. The customer is lured to interact with the brand and finally they end up appreciating the value of the brand. With the growth of the internet, Advergames have proliferated, becoming the most visited aspects of the net by children and adolescent and becoming an integrated part of brand media planning. A very interesting aspect of Advergaming is that it could be used as a platform to promote the products online in online multiplayer games- a judicious integration of products, services and brands in the games. The kids playing the game online would at some point or the other tend to glance through the ads, flashes and the other gimmicks played by the marketer. It is believed that when the customers enjoy the exciting games, they would naturally pay attention to the utmost advertised information [62].

The principal advantage of this type of in-game advertising is that such advertising to 100% of the audience is loyal. Compared with the traditional network advertisement, Advergame is not only an original creation and a delicate design, but also a product involved with advanced interactive technology.

Contests2win.com has started this business having created over 1,500 solutions for 350-plus brands since its inception [63]. Leading brands such as Reckitt Benckiser, Axe, L’Oreal, Samsung, Coke, New Zealand Tourism and HBO etc. have started utilizing this platform. At present, Contests2Win gets 25 per cent of its revenues from Advergaming campaigns. The Reliance industries owned gaming company Zapak also has also initiated Advergaming campaigns for over 300 brands across online casual games and mobile gaming genres.

I.7.5.3.1. Internet games and the potential threats

Video games are becoming increasingly complex, comprehensive and very lucrative to an increasing international audience [64]. With attractive graphics and real-like characters, these games give adequate scope to set strategic challenges resulting in the teenagers glued to their computers rather than to spend their time with friends and peers. The habit of outdoor games has been more or less completely washed off because of the advent of internet games.

<http://www.addictinggames.com/>

<http://www.crazymonkeygames.com/>

<http://www.mousebreaker.com/>

<http://www.miniclip.com/games/en/internet-safety.php>

<http://www.funny-games.biz/main.html>

<http://www.myplaycity.com/?gclid=CPSKt9Tou7ACFUcb6wod7QfLmA>

<http://www.internetgames247.com/>

Given above is just a short list of online gaming websites which addict children in no time.

I.8. CHILD'S INCREASING ROLE IN FAMILY PURCHASES

I.8.1 Parental communication with the children

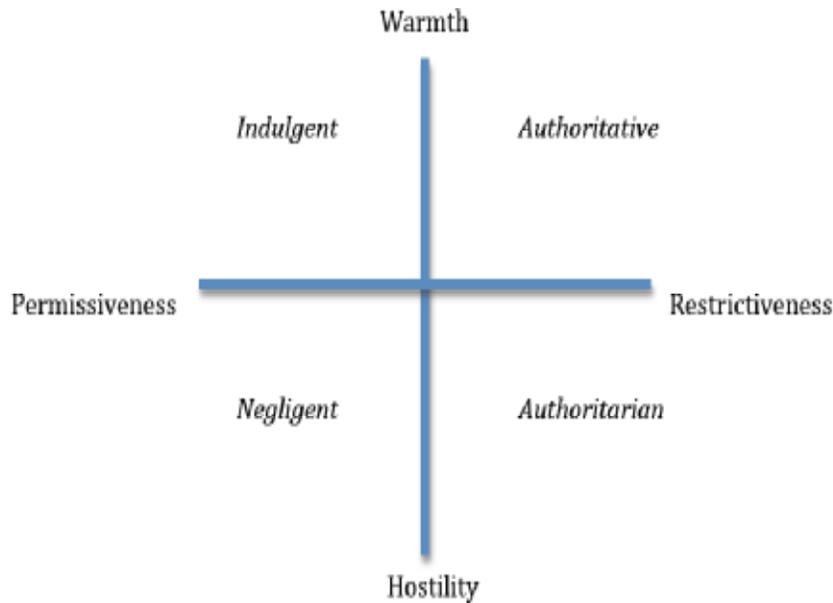
Research has found that parental influence plays an important role in shaping children's consumer-behavior patterns [65], assert Grossbart, Carlson and Walsh, (1991) Feltham (1998). This influence has been found to be significantly more important than advertising feels Götze (2002). Parents can directly influence their children's behavior through three processes: modelling, reinforcement and social interaction clarifies Moschis (1987). Feltham, (1998) clearly stated that parents are a primary source of children's product and brand usage information, and exposure to this information is the first step in developing children's brand awareness while McNeal (1999) found that in the consumer environment, parent-child interaction often involves learning the names of products and brands (McNeal, 1999)

Though parents may feel happy and relieved that children's T.V. programs are available around the clock, very less do they realize that the marketers have more opportunities to orient those children to the brands than the previous generations

I.8.2 Parenting styles

Researchers have uncovered convincing correlation between parenting styles and the impact these styles have on children [66]. In many cases, parents were found to be a better source of attitudes and behaviors of children than peers or classmates.

Fig 1.5 Parental categorization dimensions



Parental categorization dimensions (adopted from ‘**an examination of parental attitudes toward children’s Advergaming: a parental socializing perspective**’, a thesis by Nathan Joseph, university of Tennessee)

I.9 OTHER FACTORS LEADING TO CHILD’S INCREASED DOMINANCE

I.9.1 Peer communication

Peer communication has been recognized as a significant information source from which young adults acquire consumer-related attitudes and behavior [67]. Ward (1974) suggests that peers can influence an individual’s consumer-related attitudes which are irrational, often referred to as expressive and affective opinions. Shim (1996) observes that purchasing decisions which are brand and image-oriented (as projected by the endorser) to be positively related with peer communication [68]. This finding also confirms the argument that mass media and peers are vital information sources where the individual learns expressive consumer-related skills opines Bandura (1989, 2001); Moschis and Churchill (1978). Choi and La Ferle (2004) find that peer interaction is among the types of interpersonal communication which are perceived as the most significant product information sources.

I.9.2 Media violence: The Chennai episode; who is to be blamed?

With nuclear families mushrooming and overshadowing the benefits of living jointly with the dear and near ones, Children happen to lead more or less, a solitary life with one or no sibling. The materialism has gone so deep into the Indian family system that it entertains only those families which have multiple incomes and possess the affordability to educate the child with all the comforts and luxuries. Children who are brought up in this fashion have never experienced any obstacles to possessing what they had ever wanted. They, unfortunately, become loners spending time with their electronic gadgets and PC games which make them forget their solitude and amuse them to the extent to which even their parents cannot think of.

A Chennai school boy stabbing his teacher to death right in the school premises brings a lot of facts to light [69]. The boy, who was from an affluent family which allowed him Rs.100/- as his everyday pocket money, had reported to the police that he was influenced by the movie 'agneepath' where the hero took revenge on another character by stabbing him. This episode goes a long way in highlighting the impact media creates on young minds.

I.9.3 Changing family structures

There are various reasons why a child should become a pull factor for any marketer. The social changes which countries like India have undergone in the past 3 or 4 decades speak volumes about why a child of today behaves very much differently from a child of those ages. This is especially the case with India where children used to be taken good care of by elders at home and joint family system used to prevail where children of the same age were brought up together under one roof. The products and brands were limited in number and the choice a child of that period could make was restricted. But when a child of later time period started experiencing educated and civilized parents, things changed [70]. When both the parents had sources of income, the family had more disposable income which led to many advantages and disadvantages. The major changes in family structure in which children are brought up are

- 1) Working mothers
- 2) Increasing number of single parent households

- 3) Increasing double income families
- 4) Divorces and remarriages
- 5) More exposure of information and technology to kids

Ultimately parents are willing to buy more and more things to their wards not only because of more disposable income but also because of less time they find to spend with the kids which makes them guilty [71].

I.9.4Me – too - syndrome

This is an additional flavor to already existing consumption mania which children exhibit. The peer-pressure is very strong among today's kids and this makes them buy similar products or brands which their peers possess simply '*to be in the group*'. The kids don the same hairstyle, consume the same apparels and behave the same way to get the confidence of being in the preferred group which also leads to the homogenization of culture. Me-too-syndrome also plays a vital role when a kid wants to influence a family purchase decision. According to a survey conducted by Cartoon Network in association with Synovate India, a major revelation is that children want to take part in the family purchase decisions with regard to car, mobile phones and Televisions. Nearly 84% of the parents who were samples responded that they used to take their children for shopping [72].

I. 10 ADVERTISING AND CHILD'S HEALTH

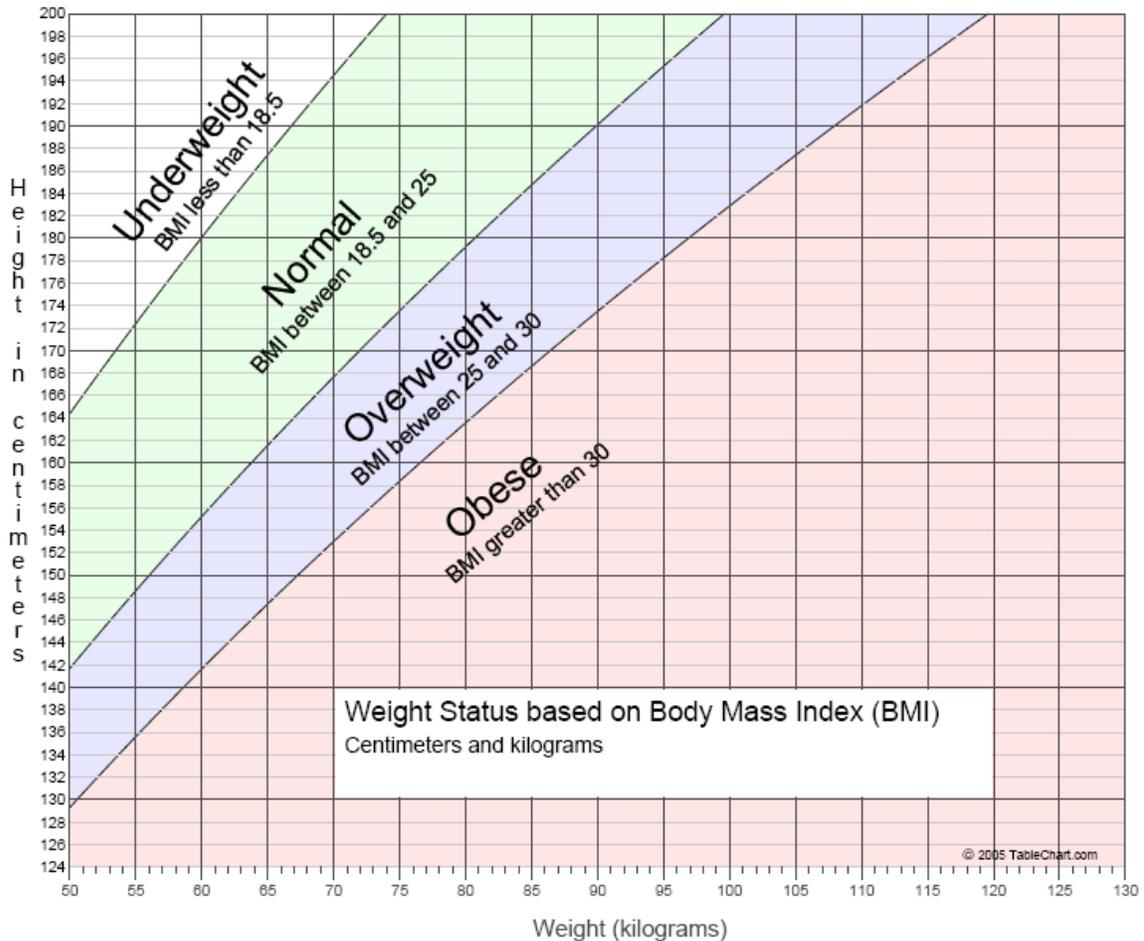
We need no research to conclude that advertising has been an effective tool used by the marketers to enhance their brand image. It is more so in the case of an eatable since the visual media can portray the features and shapes of the stuff very realistically and appealing to the taste buds. Tasty brown Chocolates, attractively dressed desserts, nuts topped ice creams, a range of biscuits, colorful pastries and many more to make a child spell bound and astounded. A kid literally finds it difficult to take its eyes off the TV monitor when such visuals are aired especially when they are coupled with pulsating, vivacious jingles.

I.10.1 Childhood obesity

Kids are eating more empty calories than ever before. Rather than healthy fruits and veggies and nutritious snacks and lunches, parents are serving processed snacks and various forms of junk food which ultimately leads to obesity at a very tender age. Forms of entertainment also have undergone drastic changes. Earlier kids used to play with the neighborhood

children which was a proven way of ensuring healthy growth. These days it is needless to say that the media exposure to kids is to an alarming extent which limits their time spent on healthy games in the play area. In the lighter vein a child finds all his friends online and plays online games with them and claims that he or she does not miss their friends though confined to his or her drawing rooms.

Fig 1.6 weight status based on BMI

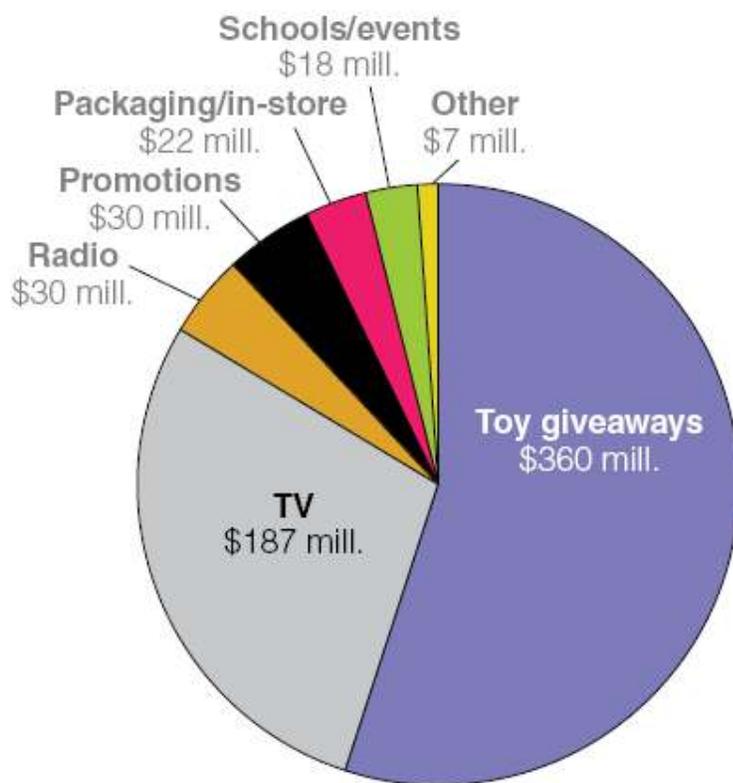


As defined by *Wikipedia.org* "Childhood obesity is a condition where excess body fat negatively affects a child's health or well-being". The habit of eating junk food, which is one large source of fat, which accumulates in the body, has increased over the years, also contributing to our expanding waistlines [73]. Globally, in 2010 the number of overweight children under the age of five is estimated to be over 42 million. Close to 35 million of these are living in developing countries.

Junk food is defined as foods or beverages that are relatively high in saturated or trans fat, added sugars or salt, and relatively low in vitamins, minerals, protein and fiber. Young people who eat fast food consume more total fat, added sugars, and sugar-sweetened beverages, and less fiber, milk, and fruits and vegetables compared to children who do not eat fast food.

Fig 1.7

Spending by fast food restaurants on marketing directly targeted to children and adolescents



(adopted from
FastFoodFacts_Reports,US)

(Spending by fast food restaurants on marketing directly targeted to children and adolescents)

Much has transpired since the release of the WHO and IOM reports. In the fast food industry, two of the largest fast food advertisers (McDonald's and Burger King) have joined the Children's Food and Beverage Advertising Initiative (CFBAI) and pledged to advertise only "better-for-you" choices for children

I.10.2 Childhood obesity – a global issue

One of the most serious issues the world faces today is childhood obesity rate which is rising every year at an alarming pace [74]. Globally, in 2010, the number of children under the age of five who were overweight was approximately 42 million according to a report generated by the World Health Organization (<http://www.who.int/dietphysicalactivity/childhood/en/>).

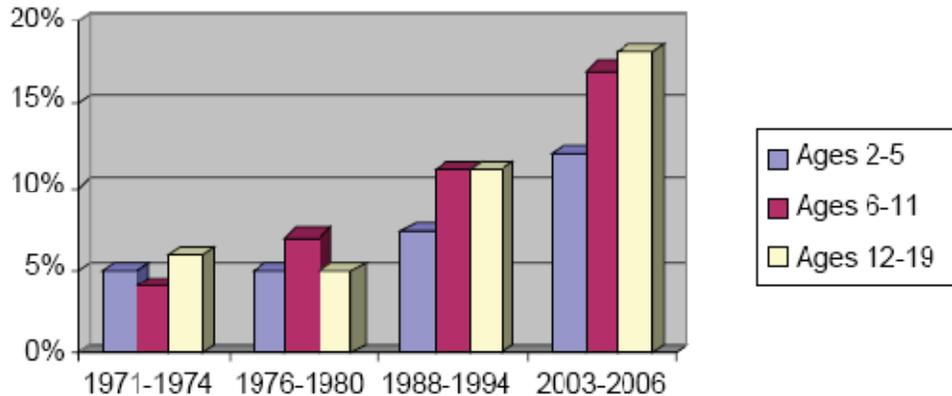
Overweight and obesity are defined as "abnormal or excessive fat accumulation that presents a risk to health". According to World Health Organization, children across the globe are continuously being exposed to different brands and products through a variety of advertisements and sales promotion tools by the marketers. These food stuffs happen to be high in fat, sugar or salt which increases the possibility of younger generations developing obesity and diabetes at a tender age.

I. 10.3 Consequences of childhood obesity [75] [76]

- Children with overweight and obesity suffer from the emotional and behavioral issues very much similar to the children suffering from cancer. Child psychologists state that obese children suffer from low self-esteem being subjected to bullying and teasing by their peers and playmates.
- Type 2 diabetes called as 'adult-onset diabetes' is on the rise as more and more children are falling prey to obesity following attractive advertising and marketing of junk food which are rich in trans fat, salt and sugar.
- The adolescents growing up with obesity and type 2 diabetes have brighter chances of suffering from heart ailments at the age of 30 or 40
- Childhood obesity is associated with long term medication similar to smoking and alcoholism
- Childhood obesity and asthma are interconnected. Excessive body weight makes the child feel difficult to breathe and inflames the respiratory tract.

I.10.4

Fig 1.8 Obesity among children 1976 - 2006



(Source: Centers for Disease Control and Prevention, National Health and Nutrition Examination Survey, presented by the Institute of Medicines of the National Academics)

As per Dr. Ala Alwan, WHO's Assistant Director-General for non-communicable diseases and mental health, non-communicable diseases, such as cardiovascular diseases, cancers and diabetes represent a leading threat to human health and socioeconomic development. WHO data clearly indicates that 43 million pre-school children across the world are either obese or overweight. Scientific reviews show that a major reason for this condition is excessive television advertising of junk food which are rich in trans fats and low nutritional value

I.10.5 Startling revelations by CSE

In India, the Centre for Science and Environment (CSE), the group which had highlighted the issue of pesticides in water and soft drinks some years ago, tested 16 major brands of popular food products in the month of April, 2012. These brands included Maggi and Top Ramen noodles, McDonald's items, KFC's fried chicken, Haldiram's Aloo Bhujia, Nirula's burgers, besides Pepsi and Coca Cola. The team tested the products for fats, salt and carbohydrates. The Deputy Director General of CSE came out with a very predictable result that all the food stuff that is marketed to us through celebrities and glamorous, colorful advertisements lead to alarming health hazards [77]. The test showed that fried potato chips have 33% fats, whereas in a supposedly balanced diet, 30% of calories would come from fats. A pack of Maggi noodles has around 3 gm of salt, whereas the recommended salt intake is 6 gm daily. Maggi is also reported to have lots of empty calories which leads to overweight and low nutrition whereas the advertisement declares it to have taste and health together ('*taste bhi; health bhi*')

Bollywood star Saif Ali Khan, the brand ambassador of Lays, exhibited the “snack smart” logo on the pack and intimated the audiences to consume the product without guilt since the product was free of trans fats while actually it had 0.9 gm of fat per 100 gm of chips.

The study by CSE also revealed that an intake of 220 grams of French fries may lead the consumer to exceed the safe limits of intake of fats per day. While the daily quota of sugar for anyone is 20grams, one serving of carbonated drink (approximately 300ml) contains 40 grams of sugar. 35 percent calories in a vegetarian burger and 47 percent calories in non-vegetarian burgers come from fats and that leaves us with nothing safe to consume except for healthy food if we intend bringing up our children without potential health hazards.

The Food Safety and Standards Authority of India (FSSAI) considers a product trans fat free if it contains less than 0.2 grams of trans fats per serving. Some brands (Haldiram Aloo Bhujia, Top Ramen Instant noodles, Lay’s American Style, Crème and Onion) claim to be trans fat free. But the study found that a packet of Top Ramen noodles had 0.6 gram of trans fat, while its presence in 100 gram of Haldiram's Aloo Bhujia was 2.5 gram.

The study concluded by reporting that the companies omitted a few facts about the product and also deliberately misrepresented some facts with regards to the quantity of trans fatty acids present in the product. These trans fats which are formed during hydrogenation of oil may lead to critical health issues at a later stage of life.

Dr. Anoop Misra of Fortis Group of Hospitals has stated that 7% of Delhi school children have been diagnosed with hypertension as a result of high salt intake. He further cautioned that it might lead to the early onset of heart disease and stroke among children.

I.10.6 McDonald’s has gained access into every child’s heart...

No study about children’s consumption pattern would be complete without a mention about the role played by McDonald’s in every child’s life. The Golden Arches of McD is very popular among the kids for which McDonald’s spends more than 2 billion dollars annually. The huge expenditure does not go futile as it binds the onlooker to his seat. The company literally bombards the children’s market through various bludgeons like TV ads, promotional schemes in schools, collectible toys and the charismatic mascot *Ronald McDonald*, who is invariably a part of any celebration at McD amidst the rejoicing kids. Many parents and industry experts have condemned the impact created by Ronald McDonald on kids.

Worldwide anti-McDonald's day was observed on 16-10-2003. The infamous McLibel case against McDonald's ran for about 2 and a half years and the verdict which came about in 1997 was quite devastating for McD. The judge ruled that McDonald's exploited children with their misleading advertisements [⁷⁸].

Daily Telegraph on 15/02/1995 released an article where it mentioned that Big Mac burgers were offered to the kids of Monkwick School in Colchester, Essex, in an attempt to cut vandalism and stealing from the school. In Lancashire Evening Post dated 18/10/1995, there was a write-up bringing to light an episode of Albany High in Chorley, where children were reported to have been lured with vouchers for McDonald's burgers if they turned up for school lessons with a 100% attendance record.

I.10.7 Childhood diabetes

There was a research conducted in the US which concluded that if commercials on fast foods were banned, there would be a reduction of 18% in the 3 years to 11 years category of overweight children and a decline to the extent of 14% in the 12 years to 18 years category of overweight teens.

A statistical report based on a study by National Diabetes Surveillance System had estimated a couple of years ago that by 2012, as many as 28000 children and adolescent in Canada would be suffering from type 1 or 2 diabetes

In 2006, Institute of Medicine 12 released a review which categorically said that television advertising in particular had great influences on children's food choices and food purchase requests of high-calorie and food with low nutritional value.

The report further argued for restriction on the marketing of unhealthy food and beverages to children if the incidence of overweight and obesity among children were desired. This restriction also meant limiting the commercials on television with regard to unhealthy food at grocery checkouts, usage of celebrities or cartoon characters, banning Advergates, banning the marketing of food stuff in child friendly packaging shapes and finally banning all sponsorship or commercializing the school set-up.

I.11. STATEMENT OF THE PROBLEM

1) “Advertising literacy and Children’s susceptibility to advertising”

The author of the PhD dissertation is Esther Rozendaal who has been given the 2012 Dissertation Award by the Children, Adolescents and the Media Division of the ICA as the dissertation was selected from all European and the US nominations of the year. Her dissertation covers 2 main areas. The first part deals with the development of children’s understanding of the advertisements as an adult and the next deals with how this understanding would help the children in reducing their vulnerability towards the evil effects of the advertising.

Gap: The study conducted by Esther Rozendaal does not cover effect TOMA (Top of the Mind Awareness) at length. She also has dealt with only 8 – 12 year old children to study the evil effects of advertising. But in today’s competitive marketing space, even the adolescent and the 20+ are also considered as potential samples to study the topic

2) “Culture and consumer socialization”

The author of the dissertation is Xin (Joyce) Zhou and the work is submitted to Saint Louis University in 2009. The study was conducted to find out the effect of the cultural factors on the consumption pattern of children.

Gap: The author has neglected the other factors like technology and the celebrity endorsements which go a long way in attracting a young mind to the brands and products. As children do not have the same mental built –up as an adult in analyzing and comprehending the advertising intention, they have to be handled differently by the markets and this makes them go for celebrities popular among children to introduce a brand and embed a technology in the same for today’s tech-savvy kids

3) “Marketing and consumer protection analysis of some food products consumed by young people”

The author Robert Sandor Szues has submitted the PhD dissertation University of Debrecen in 2011. The Author has basically thrown light upon the purchasing capacity of the children whose consumption of salt and trans fats is on the high side. His attempt has also been to find out the effectiveness of the advertising communication of the marketers who manufacture such calorie rich and fatty foods to the children. He also has covered the sources of the necessary information to the children

Gap: The author has neglected the areas like peer pressure and the role of celebrity in pushing a product to the children. The researcher could find that the author of the dissertation has not taken the significant change the social sites could bring about.

4) “A mother’s consumer socialization: the relationship with her daughter’s compulsive buying behavior”

The author of the thesis is Autumn L. Berbaum which was submitted to the Eastern Illinois University in the year 2011. The study could find reasons for the compulsive buying behavior with the Compulsive Buying Behavior Scale developed by Faber and O’Guinn. The author also has attempted to find if there is any correlation between the children’s buying behavior and the mother’s buying behavior and the extent to which mothers impact their daughters’ buying patterns.

Gap: The study does not cover other aspects like attractive packaging, peer pressure and changing family styles which influence the consumption patterns of the children to a large extent.

5) “Understanding the role of friendship groups in consumer socialization by examining the consumption of fashion”

The thesis has been authored by Cagri Yalkin and submitted to the University of Warwick in the year 2010. The thesis throws extensive light on the role of the friendship groups in prompting the children to go for the fashion accessories and the other related goods.

Gap: The study has neglected the role played by internet advertising used by today’s marketers to the lives of the children. The study also takes in to account only the fashion goods whereas the children of today share information regarding the purchase of every product under the sky.

6) “Youth and Online Social Networking: A Nexus Analytic Study of Mediated Actions and Public Discourses”

Authored by Malene Charlotte Larsen and submitted to [Aalborg University](#) in 2010, the study investigates the Danish children’s usage of social networking sites where they post personalized profiles and list each other as friends and communicate and socialize across time and space. The basic purpose of the study has been to analyze the purpose for such interaction among the children and younger population and the kind of information they exchange over the platform.

Gap: The author has not paid sufficient attention to the other sources of information to the children which are inevitable to understand their consumption patterns. Though the study is basically about the online social networking used by the children, the supplementary factors that should been added are parental styles, parental control over children’s internet viewing and the advertising initiatives by the marketers on the internet.

I.11.1 Gaps found in the other forms of literature on Consumer Socialization and Persuasive marketing

Livingstone & Helsper (2006) and Young (1990) said that the advertising-related knowledge and understanding is often referred to as ‘advertising literacy’. The research reports by Robertson & Rossiter (1976), Ward, Wackman & Wartella (1977) have made it clear that with increasing age, children demand less of heavily advertised products. Robertson and Rossiter (1974) correlate this pattern with a rise in a child’s understanding of commercial’s persuasive intent. Brand preferences may be a result of the exposure to a single commercial according to Resnik & Stern (1977) and Gorn & Goldberg (1982) in a few cases but in majority of the cases, ad repetition had been the reason behind the brand recall by children

Gap: All these authors have not considered the role of peers and friends in making the commercials more attractive and compelling. An advertisement is given importance also because of the insistence of a friend or a playmate. It increases the level of involvement of a child when the commercial is being discussed among the children in the playarea or inside a classroom. In such cases the variable that plays a more important role in persuading a child to buy a brand is the peer pressure more than the commercial.

I.12 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

- 1) To study the profile of the adolescents in their personal socialization process
- 2) To identify the underlying dimensions of persuasive marketing in the consumer socialization of the adolescents
- 3) To identify the underlying dimensions of the reasons for the purchase of products and services by the parents for their adolescent children
- 4) To make a comparative study of the socialization process of the adolescent between Chennai and Hyderabad.
- 5) To find out the various influences on the junk food consumption of the adolescents in Chennai and Hyderabad
- 6) To find out the retailers' perception about the impact of persuasive marketing on the adolescents in both the cities

I.13 RESEARCH METHODOLOGY

Non-probability convenience sampling method was adopted for collecting primary data among the parents, children and the retailers in Chennai and Hyderabad. A total of 1060 questionnaires were distributed (455 children, 455 parents and 150 retailers) out of which 912 were received back. 12 questionnaires had unfilled data which amounted to their being disqualified to be samples. Finally 900 samples (400 children + 400 parents + 100 retailers) were taken for the final study.

I.13.1 QUESTIONNAIRE DESIGN AND SCALING PATTERN

Structured questionnaires were used to seek the desired responses. The questions were so designed that they prespecify the set of response alternatives and the response format. Some were **multiple-choice** questions in which the researcher provided a choice of answers and respondents were asked to select one or more of the alternatives given. The response alternatives include the set of all possible choices. Some other questions were **dichotomous questions** presented with only 2 response alternatives

Different questionnaires were designed and distributed to children, parents and retailers

I.13.2 PILOT STUDY AND PRE-TESTING

A pilot study was conducted with a sample of 50 questionnaires differently designed for parents and their children. The results were subjected to Cronbach's alpha test for checking the internal consistency and reliability of the sample.

Types of variables	Number of variables	Alpha value
Motivational Perception of children	23	0.888
Pressurizing perception of parents	13	0.76

The table shows that Cronbach's alpha values of all the variables are higher (nearer to 1). Therefore, there is a high consistency in the measurement of the different types of variable and the scaling is highly reliable. However, in the light of experience gained through pilot study, the questionnaire was modified to elicit responses from the sample group.

I.13.3 ANALYSIS OF DATA

- 1) The Percentage analysis has been used to study various personal characteristics such as gender, the usefulness of social networking sites etc.
- 2) Factor analysis has been used to examine underlying dimensions in PP (Pressurizing Perception) variables of parents and the MP (Motivational Perception) variables of the children.
- 3) Cluster analysis and discriminant analysis have been used to classify the children and the parents into dominant perception groups differentiated significantly by their MP factors and PP factors respectively.
- 4) Multiple regression has been run to study the influence of the characteristics of children on their MP and the characteristics of parents on their PP in both Hyderabad and Chennai separately
- 5) The chi – square test has been applied to study the association between the groups of children and the groups of parents
- 6) The chi – square test has been used to study the significance of the association between the location and the children's groups and also the parent groups
- 7) T test has been used to study the significance of difference in MPC and also PPG between Chennai and Hyderabad

- 8) Descriptive statistics has been used to study MPC and PPP and their respective factors
- 9) The Cronbach alpha reliability test has been applied to find out the reliability of scales used to measure MPC and PPP variables

I.13.4 CHAPTER SCHEME

The dissertation has been divided into seven chapters. They are as follows

- 1) Chapter I: This chapter deals with the introduction, statement of problem, objectives of the study, Research Methodology and the Chapter scheme
- 2) Chapter II : This reviews the literature leading to the study under consideration.
- 3) Chapter III: This chapter deals with the descriptive statistics of parents and the children of both the cities
- 4) Chapter IV: This chapter deals with the analysis of parent's data in totality
- 5) Chapter V: This chapter deals with the analysis of children's data in totality
- 6) Chapter VI: This chapter deals with the comparative analysis of parent's and children's data collected from both the cities
- 7) Chapter VII: This chapter covers the Conclusion, Major findings, Recommendations, limitations and the scope for further study

References:

- [1] Chaudhuri, Ritwika, "A King Called Consumer", UAE Digest, June 2007
- [2] Estelami, Hooman, "Competitive and Procedural Determinants of Delight and Disappointment in Consumer Complaint Outcomes", Journal of Service Research, February 2000 vol. 2 no. 3, pp 285-300
- [3] Loudon, David L. Author: Della Bitta, Albert J, (2002), "Consumer Behavior, Concepts and Applications, 4th Edition, TATA McGraw-Hill, New Delhi
- [4] Shah Anoop (2003). "Behind Consumption and Consumerism-Children as Consumers" Global Issues. 28. (October). 1-7.
- [5] Parneek, Vivek (2000). "Kids will be Kids", Advertising and Marketing. 15. (April). 95.
- [6] Schor, J. 2005. 'Born to Buy: The Commercialised Child and the New Consumer Culture'.
- [7] Halan Deepak (2002). "Why Kids mean business", Indian Management. (December). 46-49
- [8] Geuens, M.G., G. Mast, and P.D. Pelsmacker (2002). "Children's Influence on Family Purchase Behaviour: The Role of Family Structure", Asia Pacific Advances in Consumer Research. 5. 130-135
- [9] Bakshi Vikram. "Kids are No Longer Passive Members of the Family", *Kid Pulse*.
<http://www.agencyfaqs.org/>
- [10] <http://www.marial.emory.edu/newsletter/Fall%2006/7.pdf>
- [11] Bachmann Achenreiner, G. & Roedder John, D. (2003), "The Meaning of Brand Names to Children: A Developmental Investigation", Journal of Consumer Psychology, 13(3), p. 205– 219
- [12] James U. McNeal, 'Kids as Customers: A Handbook of Marketing to Children', New York: Lexington Books, 1992, p.91
- [13] Moschis, G.P., and Mitchell, L.G. (1986), Television Advertising and Interpersonal Influences on Teenagers' Participation in Family Consumer Decisions, Advances in Consumer Research, 13, éd. R.J. Lutz, Ann Arbor, MI: Association for Consumer Research, 181-186
- [14] Rubin, Ronald S. (1974). The effects of cognitive development on children's responses to television advertising, Journal of Business Research, 2, 409–419
- [15] Butter, Eliot J., Paula M. Popovich, Robert H. Stackhouse, and Roger K. Garner (1981), "Discrimination of Television Programs and Commercials by preschool Children", Journal of Consumer Research, 21 (April), 53-56

- [16] <http://www.spring.org.uk/2008/05/infant-memory-works-from-very-early.php>
- [17] Rovee, C. K., & Rovee, D. T. (1969). Conjugate Reinforcement of Infant Exploratory Behavior. *Journal of Experimental Child Psychology*, 8, 33-39
- [18] <http://www.psychologicalscience.org/index.php/news/releases/thinking-of-things-unseen.html>
- [19] http://patriciaganea.com/languagelearning/documents/ani_release_083007.pdf
- [20] Linn, Susan (2004), 'Consuming Kids: The Hostile Takeover of Childhood', New York, New Press
- [21] Moschis, George P. and Roy Moore (1979), "Decision Making among the Young: A Socialization Perspective", *Journal of Consumer Research*, 6 (September), pp 101-102
- [22] <http://commercialfreechildhood.org/factsheets/overview.pdf>
- [23] John, Deborah Roedder (1999): "Consumer socialization of children: A retrospective Look at twenty-five years of research", in *Journal of Consumer Research*, Vol. 26, No. 3
- [24] <http://www.thefreeresource.com/socialization-process-definition-theories-and-skills-taught-by-groups-that-teaches-socialization>
- [25] George P. Moschis and Gilbert A. Churchill, Jr., "Consumer Socialization: A Theoretical and Empirical Analysis", *Journal of Marketing Research*, Vol.15, No.4, (Nov. 1978), pp 599-609
- [26] Ward, Scott., "Consumer Socialization", *Journal of Marketing Research*, Vol 1, No. 2 (September 1974), pp 1-14
- [27] George P. Moschis, Ruth B. Smith (1985), "Consumer Socialization: Origins, Trends and Directions for Future Research", in *Special Volumes - hp, , : Association for Consumer Research*, Pages: 275-281
- [28] Bjurstorm, Erling, 'Consumer Socialization: How do children become consumers?', An Advertising Education Forum (AEF) Academic Advisory Board Discussion Paper 13 June 2002
- [29] Fischer, Kurt W, 'A theory of cognitive development: The control and construction of hierarchies of skills', *Psychological Review*, Vol 87(6), Nov 1980, 477-531
- [30] Barenboim, Carl (1981), "The Development of person Perception in Childhood and Adolescence: From behavioral Comparisons to Psychological Constructs to Psychological Comparisons", *Child Development*, 52 (March), 129-144
- [31] George P. Moschis, Roy L. Moore, Thomas J. Stanley, 'An Exploratory Study of Brand Loyalty Development', *Advances in Consumer Research* Volume 11, 1984, Pages 412-

- [32] Davidson, Denise (1991), "Developmental Differences in Children's Search of Predecisional Information", *Journal of Experimental Child Psychology*, 52 (October), 239- 255
- [33] Bush J.alan, Craig A.Martin, Victoria D.Bush, "Sports Celebrity Influence on the Behavioral Intentions of Generation Y", *Journal of Advertising Research* (2004), 44, 108- 118
- [34] Adler, Richard P., Gerald S.Lesser, Lawrence Meringoff, Thomas S.Robertson, John R.Rossiter, and Scott Ward (1980), "Research on the Effects of Television Advertising on Children", Lexington, MA: Lexington Books
- [35] Blatt, Joan, Lyle Spencer and Scott Ward (1972), "A Cognitive Developmental Study of Children's Reactions to Television Advertising", *Television and Social Behavior*, Vol.4, *Television in Day-To-Day Life: Patterns of Use*, ed.Eli A.Rubinstein et al., Washington, DC: U.S.Department of Health, Education and Welfare, 452-467
- [36]Atkin, Charles K. (1975) "Effects of Television Advertising on Children: First Year Experimental Evidence, Report No.1", East Lansing: Michigan State University, Department of Communication
- [37] Kim, Chankon, Hanjoon Lee and Katherine Hall (1991), " A Study of Adolescent's Power, Influence Strategy and Influence on Family Purchase Decisions", 1991, AMA Winter Educators' Conference Preceedings, ed.Terry LChilders, Chicago: American Marketing Association, 37-45
- [38] Lindquist, Jay D (1978), "Children's Attitudes Toward Advertising on Television and Radio and in Children's Magazines and Comic Books", *Advances in Consumer Research*, Vol.6, ed. William L.Wilkie, Ann Arbor, MI: Association for Consumer Research, 407- 412
- [39] Bever, Thomas G., Martin L.Smith, Barbara Bengen and Thomas G.Johnson (1975), "Young Viewers' Troubling Response to TV Ads", *Harvard Business Review*, 53 (November – December), 109-120
- [40] Blosser, Betsy J and Donald F.Roberts (1985),"Age Differences in Children's Perception of Message Intent: Responses to TV News, Commercials, Educational Spots and Public Service Announcements", *Communication Research*, 12 (October), 455-484
- [41] Piaget,J. 'The Child's Construction of Reality', Routledge, (1955) London
- [42] Piaget, J. '*Origins of intelligence in the child*', Routledge & Kegan Paul (1936) London
- [43] Wadsworth B., '*Piaget's Theory of Cognitive and Affective Development: Foundations*

of *Constructivism*, Allyn and Bacon (5/e 1996), Boston.

- [44] Deborah L. Roedder, "Age Differences in Children's Responses to Television Advertising: An Information Processing Approach", *Journal of Consumer Research*, Vol.8, September 1981, 144-153
- [45] David R. Shaffer, 'Social and Personality Development', Wadsworth, Cengage Learning (2005) p 201
- [46] http://en.wikipedia.org/wiki/Erik_Erikson
- [47] Erikson, Erik H. (1963), *Childhood and Society*, New York: W.W. Norton & Co. Inc.
- [48] <http://www.ftc.gov/speeches/beales/040802adstokids.pdf>
- [49] Report of APA Task Force on Advertising to Children, American Psychological Association, February 2004
- [50] <http://www.asa.org.uk/Resource-Centre/Hot-Topics/Children-and-advertising.aspx>
- [51] <http://www.ascionline.org/>
- [52] Weber, Angila, "Parents ask McDonald's to ban Ronald", *The Beaverton Valley Times*, February 3, 2011
- [53] Dan S. Acuff, Reiher H. Robert, 'What Kids Buy and Why: The Psychology of Marketing to Kids', The Free Press, New York, 1997
- [54] <http://phys.org/news105637168.html>
- [55] Rhonda P. Ross et al. "When celebrities talk, children listen: An experimental analysis of children's responses to TV ads with celebrity endorsement", *Journal of Applied Developmental Psychology*, Vol.5, Issue 3, July-September 1984, 185-205
- [56] http://worldlywriter.com/images/portfolio/Proposals/Celebrity_Branding.pdf
- [57] <http://www.tatadocomo.com/3g-docomics.aspx>
- [58] Larsen, Kirstin, "Commercialism in Schools", *Research Roundup*, Eric Publication, Vol.18, Fall 2001
- [59] Rick Ferguson, "Word-of-Mouth and Viral Marketing: Taking the Temperature of the Hottest Trends", *Journal of Consumer Marketing*, Vol.25, Issue 3, 179-182
- [60] <http://www.sanjeevsingh.net/2010/02/rapid-growth-of-social-media-marketing.html>
- [61] <http://www.thegeeksclub.com/social-media-in-india-statistics-and-insights>
- [62] The Kaiser Family Foundation, *Kids & Media @ the New Millennium: A Comprehensive National Analysis of Children's Media Use* (Menlo Park, CA: Kaiser Family Foundation, 1999), 9
- [63] <http://marketinomics.com/branding/advergaming-2/>
- [64] Montgomery, Kathryn C. (2001), "Digital Kids – The New On-line Children's

- Consumer Culture”, Handbook of Children and the Media, eds D.G.Singer and J.L.Singer, Thousand Oaks, CA:SAGE, 635-650
- [65]Atkin, Charles K. (1978), “Observation of Parent-Child Interaction in Super-market Decision-Making”, Journal of Marketing, 42 (October), 41-45
- [66] Carlson, Les and Sanford Grossbart (1988),”Parental Style and Consumer Socialization of Children of Children”, Journal of Consumer Research, 15 (June), 77-94
- [67] Bachman, Gwen Rae, Deborah Roedder John, and Akshay R.Rao (1993),”Children’s Susceptibility to peer Group Purchase Influence: An Exploratory Investigation”, Advances in Consumer Research, Vol.20, ed. Leigh McAlister and Michael L.Rothschild, Provo, UT: Association for Consumer Research, 463-468
- [68] Hawkins, Del I. and Kenneth A.Coney (1974),”Peer Influences on Children’s Product Preferences”, journal of the academy of Marketing science, 2 (Spring), 322-331
- [69] Sujatha R. “Student Stabs Teacher to Death in Chennai School”, The Hindu, February 10, 2012, p 20
- [70] Rindfleisch, Aric, James E. Burroughs, and Frank Denton (1997),”Family Structure, Materialism and Its Measurement: Scale Development and Validation”, Journal of Consumer Research, 19 (December), 303-316
- [71] Roberts, James A., John F.Tanner, and Chris Manolis (2005), “Materialism and the Family Structure-Stress Relation”, Journal of Consumer Psychology, 15(2), 183-190
- [72] <http://www.chillibreeze.com/articles/Indian-children.asp>
- [73] Dalmeny, Kath (2003),”Food Marketing: The Role of Advertising in Child Health”, Consumer Policy Review, Vol.13, No.1, 2-7
- [74] Clancy-Hepburn, Katherine, Antony A.Hickey, and Gayle Nevill (1974),”Children’s Behavior Responses to TV Food Advertisements”, Journal of Nutrition Education, 6 (July- September), 93-96
- [75]Claudia Thomas, Elina Hyppönen, and Chris Power, “Obesity and Type 2 Diabetes Risk in Midadult Life: The Role of Childhood Adversity”, *Pediatrics* May 2008; 121:5 e1240- e1249
- [76] <http://www.livestrong.com/article/542954-obesity-in-children-and-emotion/>
- [77] http://www.delhibazaronline.com/index.php?option=com_content&view=article&id=19946:junk-food-a-recipe-for-disaster-&catid=51:fmcg-news
- [78] Steven C.J.Cummins, Laura McKay and Sally Macintyre, “McDonald’s Restaurants and Neighborhood Deprivation in Scotland and England”, American journal of Preventive Medicine, Vol.29, issue 4, November 2005, 308-310