

Children's Influence in
Family Consumer Decision Making: A Study of
Chinese Families in Hong Kong

By

Mei Ha Phyllis Wong

MBA, Macquarie University, Australia

MMGT in Marketing Management, Macquarie University, Australia

A thesis submitted in fulfillment of the requirements for the degree of
Doctor of Business Administration (DBA)

Faculty of Business and Law
University of Newcastle, Australia

August 2014

Declaration

I hereby certify that the work embodied in the Dissertation Project is the result of original research and has not been submitted for a higher degree to any other University or Institution.

Wong, Mei Ha Phyllis
Student Number 3151651
August 2014

Acknowledgments

First and foremost I would like to express deepest gratitude to my supervisor, Dr. Stacey Baxter, for her invaluable advice and guidance throughout my doctoral journey.

I would also like to sincerely thank school principals Ho Po Ling, Choy Sai Hung, Lai Ping Wah Johnathan, Ng Yau Keung Benjamin, Chung Kwok Keung, and Yiu Wai Chung for their outstanding cooperation, and all the schools and families who participated in the study for their selfless contribution. Without the support of all the aforementioned, the successful completion of this research would not have been possible.

Finally and most importantly, I wish to express my sincere gratitude to my family for their ceaseless encouragement and enduring love.

Table of Contents

Declaration	i
Acknowledgments	ii
Table of Contents	iii
List of Tables	viii
List of Figures	ix
Abstract	x
Chapter 1 Introduction	1
1.1 Background	1
1.1.1 Family Consumer Decision Making	1
1.1.2 Consumer Socialization and Reverse Socialization	2
1.1.3 Hong Kong	3
1.1.4 Culture and Socialization	4
1.2 Justification for Research	6
1.2.1 Importance of Children as a Market Segment	6
1.2.2 Internet Generation	8
1.3 Research Methodology	9
1.4 Outline of Thesis	10
Chapter 2 Literature Review and Hypotheses	11
2.1 Introduction	11
2.2 Consumer Socialization	11

2.2.1 Consumer Behavior	12
2.2.2 Theoretical Foundations of Consumer Socialization	13
2.2.3 Consumer Socialization Agents	16
2.2.4 Cognitive Development Theory	19
2.2.5 Consumer Socialization Stages	20
2.3 Reverse Socialization.....	22
2.3.1 Social Learning Theory	23
2.3.2 Theoretical Foundations of Reverse Socialization	24
2.4 Children's Influence in Family Consumer Decision Making.....	25
2.4.1 Children's Influence	25
2.4.2 Factors affecting Children's Influence	26
2.5 Hong Kong Consumer Context	28
2.6 Research Questions and Hypotheses	31
2.6.1 Question 1	31
2.6.2 Question 2.....	35
2.6.3 Question 3	37
Chapter 3 Research Design.....	40
3.1 Introduction.....	40
3.2 Research Methodologies.....	40
3.3 Research Design	43
3.3.1 Types of Research Design	43
3.3.2 Research Methods	44
3.3.3 Survey Research	46

3.3.4 Sampling.....	47
3.3.5 Questionnaires	49
3.3.6 Product Categories.....	50
3.3.7 Research Framework	52
3.4 Data Collection	54
3.4.1 Pilot Test.....	54
3.4.2 Process Planning with Schools.....	54
3.4.3 Bulk Survey Logistics	56
3.5 Measures	57
3.6 Method of Analysis.....	58
3.6.1 Parametric and Non-Parametric Test.....	58
3.6.2 Wilcoxon Signed Rank Test.....	59
3.6.3 Spearman's Correlation Test	60
3.7 Validity	61
3.8 Ethical Considerations	62
3.9 Limitations of Research Design.....	63
4.0 Conclusion	64
Chapter 4 Data Analysis	65
4.1 Introduction.....	65
4.2 Descriptive Statistics	65
4.2.1 Valid Response Rate.....	65
4.2.2 Respondent Profiles.....	66
4.3 Assumption Checking.....	67

4.3.1 Types of Data	68
4.3.2 Shapiro-Wilk Normality Test	69
4.4 Hypotheses Testing	70
4.4.1 Hypothesis 1	71
4.4.2 Hypothesis 2	73
4.4.3 Hypothesis 3	74
4.4.4 Hypothesis 4	76
4.4.5 Hypothesis 5	78
4.4.6 Hypothesis 6	80
4.5 Summary of the Hypotheses Results	82
Chapter 5 Conclusions and Implications	84
5.1 Introduction.....	84
5.2 Findings	84
5.2.1 Decision Stages	85
5.2.2 Product Relevancy	87
5.2.3 Age	88
5.2.4 Gender	90
5.2.5 Household Income	92
5.2.6 Parental Education Level.....	94
5.2.7 Summary of Findings	96
5.3 Implications and Recommendations.....	97
5.3.1 Internet Mavens	97
5.3.2 Cultural Changes and Marketing Ethics	99

5.3.3 Product Relevancy and Involvement	101
5.3.4 Insights from Socio-demographic Status	101
5.3.5 Insights from Socio-economic Status	103
5.4 Limitations and Directions for Future Research	104
5.4.1 Parent-child Communication Structure	104
5.4.2 Reciprocal view from Child	105
5.4.3 Generalization Problem	105
5.4.4 Family Structure	106
5.4.5 Brand Loyalty and Relationship Marketing	106
5.5 Summary and Conclusion	107
References	110
Appendices	133
Appendix A Information Sheet for Principals	133
Appendix B Information Sheet for Respondents	136
Appendix C Questionnaire	141
Appendix D Hong Kong Fact Sheet	157
Appendix E Descriptive Statistics Summary	159
Appendix F Respondent Profiles	161
Appendix G Shapiro-Wilk Normality Test	164
Appendix H Overall Ranking	166

List of Tables

Table 2-1	Theoretical Approaches to Consumer Socialization	14
Table 2-2	Consumer Socialization Stages	21
Table 3-1	Overview of the Six Selected Schools	48
Table 3-2	Product Categories from the Study by Aslan and Karalar (2009)	50
Table 3-3	Products Categories from the Study by Shoham and Salakas (2005).....	51
Table 3-4	Products Selected for Questionnaire	51
Table 4-1	Hypothesis 1 Test Results	72
Table 4-2	Hypothesis 2 Test Results	74
Table 4-3	Hypothesis 3 Test Results	75
Table 4-4	Hypothesis 4 Test Results	77
Table 4-5	Hypothesis 5 Test Results	79
Table 4-6	Hypothesis 6 Test Results	81
Table 4-7	Summary of Hypotheses Results	83

List of Figures

Figure 2-1	A Conceptual Model of Consumer Socialization	15
Figure 2-2	Social Learning Model	23
Figure 3-1	Buyer Decision Process	52
Figure 3-2	Research Framework	53

Abstract

This study analyzed how Hong Kong children from Chinese families of different socio-economic and socio-demographic backgrounds influence family consumer decision making. Product relevancy and influence at different buying decision stages were also examined in the same context. The aim of the study was to discover if children's influence is dominant in Hong Kong and to offer marketers insight from different perspectives to help them develop the right marketing strategies for increasing their market share.

The quantitative research design was based on collecting and analyzing the experiences of parents. With the support from six principals of three primary schools and three secondary schools, 1800 questionnaires were distributed and 1294 completed questionnaires were returned. Parents of children aged 7-16 years were invited to participate in the survey by answering the questionnaires based on the purchases that they had made in the past six months.

Findings from the study suggest that product relevancy is important to children's influence in family consumer decision making in Hong Kong, as children show high involvement and participation when the products are for their own use. However, children's influence in the buying decision process is still unclear because of inconsistent and contrasting results for different products and service. The hypothesis that older children are more influential in family consumer decision making in Hong Kong is supported. However, the gender of the children does not play a dominant role in determining children's influence, as both male and female children were found to be equally influential in family consumer decision

making for most product categories. The research results also found that there is no significant correlation between children's influence in family consumer decision making and household income and parental education.

It would seem that scholars have at long last acknowledged the important role that children play in the family consumer decision-making process, and that their power has been enhanced in recent years by the acquisition of Internet-enabled knowledge. It is suggested that future research should cover the children's perspective, family communication style, family structure, and family size.

Chapter 1

Introduction

This chapter introduces the background of the study, justifies the research, and provides an overview of the thesis' structure. The first part of the chapter introduces family consumer decision making, consumer socialization, reverse socialization and the rationale for conducting the study in Hong Kong. This is followed by a description of the research methodology and finally an outline of the other four chapters.

1.1 Background

1.1.1 Family Consumer Decision Making

A family is defined as two or more persons related by marriage, or adoption who reside together (Schiffman and Kanuk, 1997). In a broader sense, family is a social group where individuals live together and interact with each other in order to satisfy their personal and mutual needs. According to Assael (1998), family consumer decision making is different from individual consumer decision making as it is more complex due to the likelihood of joint decisions and different roles of family members. In the past few decades, families have become more children centric and joint decisions on family consumer decision making have increased (Harris Interactive, 2003). Accordingly, scholars have focused on

the socio-economic and socio-demographic determinants that affect children's influence on the family consumer decision-making process (Darley and Lim, 1986).

1.1.2 Consumer Socialization and Reverse Socialization

During the journey from birth to childhood and adolescence to adulthood, individuals go through various phases of cognitive development and social learning. This developmental process is often conceptualized in terms of socialization, which is: "the process by which individuals acquire the knowledge, skills and dispositions that enable them to participate as more or less effective members of groups and society" (Brim, 1966, p.3). Over the past forty years, numerous marketing scholars have focused on a consumption-related sub-dimension of the socialization process, termed 'consumer socialization'. The development of consumer socialization research has been dominated by four major theoretical approaches, namely cognitive development, social development theory, interpersonal development theory, and learning theory (Ironico, 2012). The most influential definition of consumer socialization used in marketing literature is the one by Ward (1974, p.2): "the processes by which young people acquire skills, knowledge, and attitudes relevant to their functioning as consumers in the marketplace". In the same paper, Ward also offered a valuable framework for studying how children learn to become consumers, which is discussed in the following chapter.

Whilst the field of research in the context of consumer socialization may be viewed as mature, an alternative framework for understanding the influence of social and cognitive

development on consumption, known as ‘reverse socialization’, has drawn attention from scholars (Singh, Kwon and Pereira, 2003; Mochis, 1984, 1987; Smith and Moschis, 1983). As consumer socialization is a lifelong process, it is reasonable to expect that adults learn consumer skills from younger consumers, including children. Specifically, reverse socialization refers to the interaction of parents and children as a means for parents to learn product-related knowledge and skills in a reciprocal manner (Ward, 1974).

In order to understand children’s influence on family consumer decision making, it is essential to empirically study consumer socialization and reverse socialization to understand how children learn to become consumers and how parents learn consumer knowledge from their children.

1.1.3 Hong Kong

Hong Kong is a special administrative region of China located on the Pearl River Delta, facing the South China Sea. Hong Kong was a British colony before it was handed over to China in 1997. Based on the “one country two systems” agreement, Hong Kong has a different political system and an independent judiciary. Hong Kong has gone through rapid economic growth in the past few decades to become one of the world’s leading financial centers with a GDP of HK\$2,096,796 million in 2013.

According to the 2013 population figures published on 18 February 2014 by the Hong Kong Census and Statistics Department, the population of Hong Kong is over seven

million, which in a land area of 1,000 square kilometers makes Hong Kong one of the most densely populated areas in the world. High per capita disposable income and a large population have attracted a plethora of global retailers to set up shops in Hong Kong. According to the “Asia Pacific Special Report – Retail Hotspots in Asia Pacific” published in December 2013 by CBRE Group, Inc., Hong Kong has become recognized as the preferred entry point for global retailers, especially for the business and luxury goods sectors, and is ranked number one amongst all established markets in the Asia Pacific region for the second consecutive year. With a huge population and rapid growth in demand for consumer products, it is not surprising that Hong Kong has become the target for many big corporations and retailers. This study therefore aimed to provide such marketers with insights into children’s influence on family purchases in Hong Kong’s consumer market.

1.1.4 Culture and Socialization

Hofstede (1980, p.21) defined culture as “the collective programming of the mind which distinguishes the members of one group or category from those of another”, while De Mooji (2005) contended that culture influences people’s behavior and motivates them; it is the models through which people perceive, interpret and connect to the world and explains the individual’s actions and values. Schiffman and Kanuk (1997) described culture as an invisible hand that determines people’s attitude and activities by influencing an individual’s behavior naturally.

According to Hofstede (1980), North Americans pursue individualism and are expected to be independent and have loose ties to society, whereas Chinese practice collectivism that is group dependent and characterized by having a strong hierarchical relationship in the family between parents and children. Confucianism plays an important role in Chinese collectivistic cultural norms and values. It demonstrates clear hierarchies between elder and younger, male and female, and ruler and ruled (Abelmann, 1997). Unlike Western families, which emphasize individual growth and development, Chinese children are socialized to develop collective ideology, to control self-directed acts, and to become an integral part of groups (Chen, 2000). Children are expected to show loyalty, obedience and conformity to their parent's decisions (Yang and Laroche, 2011). It is considered to be selfish to express individual desires and needs if they are in conflict with the family (Triandis, 1995; Feldman and Rosenthal, 1990). It is not common for parents to share power with children when making decisions, and the door of negotiation is often viewed as closed after parents reject requests from their children.

Culture can provide broad and abstract guidelines for the conducts of individuals, which includes consumer socialization (Choi and La Ferle, 2004) as the foundation of socialization activities (Arnett, 2007). However, there have been no studies on how culture impacts interactions with socialization agents, especially in the context of Chinese families. Children are often taught to sacrifice their own benefits in case of a conflict. "Guanxi" and "face" are important in relationship networks. In individualistic culture societies, individual decisions are respected and valued more than group decisions, and the priority is the task at hand rather than relationships. In contrast, collectivistic cultures give priority to

relationships and harmony (De Mooij, 2005; Hofstede, 1980). In Chinese culture, avoid loosing face is crucial and the benefits of groups always come before the benefits of individual.

Studies on the role of children in family purchases have all been undertaken in Western societies (Shoham and Dalakas, 2005). However, because of different cultural backgrounds and dimensions, the findings from these studies may not be applicable to Hong Kong consumers. The aim of this study was therefore to fill this knowledge gap by conducting research in Hong Kong into reverse socialization in Chinese families, and the influence of children in family consumer decision making in a Chinese culture. Findings from the study will provide insights for companies when considering appropriate and effective marketing strategies for the Hong Kong consumer market.

1.2 Justification for the Research

1.2.1 Importance of Children as a Market Segment

Although the young teaching the old is not a new concept, it has not been well addressed in consumer behavior studies (Watne, Lobo, and Brennan, 2011). The purpose of this study was therefore to explore the interaction of parents with their children as consumers, and to identify how norms, attitude, motivation and behavior are transmitted from children to parents. With advances in information and communication technology, children may possess knowledge that their parents do not. This research aimed at providing a complete

picture of how knowledge is transferred to parents in the consumption cycle, including at the initial stages and decision stages for different products. For clarity, the term ‘product’ in this study is used in its broadest sense to include services such as restaurants and movies.

McNeal (1992) claimed that as shoppers, buyers and consumers, children are an important market segment. In the study by Kaur and Singh (2006), children were found to contribute in three different markets: primary users, influencers, and future markets. Children are the primary users of certain products, are able to influence the purchase of products used by other family members, and are the buyers in future markets. Previous research shows that children are able to influence family purchases actively and passively (Mikkelsen, 2006) and play an important role in the consumer market both directly and indirectly (Belch, Belch, and Ceresino, 1985). This research investigated whether the influence of children in consumer decision making differs according to products, and how such influence is affected by the socio-economic and demographic factors of the family.

Findings from the research is intended to provide valuable information to marketers concerning the influence of children in family consumer decision making in Chinese families in Hong Kong. By testing hypotheses, the research identifies the factors that explain the variation in children’s influence on their parents at various stages of the purchase decision-making process and for different kinds of products. The study empirically investigates the influence of children in their families in order to understand the thinking, attitude, learning, and beliefs of Chinese families towards consumption. The study offers marketers in-depth knowledge from different perspectives that will enable

them to develop appropriate marketing strategies for their products in order to increase their share of the Hong Kong market.

1.2.2 Internet Generation

Consumers find the most important and fast changing current issue to be information and communication technology (Anderson, Beynin, and Gershuny, 2007). Older consumers need to update their knowledge and adjust their behavior to adapt to products that did not exist when they were young, while young consumers born into a high-tech society have become experts who typically know far more than their parents (Watne, Lobo, and Brennan, 2011). With the fast changing pace of information and communication technology, children are able to experience the purchasing and consumption of products earlier than their parents and are therefore expected to influence their parents to a greater extent than previous generations (Ekstrom, 2007). Development of the Internet has brought dramatic changes in children's consumer behavior (Buckleitner, 2008). Children are able to access unlimited information through the Internet and communication channels have been opened up through social media such as Facebook and Twitter; children are consequently more expressive and willing to teach their parents. "The Internet has potentially altered the decision-making roles of family members based on their interest in and expertise with the Internet." (Blech, Krentler, and Willis-Flurry, 2005, pp. 569).

1.3 Research Methodology

Given that reverse socialization has been neglected in previous studies, especially in the context of Chinese families, this research set out to explore the factors that affect the influence of children in family consumer decision making in Hong Kong. The intention was to provide comprehensive information that would help to understand how purchase decisions are made in the family unit. The following are the major questions addressed:

1. Does the influence of children vary according to the different stages of the decision-making process?
2. Is product relevancy the key factor that affects children's influence in family decision making?
3. Do socio-economic status and socio-demographic status play important roles in children's influence in family purchases?

A positivist approach was chosen for the study, and quantitative research was used in order to capture large amounts of data for analysis. The research design was descriptive in nature and survey was the design method applied. With the assistance of the principals and teachers from three primary schools and three secondary schools in Hong Kong, 1800 questionnaires and information sheets were distributed to students who were asked to take them home to their parents. The information sheets included an invitation to parents to participate in the survey by answering the questions in the questionnaire based on the purchases that they had made in the past six months.

1.4 Outline of Thesis

This thesis follows a five-chapter structure. *Chapter 2 Literature Review and Hypotheses* offers an overview of the theoretical foundation of consumer socialization and reverse socialization. It discusses the factors affecting the influence of children in family consumer decision making, which leads to the study's three questions and six hypotheses. *Chapter 3 Research Design* discusses the rationale for the choice of the study's research design, sampling method, questionnaire design, and analytical method, given that the purpose of the research was to test hypotheses related to the influence of children in family consumer decision making in the context of Chinese families in Hong Kong. The ethical considerations of the research methodology are also included in this chapter. *Chapter 4 Data Analysis* provides the profiles of respondents through descriptive analysis and illustrates the results of hypotheses testing. Finally, *Chapter 5 Conclusions and Implications* links the results of the data analysis back to the study's theoretical perspectives, and identifies practical implications of the research findings for marketers targeting the Hong Kong consumer market. Limitations of the research and potential future research directions are included at the end of the chapter.

Chapter 2

Literature Review and Hypotheses

2.1 Introduction

Chapter 1 presented an overview of the research and outlined the structure of the thesis. This chapter reviews important literatures related to the study and is divided into three broad areas: consumer socialization, reverse socialization, and children's influence in family consumer decision making.

Previous empirical and theoretical studies suggest that children take an active role in family purchases and that parents are likely to be influenced by their children and learn from them. However, there are gaps in the literatures regarding children's influence in consumer decision making in Chinese families. This chapter therefore identifies three questions and six hypotheses designed to produce findings that will contribute to the body of knowledge associated with children's influence in family consumer decision making in Chinese families.

2.2 Consumer Socialization

Definitions of consumer behavior are provided below, followed by the theoretical foundations of consumer socialization. Parents, peers, media and the Internet are the key

consumer socialization agents that influence children. The cognitive development theory from Moschis and Moore (1978) and consumer socialization stages from John (1999) and McNeal (1993) are illustrated at the end of the section to provide essential foundation theory of consumer socialization.

2.2.1 Consumer Behavior

Consumer behavior has been defined by the American Marketing Association as “the dynamic interaction of affect and cognition, behavior, and the environment by which human beings conduct the exchange aspects of their lives.” (Peter and Olson, 2010, p.5). Consumer behavior involves both interactions and exchanges. Family, as a consuming unit, is a central phenomenon in consumer behavior (Commuri and Gentry, 2000). Each family member can play different roles in the purchase process, namely the initiator, influencer, and/or decision maker (Kotler, Bowen, and Makens, 1999). There are no fixed roles for family members and the roles are all interchangeable.

For many years researchers have sought to understand how purchase decisions are made within a family unit. A review of relevant literature reveals that researchers have focused on the roles of husbands and wives in family purchases and their response to products in the market place (Davis, 1976; Davis and Rigaux, 1974; Hempel, 1974). In the 1960s, researchers began to recognize children as one of the important segments in the consumer marketplace. Apart from research that aimed at understanding children’s knowledge of the retail market (McNeal, 1964), studies have examined how children affect their parents’

consumption decisions (Berey and Pollay 1968; Wells and LoSciuto, 1966). However, the role of children across the buying process appears to be somewhat limited (McNeal, 1992; McDonald, 1980; Scanzoni, 1980).

Studies carried out by United States marketing researchers have shown that children have a significant influence on family purchases across a variety of products, including apparels, food and beverage, and toys (Lieback, 1994). In the seminal research paper from Kaur and Singh (2006), the important roles that children play in purchase decision making for their own products as well as their role in family consumption has grown over the years with children gradually converting themselves into active participants in the family purchase decision-making process (Martin and Bush, 2000). Despite researchers suggesting this movement has occurred, no known research has empirically examined this. It is therefore suggested that as the importance of children in family purchase decisions increases, so does the need for research in that respect.

2.2.2 Theoretical Foundation of Consumer Socialization

During the journey from birth to childhood, adolescence to adulthood, individuals go through various phases of cognitive development and social learning. Brim (1966) identified this developmental process as socialization and defined it as “the process by which individuals acquire the knowledge, skills and dispositions that enable them to participate as more or less effective members of groups and society” (Brim, 1966, p.3). Goslin (1969) offered a similar definition of socialization by stating that it is the process

through which young people acquire various patterns of cognition and behavior. Moschis and Churchill (1978) believed socialization to be the process of adjusting to the environment through learning about it.

A sub-dimension of the socialization process that has caught the attention of scholars is consumer socialization. It is consumption-related socialization that stemmed from socialization research that focused on the process by which individuals develop their socially relevant experience and behavior patterns through transactions and interactions with others (Zigler and Child, 1969). The development of consumer socialization research has been dominated by four major theoretical approaches: cognitive development theory, social development theory, interpersonal development theory, and social learning theory (Ironico, 2012).

Table 2-1: Theoretical Approaches to Consumer Socialization

Theoretical Approaches	Research
Cognitive Development Theory	Ward, 1974; Ward, Wackman, and Wartella, 1977; John, 1999; Moschis and Churchill, 1978
Social Development Theory	John, 1999
Interpersonal Communication Theory	Carruth and Skinner, 2001; Carlson and Grossbart, 1988, 1991; Grossbart, Carlson and Walsh, 1991; Moschis, 1985, 1987; Moore and Moschis, 1981
Social Learning Theory	Carruth and Skinner, 2001; Moschis and Churchill, 1978; Ward, Wackman, and Wartella, 1977

Source: Ironico (2012, p.31)

Ward (1974, p.2) introduced the first definition of consumer socialization: “the processes by which young people acquire skills, knowledge, and attitudes relevant to their functioning as consumers in the marketplace”. Moschis and Churchill (1978, p.599) argued that consumer socialization stemmed from social learning theory but also embedded cognitive development theory, leading to their definition of consumer socialization as being “the process by which young people develop consumer-related skills, knowledge, and attitudes”.

Moschis and Moore (1978) introduced a model of consumer socialization in which antecedents to the socialization processes are age or life cycle, representing a cognitive development theory approach. The social structural variables, for example, are social class and gender. Agents and learners influence and interact with each other through modeling, reinforcement and social interaction. Learning is the outcomes of the socialization process (Moschis and Churchill, 1979, 1978).

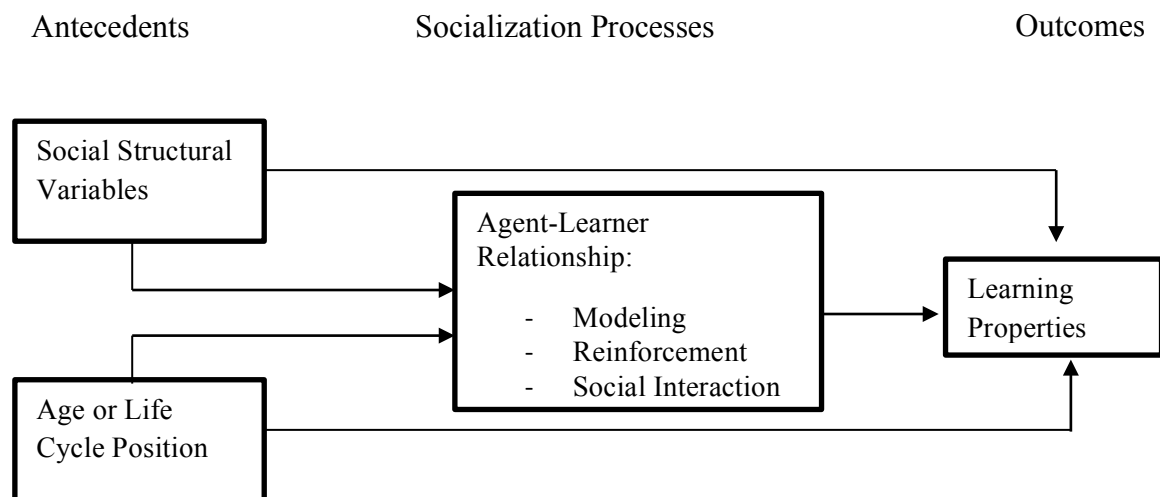


Figure 2-1: Conceptual Model of Consumer Socialization

Source: Moschis and Moore (1978)

Although different terms have been used over the years, such as “consumer development” or “consumer education” (McNeal, 1993), Ward’s (1974) term of consumer socialization remains the dominant term used in marketing literature (McGregor, 1999; Carlson and Grossbart, 1994). Ward’s consumer socialization theory, which combines the essence of Bandura’s social learning theory and Piaget’s cognitive development, offered a valuable framework for studying how children learn to become consumers and opened up the gateway for scholars to study various related topics. For example, Geuens, Pelsmacker and Mast (2003) explored how children’s consumer behavior is affected by the power of consumer socialization.

2.2.3 Consumer Socialization Agents

Consumer socialization is “the process by which young people learn to function in the marketplace” (Geuens et al., 2003, p.57). Ward (1974, p.8) pointed out that “consumer socialization proceeds more through subtle social learning processes, rather than through purposive and systematic parental training” and that children actually learn to be consumers directly or indirectly through different sources, including socialization agents. Socialization agents are defined as the persons or organizations involved and contributing to the education of children in consumer socialization (John, 1999).

Socialization agents are the specific sources that provide knowledge, skills and attitudes in the consumer socialization process (Churchill and Moschis, 1979). Moschis and Churchill (1978) and John (1999) proposed that parents, mass media, school and peers are the most

important socialization agents in the consumer socialization model for children; parents and school are the main source of educational development, and the peers and mass media serve as the key sources in a social context. This proposition is supported by other scholars who examined the role of socialization agents in consumer socialization: Singh et al. (2003); Moschis and Moore (1982); Churchill and Moschis (1979); Moschis and Moore (1979); Moore, and Stephens (1975). With the advances in digital technology advancement and the associated changes in communication, the socialization agents have become more complex. However, the results of recent studies consistently support, parents, peers and mass media as the primary influences on young people's consumer socialization (Ali et al., 2012).

1. Parents

Parents are considered to be the most important source for children to obtain knowledge of consumer related skills (Moschis and Churchill, 1978). Moschis (1985) suggested that family members exchange information with each other through various mechanisms, including modeling, reinforcement, and interaction. Parents intentionally and unintentionally teach their children the attitudes, knowledge and skills related to functioning in the market place (Reid, 1979). Aquilino (2006) believed that parental influences in socialization become less when adults leave their parents' household, but research from Arnett (2007) shows that parents continue to exert their influence with concern for the needs of autonomy as their children grow up.

2. Peers

Ward (1974) pointed out that parental influence gradually diminishes and peer influence increases as children grow up. The need for interactions with various groups of people, including friends and classmates are based on inner bio psychological needs, sociological needs, and specific needs from an individual's social structure (Moschis, 1987). Peers are often considered as non-rational and additional sources for children's consumer socialization from early life to adolescence (Dholakia, 1984; Moschis and Churchill, 1978). According to Pilgrim and Lawrence (2001), peers refer to both friends and siblings. The research work done by Drenten, Peters, and Thomas (2008) demonstrates that even at a very young age (three years old) peers can influence consumer socialization. Peers could assist in learning social motivation and materialistic values when sharing attitudes, interest and role behavior (Moscardelli and Liston-Heyes, 2005). Research done by Lindstorm and Seybold (2004) shows that peers exert pressure to various age groups of children to purchase certain products. Whilst parents provide reasoning and rationale behind the consumer decision making, the influence of peers is more instinctive and impulse (Cowell, 2001).

3. Mass Media and the Internet

Mass media is "the means of communication, as television and newspapers, that reach great numbers of people" (<http://thefreedictionary.com>). Before the 1990s, mass media referred to television, magazines and newspapers (Moschis,

1987). These days, mass media includes the Internet and mobile phones. Previous studies have found that mass media has a dominant influence on consumption patterns and consumer skills among young consumers (Mangleburg and Bristol 1998; Mascarenhas and Higby, 1993). Mass media does influence children's social motivation and materialistic attitude (Bindah and Othman, 2012). John (1999) expressed her viewpoint by referring to the Internet as a socialization agent. Children nowadays have grown up with advanced technologies and have more exposure to Internet than ever before (Lindstrom and Seybold, 2004). The Internet is far more advanced than television, not only because of its personalized approach and interactive nature, but also because of its ability to deliver unlimited information without time and space constraints (Yoon and Kim, 2001).

2.2.4 Cognitive Development Theory

Socialization agents are the specific sources that transmit the norms, motivations, attitudes and behaviors to children (Chan and McNeal, 2006). Previous research on consumer socialization adopted two main theoretical approaches: a cognitive development model, or a social learning model (Moschis and Churchill, 1978). Piaget's (1970) theory of cognitive development explains how children acquire, construct and use knowledge gradually, moving through four stages of cognitive development: sensorimotor stage (birth to two years), preoperational stage (two to seven years), concrete operational stage (seven to eleven years), and formal operational stage (eleven through adulthood). It is a

comprehensive theory that helps in understanding the nature of human intelligence and how development moves through stages towards maturity (Ginsburg and Oppen, 1988).

Selman's stage theory of social development focuses on role taking to gain perspectives of another person, in order to have a better understanding of his/her behavior, thoughts and feelings. Selman (1980) proposed that children go through four stages: 6-8 years, 8-10 years, 10-12 years and 12+ years, with the increase in complex and abstract thinking of other people's role to develop social cognition. Based on Piaget's (1970) stage theory of cognitive development and Selman's (1980) stage theory of social development, John (1999, p.1) developed a conceptual framework for consumer socialization, stating that the focus "is on the developmental sequence characterizing the growth of consumer knowledge, skills and value as children mature throughout childhood and adolescence".

2.2.5 Consumer Socialization Stages

John's (1999) model captured the process of consumer socialization that happens in the context of cognitive and social development as young people move through three stages, namely Perceptual Stage (3-7 years old), Analytical Stage (7-11 years old) and Reflective Stage (11-16 years old). Children at the perceptual stage can understand concrete knowledge only. They are egocentric, not able to consider others' perspectives, and their consumer knowledge is built on perceptual features and distinctions of simple and single dimensions. In the analytical stage, children are able to grasp abstract knowledge. They are capable of handling complexity with two or more dimensions; to work out contingency

plans; and to consider dual perspectives of their own and others. Children in the reflective stage are able to understand marketing concepts with multi-dimensions. They are able to comprehend the concept of branding and pricing, and develop more reflective ways of thinking and reasoning. John's (1999) three stages of consumer socialization framework attempts to present a conceptual framework for understanding consumer socialization as a series of stages, with transitions between stages occurring as children grow older and mature in cognitive and social terms.

Table 2-2: Consumer Socialization Stages

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

Source: John (1999, p.186)

McNeal (1993) demonstrated a five-stage learning process in consumer socialization. Stage 1 is “Observing”, which refers to the children’s initial interaction with marketplace and falls under the perceptual stage of John’s (1999) three-stage model above. Stage 2 is “Making Requests”, which partly corresponds to John’s perceptual stage. During this phase, children begin to express their requests. Stage 3 is “Making Selections” where children begin to make choices by selecting their products or pull them down from the shelves. Usually children are able to do it when they come to the age of three or four. This stage partly corresponds to John’s perceptual stage. Stage 4 is “Assisted Purchases” where children understand the meaning of transaction and start to spend the money. This phase corresponds partly to John’s perceptual stage and partly to the analytical stage. Stage 5 is “Making Independent Purchases”, which corresponds to John’s reflective stage and is where children make independent purchases without parental assistance.

This research examined children’s influence in family consumer decision making. The above frameworks not only provide understanding of children’s consumer socialization in different stages, but they also illustrate the influence that children can have on family consumer decision making.

2.3 Reverse Socialization

The previous section discussed the notion of consumer socialization. Learning, however, is a lifetime process. Not only, do children learn over time, but so too do parents. The

following section discusses social learning theory, which illustrates how learning occurs in social setting, as well as theoretical foundations of reverse socialization.

2.3.1 Social Learning Theory

Ginter and White's (1982) social learning model, shown as Figure 2-2 below, illustrates the framework for the formation of consumer knowledge, skills and behavior. Social learning theory suggests that young people learn skills through environmental factors and continuous interaction with socialization agents and individuals in various social settings (McLeod and O'Keefe, 1972). Bandura (1977) identified three categories of learning: modeling, reinforcement, and social interaction. Modeling is a form of learning that usually involves other people imitating behavior in a social setting by observation; reinforcement occurs quite often with modeling and strengthens learning by determining values and attitudes in society and by setting the standards of acceptable behavior; and social interaction is the process by which children and parents acquire consumer attitude and product knowledge by influencing each other.

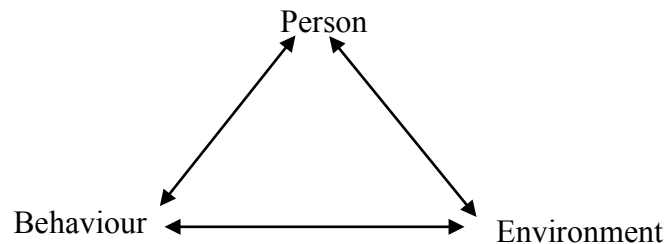


Figure 2-2: Social Learning Model

Source: Ginter and White (1982)

2.3.2 Theoretical Foundations of Reverse Socialization

Consumer socialization theory has been extensively applied in research focusing on children's development as consumers. Children are an important segment to marketers and are recognized as a primary market, an influencing market, and a future market (McNeal, 1992). Singh et al. (2003), Moschis (1987, 1984) and Moschis and Moore (1984) all contended that consumer socialization is a lifetime process and should not be limited to children's consumer life cycle. Parents can obtain consumer skills from their children and thereby become socialization agents for their parents. McNeal (1999) provided evidence in his research that the number of parents who ask their children's opinion of products has increased. Ward (1974, p.12) named this reciprocal socialization as "reverse socialization" and defined it as "the processes by which children may influence their parents' knowledge, skills and attitude relating to consumption".

During reverse socialization parents take on the role of the learner and children take on the role of socialization agent. Chaplin and John (2010) found that parents have actually developed a consumer behavior learning that accepts their children's influences in making their consumption decisions. Meyerhoff (2010) claimed that, in relation to consumer spending, there actually is a phenomenon of children influencing their parents in the same way that parents influence their children. Therefore, children not only comprise their own sizable market, but also form a number of diverse subgroups by being an active influencer for family purchase decision-making. This has caused researchers to reevaluate the assumptions of traditional socialization models by recognizing that children are playing a

more important role in household decision-making (Dotson and Hyatt, 2000, 1994). It is therefore logical to study reverse socialization in order to understand the crucial factors affecting children's influence in family consumer decision making in Hong Kong.

2.4 Children's Influence in Family Consumer Decision Making

Children can take on the role of 'teachers', influencing their parents purchase decisions. The following provides a discussion of resource theory and outlines why and how children affect family consumer decision making. Previous research identifying key factors affecting the children's influence in family the purchase process are also discussed.

2.4.1 Children's Influence

Resources theory is an important theory that can be used to explain children's role in the family decision making process. Blood and Wolfe (1960) stated that resources are the main source of power, and Rogers (1974) defined power as the capacity or ability to influence others and is closely connected with resources. Influence is referred to as a person acting in a way to change the behavior of others in certain intended manner (Cartwright, 1959). Flurry and Burns (2005) believed that children's influence is an attempt to gain control over the decision outcome. Children's influence in family purchases can result from active efforts or passive effect (Wells, 1965). Active influence is also referred to as direct influence, where children request specific products from parents directly. Direct influence includes joint decision making where children actively participate in product selection

(McNeal, 1992). Passive influence is also referred to as indirect influence. Parents know their children's preference on products and try to comply without direct interaction (Blackwell, Miniard, and Engel, 2006).

The term 'pester power' refers to the direct or indirect influence that children exert in family purchases (Soni and Upadhyaya, 2007). Influence can be distributed in two ways: decision stages influence and decision areas influence. Decision stages influence refers to different stages of the buying decision process, for example, recognition of needs, information research, evaluation of alternatives, final purchase decision making, and post purchase behavior. Decision areas refer to the choice of brand, price and shop (Belch et al., 1985).

2.4.2 Factors Affecting Children's Influence

McNeal (1999) claimed that children are the key influencers in most family purchase decisions. A substantial amount of research has been done regarding the socialization agents that influence children's consumer socialization. Research results show that parents are the most dominant socialization agent influencing children's consumer behavior (McNeal 1987; Szybillo and Sosanie, 1977); that peers become a greater source of influence to children when they turn into adolescents; and that the influence of mass media (primarily television) is very steady (Moschis and Churchill, 1978; Moschis and Moore, 1980). However, as children can also be socialization agents for parents, this study explored the factors that affect children's influence in family consumer decision making in

order to understand how parents are influenced by their children in family purchases. The study was undertaken in the context of Chinese families in Hong Kong since the majority of previous similar studies were done in Western societies.

The key factors that affect children's influence in family consumer decision making can be grouped into the following three dimensions:

1. Product

Much of the previous research on children's influence in family consumer decision making is product specific, for example, toys, games, grocery items, family holidays. In fact, product knowledge and product importance are the major factors affecting children's influence (Foxman et al., 1989; Belch et al., 1985). Parents are more likely to yield to children's request for products to be consumed by the children themselves (Bocker, 1986; Ward and Wachman, 1972) or for products that are relatively inexpensive (Ahuja, Capella, and Taylor, 1998; Robertson, 1979). End usage, price and value are found to be the key factors affecting children's influence in family consumer decision making.

2. Family variables

Previous studies suggest that children's influence in family purchases is affected by family variables, including family size, family socialization, family structure, family income (single or dual income), parental education, and social class (Cowell, 2001; Berey and Pollay, 1968). Some key family variables, which belong to the

socio-economic status, were tested in this study to offer in-depth knowledge regarding how a family decision is made with children's involvement.

3. Children related variables

Children related variables are categorized as either personality characteristics or demographic characteristics. As children become more individualized autonomous consumers (Cook, 2000), personality characteristics play a more important role in affecting children's influence in family consumer decision making. Demographic variables (age, gender, birth order, number of children in the family, etc.) belong to the socio-demographic status. Previous research revealed that children's demographic variables are major factors affecting children's influence in family purchases (Caruana and Vassallo, 2003). This study examined some demographic variables to offer an understanding of why and how children exert their influence over household purchases in Chinese families in Hong Kong.

2.5 Hong Kong Consumer Context

Before 1990s, the majority of consumer behavior research involving children focused on the consumer socialization process. Fewer studies have been conducted around how and to what extent children exert their influence on family purchase decisions (Foxman, Tansuhaj, and Ekstorm, 1989). However, during the 1990s, awareness of children's enormous market potential has been developed and scholars have studied parent-child interaction in the consumer socialization process in a reciprocal manner (McNeal and Yeh, 1997). This study

investigated reverse socialization as the mechanism to view the Hong Kong consumer market because of the considerable size of the segment. Family is considered to be the most important purchase decision making and consumption unit (Assael, 1998). Understanding Hong Kong children's influence on family purchase could contribute to developing the right strategies to target this enormous segment of the consumer market.

Globalization has been popularized since the 19th century and influenced societies all over the world (O'Rourke and Williamson, 2002). Nevertheless, this force has not created standardized global consumers. Hong Kong consumers do not behave in the same way as Western consumers because of different cultural backgrounds. Culture consists of a common set of behavior patterns that are maintained and transmitted from one generation to another through various means by the people in a particular society (Arnolds and Thompson, 2005). It is a powerful source to regulate human behavior and can be different from region to region. Nowadays, consumers buy products not only for functionality but also for the meanings and value behind the products (Douglas, 1983). Consumers with same cultural background may share the same or similar taste and preference on product. Understanding the customers' cultural background and how it affects consumers' needs and wants, marketers are able to customize the marketing strategies to target market attitude, behaviors and preferences effectively (Venkatesh, 1995).

The researchers have recognized that culture is the most influential determinants of consumer behavior (Cleveland and Chang, 2009). Hofstede (1980) suggested that Western cultures are individualistic and Eastern cultures are collectivistic. The interaction between

consumer behavior and individualism-collectivism could vary in different markets with different cultural background. The collectivists expect to involve family and friends in the information search and decision making during the purchase process, whilst the individualist may be less likely to rely on others. The communication message and technique should be developed accordingly (Luna and Gupta, 2001). Hong Kong is an international financial center and Hong Kong consumers are exposed to Western culture and preferences. It is of great interest to a lot of people to find out if Hong Kong consumer behavior is more towards individualist or collectivist and how it affects children's influence in family consumer decision making in Chinese families.

The theoretical development of children's consumer socialization and reverse socialization that originated in the US may not be applicable to Hong Kong consumers. McNeal and Yeh (1997) published the first empirical study on Chinese children as consumers. However, the development around this discipline in Hong Kong context is limited: Chan (2003; 2006) published research on materialism among Hong Kong children and the perception of young Hong Kong consumers on brands; Wut and Chou (2009) explored the Hong Kong family members' influential roles in family purchase. This thesis contributes to the body of knowledge associated with children's influence on family consumer decision making in Chinese families and provide insight for marketers to develop the right strategies to target Chinese families in Hong Kong.

2.6 Research Questions and Hypotheses

According to Commuri and Gentry (2000, p.1) “family as a consuming and decision making unit is a central phenomenon and consumer behavior”. In fact, since the 1960s, marketers and marketing academics have put family units as their primary target for the majority of products (Shoham and Dalakas, 2005; Moore, Wilkie, and Lutz, 2002; Kim and Lee, 1997; Schiffman and Kanuk, 1997). The spending power of children and their influence in family purchases has grown considerably in the past 40 years (Shoham and Dalakas, 2005). It is of great interest to marketers and academics to understand how parents learn about product knowledge from their children and the interaction between children and their parents during the purchase decision process. Using knowledge gained from reviewing previous studies of consumer socialization and reverse socialization, and with the aim of this study firmly in mind, the following three research questions and six hypotheses are identified for this study.

2.6.1 Question 1

Within Chinese families in Hong Kong, does children’s influence in family purchase decisions vary at different stages of the decision-making process and for different product types?

According to Shoham and Dalakas (2005), the purchase process involves four different stages: “recognizing the need”, “information search”, “evaluation of choices”, and “final

purchase decision making”. Recognizing the need is the first stage where ideas are formulated and suggestions made. Information search is the second stage, which involves searching for information and alternatives. The next stage is evaluation of choices, which involves reviewing the options, and final purchase decision making is the last stage in the purchase process.

Sorce, Loomis, and Tyler’s (1989) exploratory study on middle aged children’s influence on their parents found that over two thirds of the children provided advice or information on products to their parents. Findings from a substantial number of studies suggests that children’s involvement and influence are significant at the early problem recognition and research stage, but decreases obviously towards the final purchase decision making stage, including where to buy and the pricing (Beatty and Talpade, 1994; Mangeburg, 1990; Swinyard and Sim, 1987; Belch et al., 1985; Nelson, 1979).

However, Lee, and Beatty (2002, p.34) argued that children exert “less influence during the configuration and negotiation stages but gain power in the outcome stage”. Holdert and Antonides (1997) also reported that based on the purchases of four categories of purchase, sandwich fillings, adult’s clothing, children’s clothing, and holidays, children’s influence is higher at the final purchase stage. Swinyard and Sim (1987) obtained a similar result when they found that children’s influence is the greatest in the final decision stages. The aforementioned results contradict other research findings that children’s influence is strongest during the problem recognition and information search stages but declines during the decision stages.

Most of the previous related studies were conducted in Western countries with only a few such studies in Hong Kong. Research carried out by Wut and Chou (2009) regarding children's influence on family decision making, showed that parents in Hong Kong control the final decision and that children's involvement is at, what they termed, the initiation and evaluation stage only. However, their study did not include product categories, age and gender of children, which are key factors affecting family decision making. Wut and Chou suggested that income, occupation, and employment status of the family could contribute to children's influence, and identified it as a future research area. One of the objectives of this study is to answer the question concerning the stage of the purchase process at which children exert the most influence on their parents. This question led to the development of Hypothesis 1.

H1 Children's influence will be most evident during the initial stages of the family consumer decision-making process.

Shoham and Dalaksa (2005) and Foxman et al. (1989) found that children have high involvement for products that they are the primary users of, or for products that they have a lot of knowledge about it. Children are more likely to participate in purchase decision making for products they think are important to them. Various studies found that children have more influence on purchase decisions for products that they themselves will use (Beatty and Talpade, 1994; Lackman and Lanasa, 1993; Foxman et al. 1989; Atkin, 1978; Mehrotra and Torges, 1977; Szybillo and Soanie, 1977; Ward and Wackman, 1972; Berey and Pollay, 1968).

The degree of influence that children apply varies according to their interest in or involvement with the products (Chavda, Haley, and Dunn, 2005; Belch et al., 1985; Szybillo and Sonanie, 1977). Shoham and Dalakas (2005) found that children have a high influence on the purchase of magazines, dress clothes, and music media for their own use. Children were also found to exert a direct influence on leisure activities, e.g. dining out, entertainment, travel, and vacations (Kim, Lee, and Hall, 1991; Mangelburg, 1990; Foxman et al., 1989). Some research has shown that children have less interest in products for the entire family or highly related to financial terms that they do not have any knowledge of or are not familiar with (Mangleburg, 1990). However, other research found that children show interest not only in products for their own use, but for a wide range of products for the entire family, including expensive, durable, and technical products (Verma and Kapoor, 2003; Rice, 2001; Lackman and Lanasa, 1993).

This study tests if and how children's influence varies according to the product's relevancy to children. The study covers a wide range of products, including products of different end usage (children own use, parent use, family use) and of different types and price, in order to contribute to the knowledge of children's influence in family consumer decision making in the context of Chinese families in Hong Kong, a topic not covered by previous research.

H2 Children's influence will be most evident for purchase of products for children's own use.

2.6.2 Question 2

In Hong Kong, does children's influence correlate with the age and gender of the children?

Although in previous research on children's consumer socialization, scholars applied different age groupings to illustrate their theories (John, 1999; Barenboim, 1981; Selman, 1980; Piaget, 1970), all shared the view that children's age is an important element of their influence in family purchases. Many previous studies found that older children have a higher influence on family consumption decisions than younger children (Laczniak and Palan, 2004; Beatty and Talpade, 1994; Rust, 1993; Mangleburg, 1990; Swinyard and Sim, 1987; Darley and Lim, 1986; Jenkins, 1979; Attkin, 1978; Nelson, 1979; Mchrotra and Troges, 1977; Ward and Wackman, 1972). This increase in influential power may stem from older children having greater cognitive ability (John, 1999; Mussen, 1973; Piaget, 1970) and negotiation skills (John, 1999). However, there are still some contrasting findings: research by Howard and Madrigal (1990) concluded that there is no significant difference between younger and older children in overall extent of decision making.

Age is one of the factors of socio-demographic status (SDS) in a family. Attkin (1978) believed the influence of children increases with age. Do children become more active socialization agents and influence family purchase as they grow? It is hypothesized that a child's age is positively related to reverse socialization. One of the objectives of the study is to find out whether children's age is correlated with reverse socialization and whether

older children are more influential in family consumer decision making. The hypothesis is proposed as follows:

H3 Older children are more influential in family consumer decision making.

Findings from previous research indicate that female children are more influential than male children in family purchases (Kaur and Singh, 2006; Lee and Collins, 2000; Moschis and Mitchell, 1986; Atkin, 1978). However, findings from research by Verma and Kapoor (2004) suggest that the gender of children is not related to parents yielding to a request. Halling and Tuffle (2002) found no significant differences between female and male children in certain categories, namely candy, groceries and beverages, but significant differences were found in products targeting different genders, for example, cosmetic and beauty products for girls and shaving products for boys.

Gender is another factor of socio-demographic status (SDS) in families. A traditional Chinese family hierarchy is dominated by Confucianism that advocates the concept of respect for elders and father as the primary leader and decision maker in the family. However, findings from the research by McNeal and Yeh (1997) indicate that male and female children have equal influences on family purchases in urban China.

In order to fill a research gap, this study set out to determine whether or not there are significant differences in the influence of female and male children in family purchase in

Hong Kong. Hypothesis 4 assumes that both male and female Hong Kong children are equally influential in family consumer decision making.

H4 Both male and female children are equally influential in family consumer decision making.

2.6.3 Question 3

In Hong Kong, is children's influence in family consumer decision making correlated to household income and parent's education level?

Socio-economic status (SES) includes income, education, and occupation, which are crucial in analyzing reverse socialization. According to the resource theory, whoever has more comparative resources will have more influence on decision making (Blood and Wolfe, 1960). Resources can be tangible or intangible and include money, property, education, and occupation (Blood and Wolfe, 1960); resources are sources of power. Parents with stronger economic power are more likely to indulge their children than parents with less disposable income (Nelson, 2004; Bradley and Corwyn, 2002).

Moschis and Mitchell (1986) and Jenkins (1979) contended that children are more influential in the families with higher income or higher social economic status because parents are able to afford accommodating the children's request or preference. It is hypothesized that children whose parents have higher income are most likely to have a

greater influence on household purchase decision making and therefore household income should have a positive correlation to children's influence in family consumer decision making. This hypothesis was tested among Chinese families in Hong Kong.

H5 There is positive correlation between household income and children's influence in family consumer decision making.

Tashakkori, Thompson, and Simonian (1989) suggested that resources, including education level, determine parental power. Individuals who possess more resources than others are more influential on decisions within the unit (Blood and Wolfe, 1960). A study from Slama and Taschian (1985) found that parental education has a positive correlation with the children's involvement in family purchases. McDonald (1980) suggested five types of resources that family members may derive power from: economic, normative, personal, affective, and cognitive. Sheth and Mittal (2004) argued that cognitive resources are the basis for reversal influence in families.

The overall education level in Hong Kong has improved since the handover to China in 1997. It is hypothesized that parents in Hong Kong with a higher level of education may not need to rely on children's assistance with product knowledge and therefore the children's influence in family consumer decision making may be lower in such families. However, children have higher pester power as they are able to source information through the Internet and often obtain greater knowledge than their parents. This study explored

parental education as a socio-economic factor that has a positive correlation with children's influence in family consumer decision making in Hong Kong. The hypothesis therefore is:

H6 There is positive correlation between parental education level and children's influence in family consumer decision making.

Chapter 3

Research Design

3.1 Introduction

Chapter 2 discussed the theoretical foundations and development of consumer socialization and reverse socialization, and empirical studies of children's influence in family consumer decision making, which provided justification for the research, and explained the development of the study's research questions and hypotheses. This chapter goes beyond the conceptual underpinnings to examine and justify the methodology for addressing the research questions and hypotheses. The chapter begins with a discussion and analysis of research methodologies, research designs, research methods, data collection, and methods of data analysis. As the purpose of the research was to empirically investigate children's influence in family consumer decision making in the context of Chinese families in Hong Kong, the study's human subject ethical considerations are fully explained. Finally, limitations of the study's research methodology are discussed in detail.

3.2 Research Methodology

Science is often seen as a cumulative acquisition of knowledge, where new findings are added to previous knowledge to develop more extensive and accurate theories. Kuhn (1962) argued that scientific research and thoughts are defined by paradigms, which are composed of classic experiments, formal theories and trusted methods. Scientists usually accept a

prevailing paradigm, and further develop more precise measures or extend the scopes by redefining the theories. “A paradigm may be viewed as a set of basic beliefs or metaphysics that deals with ultimate or first principles” (Guba and Lincoln, 1994, p.107). These basic beliefs are fundamental to different paradigms and may be obtained from the answers to ontological questions, epistemological questions, methodological questions (Guba and Lincoln, 1994) and axiological questions (Lincoln and Guba, 2000). The answers given to these questions can define the inquiry paradigm and determine how the inquiry should be practiced. This research examined children’s influence in family consumer decision making. Exploratory research to build theory was not needed, but testing of theory was required as the objective was to find out “the nature of the reality” (Guba and Lincoln, 1994 p.108) and to understand how children influence their parents in family purchases. Thus, this research adopted empirical research founded on positivistic research philosophy.

Five main classes of paradigm posited by Guba and Lincoln (1994; 2000) are positivism, post-positivism, criticalism, constructivism, and participatory paradigm. It is very common for researchers in marketing and consumer behavior fields to conduct their study by adopting a positivist approach (Cacana, Delahaye, and Sekaran, 2001). The positivism research philosophy is a traditional philosophy of science (Anderson, 1983). The positivist paradigm asserts that real events can be observed empirically and explained with logical analysis. It emphasizes “third-person” knowledge, which is objective viewpoint without interfering with the phenomena being studied (Reason and Torbet, 2001). The goal is to gain knowledge from positive verification and observable experience. Similar to the

majority of research in the marketing domain, this research also adopted the positivist approach, using scientific methods and experimental manipulation of exterior objectives to find the causal dependencies of different factors. The aim of the research is to contribute to the body of knowledge related to how and to what extent children influence the buying process.

A positivist approach generally involves hypothesis building and testing. Six testable hypotheses are proposed in Chapter 2 to analyze how Hong Kong children from Chinese families of different socio-economic and socio-demographic backgrounds influence family consumer decision making for different products at different buying decision stages. This study followed a positivist approach that hypothesized the relationships between the constructs in order to explain a phenomenon.

Qualitative research is subjective and contextual (Whittemore and Mandle, 2001) because it collects data to perform data analyses and interpretations based on observations or open-ended questions with a small number of interviewees (Burns and Bush, 2001). Qualitative research is scientific research that look into “why” and “how”, but quantitative research focuses on “when”, “where” or “what”. The participants of quantitative research usually are of large number. The questionnaires consist of structured questions and the data is collected through a formalized process (Burns and Bush, 2001). Children’s influence in family consumer decision making is a complex activity that involves the interaction between parents and children. Quantitative research is chosen for this study because it is good at mining high volume data and exploring and testifying the relationships between

independent and dependent variables, (Cozby, 2001). By analyzing the numbers based on statistical techniques, the results and findings are derived in a logical way to determine if the predictive generalization supports the hypotheses. Quantitative research requires validity and reliability (Pallant, 2006). The procedures, processes, and measures in the research design should be replicable and able to provide knowledge of human behavior and the reasons behind it. The chosen methodology offers an effective framework for conducting the research.

3.3 Research Design

3.3.1 Types of Research Design

There are three main approaches to research: exploratory, causal and descriptive (Churchill and Lachobucci, 2004; Hair, Jr., Babin, Money, and Samouel, 2003; Burns and Bush, 2001; Aaker, Kumar, and George, 2000). Exploratory research emphasizes on going ideas and insights and is useful for defining the problem, developing hypotheses, and gaining familiarity with a problem or opportunity. Exploratory studies are typically small scale and flexible, with the output being ideas and insights rather than answers. When the research questions are vague, and limited knowledge or information is available for prediction, exploratory research is suitable as it can provide insights to a general situation (Leinhardt and Leinhardt, 1980).

Causal research emphasizes evidence regarding a cause-and-effect relationship between variables (Malhotra, 2012). Causal research is structured to infer the causation of identified relationships and requires an experimental design, which is a planned and structured design approach.

Descriptive research describes a population with respect to important variables and is good at determining the frequency with which something occurs or the relationship between variables; it can provide a more accurate description of the variables in a particular situation (Cacana, Delahaye and Sekaran, 2001). Descriptive research can offer an explanation of the examined variables, although it does not suggest the causation of the relationships of the variables (Churchill and Lacbucci, 2004; Malhotra, 1999)

This study aimed to explore the factors that affect the children's influence in family consumer decision making and to understand how purchase decisions are made in a family unit by testing the relationship of variables and verifying hypotheses. It was considered more appropriate to adopt a descriptive research approach rather than an exploratory or causal approach.

3.3.2 Research Methods

According to Perry, Riege, and Brown (1999), being quantitative in nature, and having the ability for hypotheses testing, experiment, structured observations, and surveys conforms to a logical empiricist paradigm. Experiment research is used for understanding cause-and-

effect relationships under controlled conditions, whereby the researcher controls what objects are assigned to the participants and how the participants receive the treatments. During the analysis, the researcher compares the scores on dependent variables and attempts to conclude if the treatment has a causal effect. Experiment is not commonly used in realms of marketing research because of its dynamic and complex nature (Baker, 2002). Therefore, it was considered not appropriate for this study.

Structured observation research attempts to understand cause-and-effect relationships. However, unlike experiments, the researcher is neither able to control the treatment that the participants receive nor to assign subjects to the participants (Hair Jr. et al., 2003). The perception of children's influence on purchase decisions cannot be observed. Moreover, observational studies do not feature random selection. Thus, it can be a problem to generalize from the results of an observational study to a larger population. Therefore, a structured observation method was not considered suitable for this study.

Survey research is suitable for obtaining data from a subset of a population. It is the best-known method of primary data collection in both social sciences and marketing (Baker, 2002). Survey research is able to collect a large amount of information from a huge population economically and to estimate the population attributes from the analysis of the data collected (Hart, 1987). The nature of this study required a large amount of data collected through quantitative research to test the hypotheses. Survey research was therefore found to be the most appropriate research method for this study considering the research approach and the hypotheses.

3.3.3 Survey Research

Survey research is a manageable, quick, inexpensive and effective means of collecting information for hypotheses assessment (Kerlinger, 1986). A questionnaire-based survey was selected to collect the data for this research. Classified by the way it is administered, there are two types of questionnaire-based surveys, namely self-administrated questionnaires and interviewer-administrated questionnaires (Hair Jr. et al., 2003).

The common types of interviewer-administrated questionnaires are face-to-face interview and telephone survey. Interviewer-administrated questionnaires are able to deal with complex topics because interviewers can help to clarify the questions with the respondents. As a result, high response rate can be obtained. However, the downsides are potential bias from the interviewers, high administration cost, and long lead-time (Cavana et al., 2001). As a large sample size was needed in order to test the study's hypotheses, an interviewer-administrated questionnaire was not considered appropriate for conducting this research.

Self-administrated questionnaires (also referred to as self-completion questionnaires) require the respondents to answer the survey questions by themselves (Bryman, 2004). The questionnaires can be sent to potential respondents through the post, fax, email, or it can be web-hosted. The advantages of self-administrated questionnaires are comparatively low cost, short lead-time, and avoidance of interviewer bias. However, the disadvantages are that queries from respondents cannot be addressed and the response rate is generally low (Cavana et al., 2001). A web-hosted survey was chosen for gathering the data for this

research due to concerns over financial resources and time. The potentially low response rate was addressed by enlarging the sample size.

3.3.4 Sampling

A sample is a subset of a population. By studying the sample, conclusions that are generalizable to the population of interest can be drawn. Sampling is the process of selecting a sufficient number from a population with the right elements. The major steps in sampling are: defining the population; determining the sample frame; determining the sampling design; determining the appropriate sample size; and executing the sampling process (Sekaran and Bougie, 2010).

Sampling begins with defining the population. John's (1999) consumer socialization framework classified consumer socialization into three stages: perceptual stage (3-7 years old), analytical stage (7-11 years old), and reflective stage (11-16 years old). In this study, only parents of children in the age groups 7-11 years old and 11-16 years old were invited to participate in the survey because influence from perceptual stage children (3-7 years old) in reverse socialization is minimal "due to constraints in encoding and organizing information, individual objects or experiences are rarely integrated into more generalized knowledge structures with multiple dimensions, perspectives and contingencies" (John, 1999, p.187). Therefore, this study targeted parents who have children at an analytical and reflective stage (age group 7-16).

The second step was to determine the sample frame. In Hong Kong, the minimum age of students to enter primary school is five years and eight months old (<http://www.gov.hk/en/residents/education/primary/>). After six years study in primary school, students progress to Secondary School for another six years of academic life. Therefore, parents of primary school and secondary school students cover the target population. Thus, it was decided to distribute the questionnaires through schools. Table 3-1 below provides an overview of the six schools selected to participate in the anonymous questionnaire survey.

Table 3-1: Overview of the Six Selected Schools

	School Type	Religious background	Grade	School Enrolments
A	Government Subsidies Co-ed Primary School	Christian	P.1 – P.6	24 classes & around 700 students
B	Government Subsidies Co-ed Primary School	Christian	P.1 – P.6	29 classes & around 900 students
C	Government Subsidies Co-ed Primary School	Christian	P.1 – P.6	18 Classes & about 500 students
D	Government Subsidies Co-ed Secondary School	N/A	F.1 – F.6	24 Classes & about 850 students
E	Government Subsidies Co-ed Secondary School	Taoism	F.1 – F.6	27 Classes & about 950 students
F	Government Subsidies Co-ed Secondary School	Christian	F.1 – F.6	26 Classes & about 1000 students

After having chosen the sample frame, the next step was to determine the sampling design. There are two major types of sampling design: probability and nonprobability sampling. Probability sampling includes simple random sampling, systematic sampling, stratified sampling, and cluster sampling. Nonprobability refers to convenience sampling, judgment

sampling, quota sampling and snowball sampling (Shukla, 2008). Convenience sampling was chosen for this study. As its name implies, in convenience sampling the collection of information is from the target population who are conveniently available to provide it (Sekaran and Bougie, 2010). Convenience sampling is the least time consuming and the least costly among all methods. In this research, the school principals and teachers assisted in distributing the questionnaires.

There are many different theories available in the market regarding how to calculate the right sample size. Roscoe (1975) suggested that for most research, sample sizes between 30 to 500 are appropriate. Hair, Jr. et al. (2003) proposed that the sample size should depend on the ratio of independent variables, with the desired level between 15 to 20 for each independent variable. In this study, there are 6 independent variables (children's age, children's gender, household income, parental education, product category, and product relevancy). Therefore, the sample size should not be less than 120. Another perspective is to consider margin of error and confidence level. According to the population figures of 2013/14 from the Hong Kong Education Bureau, the number of students registered in primary schools was 320,918, and for S1 to S3 in secondary schools it was 187,631. Based on the assumption of 5% of margin of error and 5% confidence level, a sample size of 384 was needed. However, as it was uncertain what the response rate would be, 1800 questionnaires were sent to schools for distribution.

3.3.5 Questionnaires

The questionnaire is divided into two sections. The first section requires the respondents to provide information about the purchases that their families made in the past six months under selected categories and the second section requests demographic information from the participants. The questionnaire takes no more than 15 minutes to complete. It is anonymous with no identifying information collected so that it is not possible to access the contact details of a specific participant. Completion of the survey was voluntary.

3.3.6 Product Categories

A total of 12 product categories were included in the study. Product categories were drawn from prior research examining children's influence on purchase decisions. Table 3-2 and Table 3-3 outline the product categories used by Aslan and Karalar (2009), and Shoham and Dalakas (2005) respectively.

Table 3-2: Product Categories from the Study by Aslan and Karalar (2009)

Class	Directed to use of	Relative Price	Products
A	Family	High Risk	Car, camera/digital photo machine, refrigerator, TV /movie System, washing machine, DVD player, laptop-desktop computer, home furniture
B	Family	Low Risk	Toothpaste, movie/rental purchase, chocolate/chips, cosmetics (shampoo, soap), honey, jam peanut butter, cola, fruit juice, vegetables, fruits, washing detergents
C	Father/Mother		Cell-phone, clothes and shoes.
D	Teenager	High Risk	Bicycles, clothes and shoes, furniture for teen's room, cell phone
E	Teenager	Low Risk	Stationery goods, on-line games, game rental or purchase

Source: Aslan and Karalar (2009, p.153)

Table 3-3: Product Categories from the Study by Shoham and Salakas (2005)

Class	Products
Children's products	Toys, Clothing, Food and non-alcoholic beverages
Activities	Outside entertainment, conventional restaurants, family vacation
Children's education	Courses for children, children's school, private tutor for children
Durable	TV, refrigerator, household appliances, house/apartment, living-room furniture, kitchen furniture, other furnishings, car, husband's life insurance
Non-durable	Household cleaning products, kitchenware drugs and first aid items, wife's clothing, husband's clothing, cosmetic, alcoholic beverages

Source: Shoham and Salakas (2005, p.152)

Table 3-4 below shows the products selected for this study's questionnaire, which includes high, medium and low price products for family use, for parent's use, or for children's use.

Table 3-4: Products Selected for Questionnaire

Products		To be used by	Relative Price
A	Laptops/Desktops	Family	High
B	Furniture	Family	High
C	Dine out	Family	Medium
D	Personal care products	Family	Low
E	Clothes and shoes	Parents	Medium
F	Cell phone	Parents	High
G	Clothes and shoes	Children	Medium
H	Cell phone/Tablet	Children	High
I	Stationery	Children	Low
J	Online game or Software	Children	Low
K	TV	Family	High
L	Kitchenware or small kitchen electronic appliances	Family	Medium

3.3.7 Research Framework

Kotler (1997) proposed five stages in the buyer decision process: “Need Recognition”, “Information Search”, “Evaluation of Alternatives”, “Purchase Decision”, and “Post Purchase Behavior”. Because of the focus of the study, only the four main stages of the buying process were adapted. The last stage, post purchase behavior, was eliminated in the research design framework for this study.

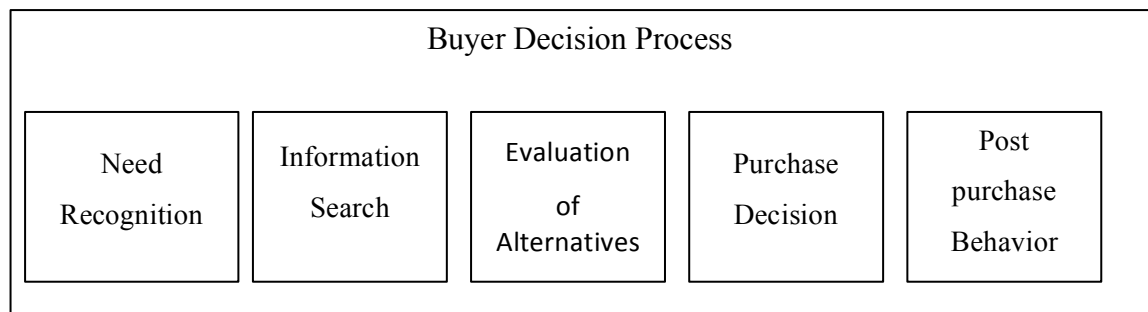


Figure 3-1: Buyer Decision Process

Source: Kotler (1997)

The research framework, shown as Figure 3-2 below, comprises three sections. The first section, Purchase Decision Process, is adapted from Kotler’s (1997) buyer decision process and is divided into initial stages and decision stages. ‘Recognizing the needs’ and ‘information search’ is grouped under the initial stages, while ‘evaluation of choices’ and ‘final purchase decision making’ is grouped under the decision stages.

The second section, Product Relevancy, comprises three groups: children’s use, parent’s use, and family use. High, medium and low price products were included. Cell phone, tablet, desktop, TV and furniture are high price products; clothes and shoes, and dining out

are medium price products; and stationery, online games and software, personal care product, and kitchenware or small kitchen electronic appliances are low price products.

The third section is Family Characteristics, which are the determinant factors of income and education (socio-economic status) and age and gender (socio-demographic status). These are the important factors that form the basis of many studies of children's influence in the household purchase decision-making process (Darley and Lim, 1986; Filiatrault and Ritchie, 1980; Moschis and Moore, 1979; Ward and Wachman, 1972).

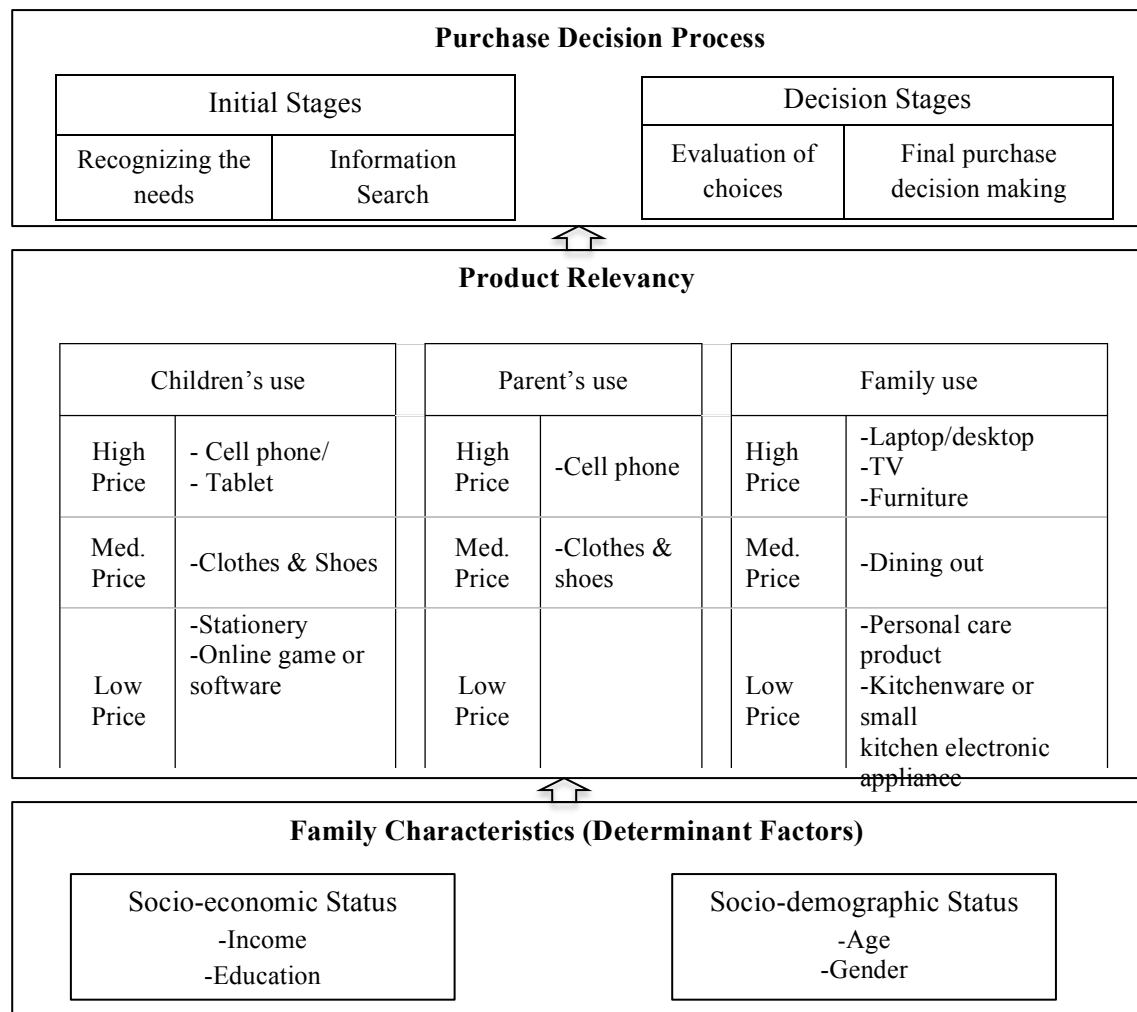


Figure 3-2: Research Framework

3.4 Data Collection

3.4.1 Pilot Test

For the pilot test of the questionnaire, two parents were invited to complete questionnaires to ascertain the time required and confirm understanding of the questions. Their feedback was that the questionnaires took around 13-15 minutes to complete and that the questions were straightforward and clear. No changes to the questionnaire were therefore made. The original plan was for respondents to follow a link to the questionnaire that had been loaded online; however, that plan was abandoned after feedback from school principals and teachers.

3.4.2 Process Planning with Schools

Obtaining support for the survey from the school principals was not easy. Through personal and business connections, 20 interviews with principals were arranged to garner their support by explaining the research goals and procedures to them in person. Twelve principals were not able to participate for various reasons, including resources constraints, unmatched timeframe, and pushback from the parent-teacher association. From the eight principals that agreed to participate, three primary schools and three secondary schools were chosen in order to provide a balanced perspective between the parents of younger and older children.

During the meetings with the principals concerns were raised over the workload involved and the complicated and lengthy approval process required by the parent-teacher association for large-scale surveys. Therefore, the number of questionnaires distributed to each school was lowered significantly to tackle these two issues. Eventually, six schools were confirmed to participate in the research and 300 questionnaires were distributed to each school.

A second round of meetings took place in October 2013 with principals and teachers who all confirmed their consent to participate in the research project. The deliverables were to communicate more in-depth knowledge and understanding of the survey, and to confirm the logistics involved. The following key advice emerged from the meeting:

- Online survey usually has very low response rate.
- Hardcopies of questionnaires are preferred.
- The teachers can assist in questionnaire distribution and collection.
- Online survey is not desirable because not all the parents are computer literate.
- Bilingual (English and Chinese) questionnaires are preferable as the English standard of the parents may vary.

The original questionnaire was constructed in English only. Based on the above feedback, a Chinese version was developed by a professional translator. The bilingual questionnaire is attached as Appendix C. The online survey idea was abandoned, even though the link was set up and a questionnaire was loaded online. Eventually, the questionnaires were

printed out and sent to the six selected schools together with the information sheets containing the survey background information. The information sheet is for respondents' reference and is attached as Appendix B.

3.4.3 Bulk Survey Logistics

The study design was a self-administrated questionnaire survey. The teachers of the selected school assisted in distributing the questionnaires to the students, who brought it back to their parents and invited them to participate. The parents were required to answer the questionnaires regarding the purchase transactions made in the past six months in related categories. The students then returned the completed questionnaires to the teachers. After having received the notification from the teachers, the author sent a courier to pick up the questionnaires. The postal cost for the questionnaires was eliminated because the teachers provided assistance in questionnaire distribution and collection. No incentives were offered to the principals, teachers, students and parents.

The researcher's phone number and email address were provided to respondents for direct enquiry if any question or assistance was needed. However, no single call or email was received. The whole data collection process was smooth. The only problem encountered was the time frame control. Initially the principals said that they would require 30-45 days to distribute and collect the questionnaires. However, the last set of questionnaires was returned to the researcher 120 days after distribution.

3.5 Measures

The purpose of the survey was to collect data and test the variables and constructs. Having modified them from Kotler's (1997) buyer decision process, five statements were set up for each category: (1) "My child recognized the need to purchase the product", (2) "My child did most of the information search for the product." (3) "My child did the evaluation of alternatives." (4) "My child made the decision on the purchase." (5) "My child provided valuable information of the products."

In order to understand children's influence at different decision-making stages, respondents were asked to report information about if and how they acquired consumer-related knowledge from their child at different stages of purchase decisions making. The participants were requested to choose one number on a scale of 1 to 7 that best described their reaction to a number of different statements, where 1 indicated "strongly disagree" and 7 indicated "strongly agree". The goal was to understand children's role in family purchases.

Demographic questions were included for each participant to answer for profile purposes, which were used as independent variables to test the correlations to dependent variables. The participants were asked about their household income, their education level, and their own gender as well as that of their child or children.

3.6 Method of Analysis

In order to ensure reliability, before the bulk launch of the survey, a pre-test of the questionnaire was conducted with two sets of parents to ensure that the questionnaire was constructed properly. A second interview with the principals and teachers was conducted to make sure the goal and background of the survey was clearly communicated, and that the pre-planned logistics were feasible and manageable. As a result, the online survey was abandoned and hardcopy bilingual questionnaires in English and Chinese were prepared.

There is a screening question in each product category asking if the parents have purchased that particular product in the past six months. If yes, the respondent is asked to answer the questions, but if the answer is “no”, the respondent is asked to skip this product category. 1800 questionnaires were distributed and 1294 completed questionnaires were returned. After having cleaned up the unusable data, 1097 questionnaires (61% response rate) were used to conduct the SPSS analysis.

3.6.1 Parametric and Non-Parametric Test

Generally speaking, ranks, categories and scores are non-parametric data, and measurements of a normally distributed population are parametric (Clegg, 1995). Typically, the nominal and ordinal data are suitable for non-parametric tests, whereas interval and ratio data are suitable for parametric tests. Parametric test holds the assumption that the data belong to normal distribution, and non-parametric tests are often called distribution free tests because they do not hold the same assumptions about data distribution as

parametric tests (Buckingham and Saunders, 2004). T-test and the analysis of variance (ANOVA) are examples of parametric tests, as they depend on an assumption that the data being tested come from a normally distribution population (Thode, 2002).

Tests that do not depend on assumptions of the underlying distribution of the data are called non-parametric tests. Non-parametric tests are often more powerful in detecting population differences when certain assumptions are not satisfied. Examples of non-parametric tests include the Wilcoxon signed rank test and the Mann-Witney test, which are commonly used to test nominal and ordinal data and do not require any assumptions to be made about the characteristics of the distribution of samples (Buckingham and Saunders, 2004). In cases where it is unclear whether the distribution of the data of the selected population is normal or not, it is suggested to assume the data are non-parametric or test the data for normality.

3.6.2 Wilcoxon Signed Rank Test

According to the Shapiro-Wilk normality test results, listed in Appendix G, the data are not normally distributed. Therefore, the t-test is not suitable for doing the analysis. Wilcoxon signed rank test is introduced for testing hypotheses 1, 2, 3, and 4. Detailed results are discussed in Chapter 4.

Wilcoxon introduced the Wilcoxon signed rank test in 1945. It is a non-parametric statistical hypothesis test. It can be used as an alternative to the paired t-test and t-test for dependent samples with the sample population not normally distributed (Wilcoxon, 1945).

The assumption of Wilcoxon signed rank test is that the population probability distribution is symmetric. The data are paired and chosen randomly and independently from the same population and are measured on an ordinal scale rather than by direct measurement.

3.6.3 Spearman's Correlation Test

Spearman's correlation test is a non-parametric test. It is commonly used to find out the difference or correlations of two sets of data. Pearson's correlation test is also a statistical measure of the strength of a linear relationship between two paired data. However, its subsequent significance testing requires the interval or ratio level of the data to be linearly related and normally distributed. As the Shapiro-Wilk test result showed that the data is not normally distributed, the data cannot fulfill the assumption requirement. Therefore, Spearman's correlation test was applied to test H5 and H6 instead of Pearson's correlation test. Spearman's correlation is a non-parametric statistic and can be applied for non-linear monotonic functions and ordinal data (Spearman, 1904).

Both Pearson and Spearman's coefficient measure the relationship between two variables. Each takes a value from -1 to +1. Pearson's coefficient measures the linear relationship between two variables but Spearman's coefficient does not care exactly where they are and focuses on measuring the rank order of the points. Spearman's correlation test is commonly used for identifying and testing the strength of a relationship between two sets of data. Therefore, it is a useful statistical method for proving or disproving hypotheses (Buckingham and Saunders, 2004).

3.7 Validity

Generally speaking, reliability and validity assessment is commonly used to evaluate the accuracy of research studies. Reliability is described as “the consistency or constancy of a measuring instrument” (Lobiondo-Wood and Haber, 1998, p.558). Validity is referred to the truthfulness of findings and is defined as “the determination of whether a measurement instrument actually measures what it is purported to measure” (Lobiondo-Wood and Haber 1998, p.561). Reliability focuses on standardizing data collection instruments so that the result will be consistently the same if the study is done over again. Thus, it is less of a concern to quantitative research compared with qualitative research (Mason, 1996). Since the research design chosen is quantitative research, the discussion below focuses on validity.

Validity is an indication of whether the findings truly represent the phenomenon measured. There are two main perspectives to assess the validity, namely internal and external. Both are very important in analyzing the appropriateness, meaningfulness and usefulness of a study. Internal validity is the extent to which a study provides evidence of a cause-effect relationship between independent variables and dependent variables (Malhotra, Schuler, and Boender, 2002). Since survey research cannot determine cause-effect relationships, internal validity is not applicable for this research. External validity refers to how well the research findings can be generalized to the target population (Lynch, 1983). The main threats to external validity are around two areas: “to what persons” and “to what environment”. To ensure the result can be generalized to the right population, this study made use of real people instead of secondary data. The questionnaires were distributed

through school students to ensure that participants had at least one child, which meets the most important requirement of the target group. A pretest was applied to improve the setting and to ensure the quality of the study's external validity.

3.8 Ethical Considerations

Ethical considerations are important especially when the research involves collecting personal data from people. There is an obligation to respect and protect participants' needs, values and rights. The survey was reviewed and approved by the Human Research Ethics Committee (HREC) of Newcastle University. The approval reference number is H-2013-0269.

Those who participated in the research did so on a voluntary basis and do not gain anything from it. The school principals who supported this survey were given information sheets with full details of the research and they all signed consent forms. Before answering any questionnaires, all respondents were asked to confirm they have read and understood the contents of the participant information sheet and that they understand that submission of the questionnaire would be taken as implied consent. The questionnaires are anonymous with no identifying information collected, which assures confidentiality. The respondents were asked to answer demographic questions and provide relevant data that only the researcher and supervisor has the right to access. The hard copies of questionnaires were destroyed after being scanned and stored in a password-protected computer together with

the SPSS data. The softcopy will be destroyed completely five years after approval of the DBA for which the research was conducted.

3.9 Limitations of Research Design

Every research design has its own shortfall. It is all about how to trade off unavoidable constraints and available resources. Accordingly, from a theoretical and practical dimension, this study has a few limitations in the research design.

Scientific rigor and value of the data are the main issues in the theoretical dimension. Although compared to qualitative research, the data collection of quantitative research can offer more objective and accurate information because of standardized methods used, the research design was developed based on the purchase experience during the past six months recalled by respondents who may not be able to recall details of the events accurately. This might therefore compromise the scientific rigor of the research. Reducing the six-month period to two or three months may improve the recall accuracy but the trade off is that the sample size would be reduced significantly and scientific rigor might suffer.

Quantitative research can cover large population. However, the trade off of generalizability is the depth of the data value. The quantitative research in this study can tell what kind of products and at what stage of the purchase process children have influenced the family consumer decision making. However, the questions of “why” and “how” is not be addressed in detail. Mixed method of qualitative and quantitative may be able to resolve this issue and improve the value of data (Miles and Huberman, 1994). The limitations in

resources such as manpower, cost and time were the constraints to using a mixed method approach in this research.

As the questionnaires were distributed through schools, respondents might have similar backgrounds, which may affect the credibility of findings. However, this was another necessary compromise in the research design due to the practical constraints of manpower, cost and time.

4.0 Conclusion

Research philosophies represent different ways of looking at the world (Fossey et al., 2002). Through collecting and analyzing the participants' lived experiences, the research is aimed to test the study's hypotheses and provide comprehensive information about reverse socialization in Chinese families in Hong Kong. The ultimate goal was to provide insights for marketers to help them develop appropriate market segment strategies.

A positivist approach was chosen for the research direction and quantitative research was selected for the research methodology. Descriptive research was the research design chosen and survey was the design method applied. The questionnaires were distributed and collected with the assistance of the principals and teachers from six schools. The Wilcoxon signed rank test was applied instead of the t-test for hypotheses 1, 2, 3, and 4, and for hypotheses 5 and 6, Spearman's Rho correlation was employed instead of Pearson's coefficient test. The following chapter focuses on data analysis and hypotheses testing.

Chapter 4

Data Analysis

4.1 Introduction

Chapter 3 examined and developed the research methodology that was applied in this study. This chapter begins with descriptive statistics that provide a profile of the respondents and then describes the assumption checking and hypothesis testing. There were six hypotheses derived from the three questions in Chapter 2. The findings against these six hypotheses were analyzed according to the results of SPSS (Statistical Package for the Social Sciences) and are presented in this chapter.

4.2 Descriptive Analysis

4.2.1 Valid Response Rate

The questionnaires were distributed through six schools with the support from the principals. In total, 1800 questionnaires were distributed with 1294 questionnaires completed questionnaires returned (initial response rate $\approx 72\%$). The data was cleaned through eliminating 197 questionnaires that were unusable due to being incomplete or/and having more than one answer for a question, or the age of the children was out of the target range. As a result the final sample comprised 1097 respondents (final response rate response rate $\approx 61\%$). The raw data from the questionnaires were input for analysis. A

descriptive statistics summary showing the overall profile of the respondents is provided as Appendix E. The respondents were instructed to skip a question if it related to a category of product that they had not purchased in the past six months. The highest number of samples came from the stationery category (865 samples) and the lowest number of samples from the TV category (226 samples).

4.2.2 Respondent Profiles

Of the total number of respondents, 66% (n = 702) were female and 34% (n = 363) male. Female respondents are nearly double that of male respondents. The detailed figures of respondent profiles are listed in Appendix F.

The highest population comes from respondents in the age group 41-45 (35.4%), followed by age group 46 or above (26.3%) and 36-40 (25.1%). The majority of respondents are secondary school graduates (74%) with 19.1% and 6.8% holding undergraduate degrees and postgraduate degrees respectively.

According to the Hong Kong Census and Statistics Department (July, 2013), the largest group of families in Hong Kong (24.2%) have a household income in the range of HK\$10,000 – HK\$19,000. Details can be found in Appendix D - Hong Kong Fact Sheet July 2013. From the survey for this research it is found that families with a monthly income of HK\$9,000 – 19,000 are the majority group (33%), which is in line with overall Hong Kong household income. The second largest group (22.1%) is having a household

monthly income of HK\$20,000 – 29,999, and the third largest group is having a household monthly income of HK\$30,000 – 39,999.

Respondents having one or two children represent 87.5% of the valid samples, but having three or more children only accounts for 12%. Children who took the questionnaire home to their parents as the only child in the family represent 44.1% of the valid sample, while the eldest child and youngest child represent 28.3% and 28.3% respectively.

The majority of children of the respondents are 16, 9, or 10 years old, which accounts for nearly half of the sample (47.3%). The gender of the children is evenly split (52.2% female and 47.8% male), which is in line with the gender split in Hong Kong (53.5% female and 46.5% male) published by Hong Kong Census and Statistics Department in July 2013. See Appendix D - Hong Kong Fact Sheet July 2013.

4.3 Assumption Checking

In order to apply the appropriate analysis, it is essential to take a look at what kind of data has been collected, as it will influence the choice of analysis. The goal is not to find the analyses that best support the hypotheses, but to find the analyses that are the most appropriate for the data.

4.3.1 Types of Data

There are four types of data, namely nominal, ordinal, interval, and ratio data. Nominal data refers to the data that classify or categorize some attributes and they may be coded as numbers, which serve as a label, without default or natural order and have no real meaning. For example, the question of gender, male or female, is nominal data and they are mutually exclusive and exhaustive of all possibilities (Clegg, 1995).

Ordinal data refers to data that are put in predetermined categories or in an order based on some criterion (Cavana et al., 2001). For example, the Likert scale is ordinal data such that the responses to questions about their children's involvement in the product purchase decision-making process are coded 1 to 7, where 1 indicates strongly disagree and 7 indicates strongly agree.

Interval data refers to the numerical data where the distances between numbers have meaning. The data are grouped into categories and are rank-ordered (Buckingham & Saunders, 2004). An example in the questionnaire is education level.

Ratio Data refers to the numerical data where the zero point and distances between data have real meaning (Clegg, 1995). With interval data, it is not meaningful to say one value is twice as much as another, but this can be true with ratio data. An example in the questionnaire is salary.

The next question to ask is whether the data is paired. Paired data are usually referred to as the result of before and after situations ((Buckingham and Saunders, 2004). The analysis aims at finding the improvement caused by the treatment. In SPSS, the data would be listed in two columns with each row containing the before and after measurement of the same individual. To test if the two columns of data are paired or not, it can be done by rearranging the order of the column to check whether the data would be affected. If it is affected, they are paired data because paired data are also known as related samples and often show the before and after situation. However, in the data collected from the questionnaire, paired data is not found.

4.3.2 Shapiro-Wilk Normality Test

The main tests for normality assessment are the Anderson-Darling test, the Cramer-von Mises test, the Kolmogorov-Smirnov test, the Lilliefors corrected K-S test, the D'Agostino skewness test, the Anscombe-Glynn kurtosis test, the D'Agostino-Pearson omnibus test, the Shapiro-Wilk test, and the Jarque-Bera test (Oztuna, Elhan, and Tuccar, 2006). Amongst these tests, the K-S test and the Shapiro-Wilk test are the most commonly used for normality testing and can be performed in SPSS (Thode, 2002). Normality test refers to a test if the data distribution shows more data values near the mean, and gradually reduced towards the two ends (Buckingham and Saunders, 2004).

The K-S test can be used for checking if two data sets are taken from the same distribution, or to compare one dataset against a normal distribution. The Shapiro-Wilk test utilizes the

null hypothesis principle to check whether the samples come from a normally distributed population (Shapiro and Wilk, 1965). The Shapiro-Wilk test is chosen for the normality test for this study because it is powerful even with a small sample size and does not need specified mean and variance. The test results are shown in Appendix Y. The null hypothesis is that the samples are taken from a normal distribution. If the p value is less than 0.05, the hypothesis is rejected and the samples are not taken from a normal distribution. Based on the Shapiro-Wilk Test results, the evidence shows that the data are not from a normally distributed population.

4.4 Hypotheses Testing

The Wilcoxon signed-rank test is chosen for testing Hypotheses 1, 2, 3, and 4. Results from the SPSS analysis are illustrated in Table 4-1, Table 4-2, Table 4-3 and Table 4-4, which show: whether children are involved more in the initial stages (recognizing the needs and information search) of the purchase decision-making process rather than decision stages (evaluation of choices and final purchase decision making); if children have more influence on the products for their own use; and whether or not the influences differ according to gender and age. Spearman's correlation was chosen to test the correlation between household income and reverse socialization, and the degree of correlation between the two variables of parental education and children's influence. The results are illustrated in Table 4-5 and Table 4-6. Testing of all six hypotheses was conducted at a 5% level of significance (or 95% confidence).

4.4.1 Hypothesis 1

Children's influence will be most evident during the initial stages of the family consumer decision-making process.

The purchase decision process involves “recognizing the needs”, “information search”, “evaluation of choices”, and “final purchase decision making”. As indicated in Chapter 3, the first two processes are defined as “initial stages” and the last two processes as “decision stages”.

For each respondent, “mean rating of initial stages” is defined as the “average rating of initial stages” while “mean rating of decision stages” is defined as the “average rating of decision stages”.

In order to test the hypothesis, the Wilcoxon signed rank test was applied to compare medians between “mean rating of initial stages” and “mean rating of decision stages”. The *t*-test cannot be applied, as the data did not come from a normal distribution.

Table 4-1 below shows the test results of Hypothesis 1.

Table 4-1: Hypothesis 1 Tests Results

	Category	N	Median Initial Stages	Median Decision Stages	Test statistic (V)	P (sig)
A	Laptop/desktop (Family use)	372	5.0	4.5	24408.5	.000
B	Furniture (Family use)	321	4.5	4.5	14717.0	.095
C	Dinning out (Family use)	822	4.5	5.0	46821.0	1.000
D	Personal care products (Family use)	845	4.5	4.5	87252.0	.000
E	Clothes and shoes (Parents' use)	749	4.0	4.5	60263.0	.137
F	Cell Phone (Parents' use)	443	4.5	4.0	29212.5	.000
G	Clothes and shoes (Child's use)	800	5.0	5.0	45533.0	1.000
H	Cell Phone/Tablet (Child's use)	401	5.0	5.0	15297.0	.011
I	Stationery (Child's use)	865	5.5	5.5	60655.0	.965
J	Online game or software (Child's use)	328	5.0	4.5	12312.0	.001
K	TV (Family use)	226	4.5	4.5	5457.5	.000
L	Kitchenware or small kitchen electronic appliance (Family use)	444	4.0	3.5	18319.0	.000

According to the results, the p values for category A (laptop/desktop for family use), D (personal care products for family use), F (cell phone for parents use), H (cell phone/Tablet for child's use), J (online game or software for child's use), K (TV for family use), and L (Kitchenware or small kitchen electronic appliance for family use) were less than 0.05. Thus, the null hypothesis (H0) of those categories was rejected at a 5% significant level.

Therefore, the result indicates that children's influence in family purchases in these categories is less in the decision stages than initial stages.

Results show that children are more influential in the decision stages than in the initial stages in categories B (Furniture for family use), C (dining out for family), E (clothes and shoes for parent's use), G (clothes and shoes for children's use), and I (stationery for children's use) suggesting that product type plays an important role in the nature of children's interest and knowledge. It is concluded that the results only provide partial support for Hypothesis 1 (children's influence will be most evident during the initial stages of the family consumer decision making process).

4.4.2 Hypothesis 2

Children's influence will be most evident for purchase of products for children's own use.

For each respondent, the "mean rating of children's own use products" was defined as taking an average of their rating on questions of categories G (clothes and shoes – child's use), H (cell phones/tablet – child's use), I (stationery – child's use), and J (online game or software – child's use), irrespective of stages in the decision-making process. The "mean rating of non-children's own use products" was defined as taking the average of the rest of the categories.

To test Hypothesis 2, the Wilcoxon Signed Rank Test is applied to compare the median between “mean rating of children’s own use products” and “mean rating of non-children own use products”. Table 4-2 below shows the test results of Hypothesis 2.

Table 4-2: Hypothesis 2 Test Results

Median Child	Median Non-Child	Test statistic (V)	P (sig)
5.1	4.3	389411.0	.000

Since the p value is less than 0.05, the null hypothesis was rejected at the 5% significant level. It is concluded that the result supports Hypothesis 2 (children’s influence will be most evident when purchasing products for the children’s own use). Children are concerned more with the products for their own use and have more influence in the purchase decision making.

4.4.3 Hypothesis 3

Older children are more influential in family consumer decision making.

Table 4-3 below shows the test results of Hypothesis 3.

Table 4-3: Hypothesis 3 Test Results

		Younger (7-11)		Older (12-17)		W	P (sig)
	Categories	N	Mean	N	Mean		
A	Laptop/Desktop (Family use)	198	4.0	174	5.2	8271.0	.000
B	Furniture (Family use)	189	3.8	132	5.0	6431.5	.000
C	Dining Out (Family use)	578	4.4	244	4.9	53790.5	.000
D	Personal Care Products (Family use)	573	4.0	272	5.0	43430.0	.000
E	Clothes and Shoes (Parent's use)	533	4.0	216	4.8	41971.5	.000
F	Cell Phone (Parent's use)	269	3.8	174	5.2	12057.0	.000
G	Clothes and Shoes (Child's use)	570	4.8	230	5.0	56588.5	.001
H	Cell Phone/Tablet (Child's use)	244	4.4	157	5.2	13322.0	.000
I	Stationery (Child's use)	583	5.4	282	5.4	78352.0	.131
J	Online Game or Software (Child's use)	159	4.4	169	5.4	8074.0	.000
K	TV (Family use)	123	4.0	103	5.0	3295.0	.000
L	Kitchenware or Small Elect. App(Family use)	312	3.4	132	4.0	15932.0	.000

The p-values of all product categories, except I, are less than 0.05. Therefore, H0 is rejected for all categories, except I, at the 5% significant level. Therefore, we can conclude that the result supports Hypothesis 3 for all categories and the older children are more influential than younger children in all the selected product categories except category I (stationery for children own use).

To test Hypothesis 3, the Wilcoxon signed rank test was employed to compare the difference between the median of mean rating of younger children (7-11) and older children (12-16) for each product category, irrespective of stage in the decision-making process. Results are summarized in Table 4-3 above. Findings indicate that for all but one product category, category I (stationary for children's use), no significant difference is identified. Older children play a more significant role in the consumer decision-making process when compared to younger children. Hypothesis 3 is therefore supported.

4.4.4 Hypothesis 4

Both male and female children are equally influential in family consumer decision making.

To test Hypothesis 4, the Wilcoxon signed rank test is used to compare the difference between the median of mean ratings of male children and female children for each product category, irrespective of stage in the decision making process.

Table 4-4 below shows the test results of Hypothesis 4.

Table 4-4: Hypothesis 4 Test Results

	Categories	Male Child		Female Child		W	P (sig)	Conclusio n
		N	Median of mean	N	Median of mean			
A	Laptop/ Desktop (Family use)	186	4.8	186	4.5	18729.0	.167	Accept H0
B	Furniture (Family use)	153	4.4	168	4.3	12785.5	.937	Accept H0
C	Dining Out (Family use)	385	4.6	437	4.6	85005.5	.795	Accept H0
D	Personal Care Products (Family use)	398	4.2	447	4.4	82528.0	.069	Accept H0
E	Clothes and Shoes (Parent's use)	341	4.4	408	4.2	65685.0	.188	Accept H0
F	Cell Phone (Parent's use)	220	4.6	223	4.2	26931.5	.074	Accept H0
G	Clothes and Shoes (Child's use)	376	4.6	424	4.8	72783.0	.033	Accept H1
H	Cell Phone/Tablet (Child's use)	193	5.0	208	4.8	22053.0	.087	Accept H0
I	Stationery (Child's use)	400	5.2	465	5.6	82354.0	.004	Accept H1
J	Online Game or Software (Child's use)	177	4.8	151	4.8	14077.0	.404	Accept H0
K	TV (Family use)	116	4.6	110	4.3	6939.0	.255	Accept H0
L	Kitchenware or Small Elect. App (Family use)	221	3.4	223	3.4	24761.0	.930	Accept H0

According to the results, the p value of categories G (clothes and shoes for child's use) and I (stationery for child's use) were less than 0.05. The null hypotheses (H0) of those categories were rejected at the 5% significant level. The results show that H1 is rejected in all product categories, except category G (clothes and shoes for child's use) and I (stationery for child's use) as the p value is 0.05. This means the results support Hypothesis 4 (both male and female children are equally influential in family consumer decision making), except for category G (clothes and shoes for child's use) and I (stationery for child's use). Based on the data, female children are more influential in purchase for stationery and their clothes and shoes than male children.

4.4.5 Hypothesis 5

There is positive correlation between household income and children's influence in family consumer decision making.

Since the rating is ordinal data, Spearman's correlation is applied to test the correlation between monthly household income and children's influence in family consumer decision making for each product category.

Table 4-5 below shows the test results for Hypothesis 5.

Table 4-5: Hypothesis 5 Test Results

	Categories	N	Spearman's Correlation (Monthly Household Income)	Sig. (2-tailed)
A	Laptop/Desktop (Family use)	372	0.204	.000
B	Furniture (Family use)	321	0.054	.337
C	Dining Out (Family use)	822	0.171	.000
D	Personal Care Products (Family use)	845	-0.210	.540
E	Clothes and Shoes (Parent's use)	749	-0.046	.209
F	Cell Phone (Parent's use)	443	0.067	.160
G	Clothes and Shoes (Child's use)	800	0.086	.015
H	Cell Phone/Tablet (Child's use)	401	0.102	.041
I	Stationery (Child's use)	865	0.012	.720
J	Online Game or Software (Child's use)	328	0.229	.000
K	TV (Family use)	226	0.199	.003
L	Kitchenware or Small Elect. App(Family use)	444	-0.045	.344

The null hypothesis is rejected at 5% significant level in product categories A (laptop or desktop for family use), C (family dining out), G (clothes and shoes for children's use), H

(cell phone or tablet for child's use), J (online game or software for child's use), and K (TV for family use) as their p values are less than 0.05. It is concluded that the research results support Hypothesis 5 for those categories. There is positive correlation between the household income and children's influence in family consumer decision making in Hong Kong for those product categories. Simply speaking, as household income increases, so does children's influence.

However, for product categories B (furniture for family's use), D (personal care products for family use), E (clothes and shoes for parents' use), F (cell phone for parents' use), I (stationery for child's use), and L (kitchenware or small electronic appliance for family use), there is no relationship between monthly household income and children's influence.

4.4.6 Hypothesis 6

There is positive correlation between parental education level and children's influence in family consumer decision making.

Spearman's correlation test is applied here to find out the correlation between parental education level and children's influence in family consumer decision making in different product categories.

Table 4-6 below shows the test results of Hypothesis 6.

Table 4-6: Hypothesis 6 Test Results

	Categories	N	Spearman's Correlation (Education)	Sig. (2-tailed)
A	Laptop/Desktop (Family use)	372	0.211	.000
B	Furniture (Family use)	321	0.109	.051
C	Dining Out (Family use)	822	0.148	.000
D	Personal Care Products (Family use)	845	0.031	.364
E	Clothes and Shoes (Parent's use)	749	-0.024	.508
F	Cell Phone (Parent's use)	443	0.061	.196
G	Clothes and Shoes (Child's use)	800	0.090	.011
H	Cell Phone/Tablet (Child's use)	401	0.102	.041
I	Stationery (Child's use)	865	0.021	.539
J	Online Game or Software (Child's use)	328	0.194	.000
K	TV (Family use)	226	0.251	.000
L	Kitchenware or Small Elect. App(Family use)	444	0.031	.520

The null hypothesis of product categories A (laptop/desktop for family use), C (family dining out), G (clothes and shoes for child's use), H (cell phone for child's use), J (online

game or software for child's use), and K (TV for family's use) are rejected at the 5% significant level as their p values were less than 0.05. Findings indicate that for those categories, Hypothesis 6 is supported (There is positive correlation between parental education level and children's influence in family consumer decision making).

However, for products B (furniture for family use), D (personal care products for family use), E (clothes and shoes for parents' use), F (cell phone for parents' use), I (stationery for children's use), and L (kitchenware or small electronic appliance for family use), H_0 cannot be rejected and therefore there is no correlation between education level of parents and children's influence in family consumer decision making.

4.5 Summary of Hypotheses Results

Table 4.7 below shows the summary of the hypotheses testing results. Hypothesis 2 is fully supported by the test results whereas Hypotheses 1, 3, 4, 5, and 6 are only partially supported by the results.

Table 4-7: Summary of Hypotheses Results

	Hypothesis	Statistical Test	Result
H1	Children's influence will be most evident during the initial stages of the family consumer decision-making process.	Wilcoxon Signed Rank Test	Partial Support
H2	Children's influence will be most evident for purchase of products for children's own use.	Wilcoxon Signed Rank Test	Supported
H3	Older children are more influential in family consumer decision making.	Wilcoxon Signed Rank Test	Partial Support
H4	Both male and female children are equally influential in family consumer decision making.	Wilcoxon Signed Rank Test	Partial Support
H5	There is positive correlation between household income and children's influence in family consumer decision making.	Spearman's Correlation Test	Partial Support
H6	There is positive correlation between parental education level and children's influence in family consumer decision making.	Spearman's Correlation Test	Partial Support

Chapter 5

Conclusions and Implications

5.1 Introduction

This study examined if gender and age of children, decision stages, product relevancy to the children, and household income and parental education level, affect children's influence in family consumer decision making in Hong Kong. The foregoing chapters provided the background of the research, a comprehensive literature review, and details of the research design, data collection and analysis, and results of hypotheses testing. This chapter discusses the implications of the research findings for companies marketing to Chinese families in Hong Kong, explains the limitations of the research, and finally provides suggestions for future related research.

5.2 Findings

The questionnaires were distributed to 1800 Hong Kong families with children aged 7-16 years to collect information about the parent's purchase experience with their children over the past six months across 12 categories of product. 1294 completed questionnaires were returned, giving an initial response rate 72%. The data was cleaned with 197 questionnaires identified as unusable and so the final sample comprised 1097 respondents. The data was analyzed and interpreted and the hypotheses regarding the children's

influence in family consumer decision making was tested. The findings are discussed below.

5.2.1 Decision Stages

The purchase process involves different stages: “recognizing the needs”, “information search”, “evaluation of choices”, and “final purchase decision making” (Shoham and Dalakas, 2005). Children’s involvement and influence are believed to be significant in the initial stages, but decrease towards the final purchase decision making stages (Belch et al., 1985; Nelson, 1979; Szybillo and Soanie, 1977). Findings from this study reinforce this belief by indicating that children play a particularly important role in the initial stages of the decision making process when considering purchases in the following categories:

- Laptop/desktop for family use
- Personal care products for family use
- Cell phone for parent’s use
- Cell phone/Tablet for children’s use
- Online game or software for children’s use
- TV for family use
- Kitchenware or small kitchen electronic appliance for family use

The reason why children’s influence in the initial stages is greater than in the decision stages can be explained by resources theory. Parents have more financial power and they are more responsible for the product purchase (Foxman et al., 1989; Belch et al., 1985).

Shoham and Dalakas (2005) further tested this phenomenon by widening the product categories in their research and asking respondents to rate their children's influence at four decision stages: Stage 1 problem recognition/initiative; Stage 2 information search/alternatives evaluations; Stage 3 final decision; and Stage 4 actual purchase. Overall, their results show that children's influence is high at Stage 1 and declines towards Stage 4.

Interestingly, however, findings from this study show that children play a particularly important role in the decision stages of purchasing in the following categories:

- Furniture for family use
- Dining out for family
- Clothes and shoes for parent's use
- Clothes and shoes for children's use and
- Stationery for children's use

These findings do not align with results obtained in prior research, which may be due to parents yielding to their children's preferences and wanting to fulfill their children's needs and wants, or possibility due to the nature of children's interest and knowledge in those categories. Children exert a greater influence at the decision stages because of their passion and knowledge of the categories. They want to and are able to be involved in the purchase decision-making process.

There may be two reasons why influence in the initial stages is not greater than at the decision stages of the purchase decision process. One is the perceived importance of the products to the children. If we look at the median of stationery for children's use, it is very high (>5). Children show a passion and interest in this product category; thus, they want to make the final decision of the purchase. The other reason is that children are not interested in the products and/or are not sensitive to the purchase needs. Therefore, their involvement in the initial stages is low.

Nevertheless, the test results show very weak support for the hypothesis. Children's influence is not found to be most evident during the initial stages of family consumer decision making for all categories tested. The children's influence in the family purchase decision process is still unclear.

5.2.2 Product Relevancy

Shoham and Dalakas (2005) replicated the studies of Foxman et al. (1989) and Swinyard and Sim (1987) to examine Israeli children's influence on family decision making. The key finding from their research is that children tend to have high influence for products that have a higher relevancy to them. This is in line with findings from other research that indicates that children are most likely to have influence when they are the primary users of a product (Beatty and Talpade, 1994; Lackman and Lanasa, 1993; Foxman et al., 1989; Atkin, 1978; Mehrotra and Torges, 1977; Szybillo and Soanie, 1977; Ward and Wackman, 1972).

The results of this research are in line with those studies, demonstrating that children play a particularly important role and exert a strong influence in the purchase decision process of the products that they are likely to use themselves. Perhaps the reason is simply due to the concept of knowledge leads to power (Gordon, 1980). Children are familiar with the products that they consume themselves. They are able to and willing to provide information to their parents. As Marshall and Reday (2007) pointed out, information acquisition leads to power-enhancement in group decision making. Mowen (1995) also believed that a family member would have more influence on the final purchase decision of desired product than other family members who are not involved or interested in the particular product. That is why children have higher intervention in the family consumer decision process for purchases of products that are to be used or consumed by them (Martensen and Gronholdt, 2008; Mangleburg, 1990).

5.2.3 Age

John (1999) classified the consumer socialization framework into 3 stages: perceptual stage (3-7 years old), analytical stage (7-11 years old), and reflective stage (11-16 years old). In this study, parents of perceptual stage children were not invited to participate because children of 3-7 years old, in general, have difficulties thinking and expressing their own perceptions. Therefore, the research focused on the analytical stage and reflective stage only, meaning that only parents of children in the age groups 7-11 years old and 11-16 years old were invited to participate in the survey. The Wilcoxon signed rank test was applied to run the analysis. The results across 11 product categories support Hypothesis 3

that older children are more influential in family consumer decision making in Hong Kong). The only exception is stationery for children's own use where the evidence suggests that younger and older children are equally influential.

According to John (1999), important consumer development begins from the analytical stage. Children start to understand more abstract concepts and develop symbolic thinking. Previous research demonstrated that children at the analytical stage are aware of status and symbols associated with different forms of consumption (Pugh, 2009; Roper and La Niece, 2009; Banerjee and Dittmar, 2008). Children in the age group 7-11 are able to consider others' perspective and develop more materialistic values (John, 1999). In the reflective stage (11-16 years old), social and cognitive skills are further developed (John, 1999). Children in that age group are able to use consumer knowledge to construct their unique identity (Pilcher, 2011) that results in an increase in social motivation for consumption and materialistic thinking (Chaplin and John, 2007). Therefore, when children grow up, they develop greater product knowledge and cognitive ability and are able to persuade and negotiate with parents. As a result, the consumer skills that older children develop enable them to exert greater influence on their parents' buying decisions (Commuri and Gentry, 2000).

Older children are allowed to express their opinions about products because parents recognize their social and cognitive skill development as a consumer and have faith in their ability. Parents are likely to yield to older children rather than younger children because

older children have more knowledge and experience of products (Martensen and Gronholdt, 2008; Mangleburg, 1990; Nelson, 1979; Akin, 1978;).

In this research, the only exception is stationery for children's use. The result shows that both young and old children are equally influential to parents' purchases in this category. In Hong Kong, most primary and secondary school students are required to wear school uniforms; many schools even set the guideline about what kind of school bags the students can bring to school. Therefore, stationery is often the most personalized products that students use at school and they are passionate about it, no matter young children or older children.

Generally speaking, the research findings support the hypothesis that older children are more influential in family consumer decision making.

5.2.4 Gender

Commuri and Gentry (2000) found that a child's gender is not a significant factor in influencing the parent's purchase decision. However, although the findings from this research support Hypothesis 4 that both male and female children are equally influential in family consumer decision making, the exceptions are the purchase of children's clothes and shoes and stationery for children's use where female children are found to be more influential than male children.

Gender role orientation within a family refers to how a family unit follows traditional norms of specific gender behavior patterns. The Confucian doctrine advocates the concept of “respect for elders” and “father as the primary leader and decision maker in the family”. In a traditional Chinese family hierarchy, males take priority over females. However, intellectuals and social activists have challenged this concept. In the twenty-first century, female family members now exert more influence in family decision making, and the gender role orientation within Chinese families is less traditional. Under the influence of this trend, Chinese families have moved towards joint decision making for family purchases (Mowen, 1995).

There are many stereotypes associated with the gender of children in regards to their habits and preferences as consumers. Boys are expected to behave in certain ways and girls in another. Gender is not necessarily defined biologically, but instead by the way the child has been socialized to act as masculine or feminine (Hare-Mustin and Marachek, 1990). When children grow up and experience consumer socialization, they acquire the attitude and behavior of a consumer.

Moschis and Moore (1979) suggested that there is no correlation between children's influence on their parent's purchase decisions and demographic variables such as age, gender, and social class. Kaur and Singh (2006) found that girls have more influence than boys in family purchase decisions. However, this study did not offer a consistent finding as in only 10 out of the 12 pre-selected categories supported the hypothesis that both male and female children are equally influential in family consumer decision making in Hong

Kong. The two exceptions are clothes and shoes for children's use and stationery for children's use where female children are found to be more influential than male children. The rationale behind this is that those are the products that female children are most passionate about and they therefore try to exert as much influence as they can.

5.2.5 Household Income

According to resource theory, whoever has more comparative resources will have more influence on decision making (Blood and Wolfe, 1960). A study by Eskstrom, Tansuhaj and Foxman, (1987) suggested that children have greater influence in family consumer decision making in families with higher household income because families with higher socio-economic status are more open to opinions. Children from middle or upper class families are likely to actively participate in household buying decision making. However, Atkin (1978) and Ward and Wackman (1972) argued that there is no significant correlation between children's influence on family purchases and the social economic status of their families. This research tested a hypothesis to see if household income, one of the variables of socio economic status, has any correlation with children's influence in family consumer decision making in Hong Kong.

The respondents were required to give an indication of their monthly household income. The range starts from under HK\$9,000 to over HK\$60,000. Spearman's correlation test was applied and the results of 12 categories do not completely support Hypothesis 5 that there is positive correlation between the household income and children influence in

family consumer decision making. The evidence showing “household income increase and children influence in family consumer decision will increase” is found in the following products:

- Laptop or desktop for family use
- Family dining out
- Clothes and shoes for children’s use
- Cell phone or tablet for children’s use
- Online game or software for children’s use
- TV for family use

There is positive correlation between household income and children influence in family consumer decision making in Hong Kong for the above products.

Research by Jenkins (1979) and Moschis and Mitchell (1986) found that children’s influence on family purchases grow with an increase in their family’s income. However, this research found no relationship between monthly household income and children’s influence in family consumer decision making for the following products:

- Furniture for family use
- Personal care products for family use
- Clothes and shoes for parent’s use
- Cell phone for parent’s use

- Stationery for children's use
- Kitchenware or small electronic appliance for family use

The reason for this contradiction might be found in the overall ranking of children's influence in Appendix H. Ignoring stationery for children's use, the remaining five categories above have no correlation between household income and children's influence and are actually the bottom five categories. Low influence from children in those categories can be due to a number of various reasons, not only household income. Children's low interest in and knowledge of product categories could be the main reason. Regarding stationery for children's use, this study found that children have great interest in stationery for their own use. Stationery is a relatively inexpensive and affordable item that does not require stretching the household budget to cover. To conclude, the research results only partial support Hypothesis 5 that there is positive correlation between the household income and children influence in family consumer decision making in Hong Kong.

5.2.6 Parental Education Level

Generally speaking, people with a higher education background are more likely to have higher paid jobs and more career advancement opportunities (Weiten, Dunn, and Hammer, 2011). Parents with a higher education level would like their children to pursue higher education as they themselves did. They tend to encourage the development of children's self-confidence and self-reliance. Slama and Taschian (1985) found that there is significant correlation between the parental education level and children's influence in the household

buying process. Therefore, Hypothesis 6 of this research was that there is positive correlation between the parental education level and children's influence in family consumer decision making.

Spearman's correlation test was applied to do the analysis. The results support hypothesis 6 for the following products:

- Laptop or desktop for family use
- Family dining out
- Clothes and shoes for children's use
- Cell phone or tablet for children's use
- Online game or software for children's use
- TV for family use

However, no positive correlation is found between parental education level and children's influence in family consumer decision making for the following categories:

- Furniture for family use
- Personal care products for family use
- Clothes and shoes for parent's use
- Cell phone for parent's use
- Stationery for children's use
- Kitchenware or small electronic appliance for family use

The same as for Hypothesis 5, the reason for these differences might be found in children's influence overall ranking in Appendix H. If stationery for children's use is taken out, the above categories were found to have no correlation between parental education level and children's influence and are actually the bottom five categories in the children's influence overall ranking. Low interest and knowledge are probably the reasons and the correlation with parental education level may not be significant. As for stationery for children's use, this study found that children have a passion for this category; items are relatively inexpensive and convenient and it does not require much knowledge and discussion before making purchase decisions.

Overall, the statistics cannot provide strong support for Hypothesis 6 that there is positive correlation between parental education level and children's influence in family consumer decision making.

5.2.7 Summary of Findings

The following major findings of this research are in the context of Chinese families in Hong:

1. Children's influence in family consumer decision making is more evident in the initial stages of the decision-making process than in the decision stages, which contradicts the findings from previous research in Western countries.
2. Children's influence in family consumer decision making is most evident for purchases of products for children's own use.

3. Older children are more influential in family consumer decision making.
4. For most products, both male and female children are equally influential in family consumer decision making.
5. There is significant correlation between household income and children's influence in family consumer decision making for some product categories.
6. There is significant correlation between parental education level and children's influence in family consumer decision making for the same product categories as household income.

5.3 Implications and Recommendations

There are a number of implications and recommendations for managers and researchers in marketing stemming from this research. The following section discusses the managerial implications for marketers within the public and private sectors.

5.3.1 Internet Mavens

Market mavens are defined by Feick and Price (1987) as “individuals who have information about many kind of products, places to shop, and other facets of markets, and initiate discussions with consumers and respond to requests from consumers for market information” (Feick and Pirce, 1987, p.85). This is an active group of general marketplace influencers. They acquire product information and pass on to others, but they do not buy themselves (Walsh, Gwinner, and Swanson, 2004). Market mavens possess more general

marketplace information than opinion leaders who specialize in specific product categories only (Slama and Williams, 1990). The rise of Internet technologies allow individual to make use of Internet to search or exchange information. This is a virtual version of market mavens and can be called Internet Mavens. Internet mavens possess generalized knowledge from the Web marketplace.

According to the Hong Kong Communications Authority, Hong Kong is one of the world's most sophisticated and successful telecommunications and information and communications technology markets. As of March 2014, household broadband penetration rate was 83.2% and growing dramatically, and the mobile subscriber penetration rate 236.8%. According to the smartphone report from Nielsen (Sept, 2013), Hong Kong and Singapore has the highest smartphone penetration rate in Asia Pacific (87%).

The Internet generation literally grew up with digital technology. They are often called "digital natives" (Prensky, 2001) and considered to be "power users" and able to drive the forces of change (Ryberg and Dirckinck-Holmfeld, 2008). The concept that knowledge leads to power is not original. Given the impact of the Internet and computer technology on knowledge patterns, it is suggested to change the current beliefs about family decision making. The power of youths in group decisions is enhanced by their acquisition of Internet-enabled knowledge (Marshall and Reday, 2007). The market size of children has been acknowledged; attention should also be given to their influence within family groups and their roles as Internet mavens.

Internet mavens are savvy Internet users and they source information from the Internet for others and tighten the relationship between power and knowledge. Marketers should realize the potential of this new audience and know how to make use of the new technological promotion channels. It is different from the passive traditional marketing channels and is more active and unpredictable. Internet mavens like to share information. Marketers are advised to explore and develop the right marketing plan and use this new channel to reach out to the target customers or segment.

5.3.2 Cultural Changes and Marketing Ethics

Chinese possess the cultural values and norms of collectivism (Hofstede, 1980), which suggests that people have strong and cohesive ties with groups and see themselves as part of it. North Americans pursue individualism, whereby individuals are more independent and have loose ties with group and give priority to their personal goals over those of others (Triandis, 1995).

Confucianism is the foundation that guides the Chinese paradigm, which sets clear hierarchies and values, including loyalty to the emperor, respect for elders, and faith in family and friendship. All individuals should be ready to sacrifice their own interests for the sake of the group (Mowen, 1995). In Chinese families, children are often taught to reduce unique individual characteristics, develop a behavior of obedience, conformity and interdependence, become an integral part of a large group, and contribute collective welfare and social concern (Chen, 2000). Traditionally, it is uncommon for parents to

share authority with children in making purchase decisions. Children are supposed to obey and conform to their parent's wishes (Yang and Laroche, 2011).

Globalization has encouraged the spread of Western culture, especially U.S. culture, throughout the world since twentieth century, not only the Western lifestyle but also the culture and values. In traditional Chinese families, the father does not play a role as friend to his children as in Western culture. With the impact of Western culture, Chinese families are changing and the relationship of parents and children is being re-defined. Self-expression of children is encouraged. From the research results it can be seen that reverse socialization is now taking place with parents more open to listen to their children for various products, including products not used by the children and of high price.

Judging from the results of this study, it is clear that children in Chinese families in Hong Kong are taking active roles in household purchase decision making. Marketers should be very careful when they develop campaigns to target this group of important influencers because direct marketing to children is controversial (Burrow, 2001). Ethical considerations should be taken seriously. Parents are the eventual buyers and marketers should avoid misleading them. Adequate information and education should be provided in the promotion of products targeted at children. The balancing between responsible marketing and effective marketing should be well maintained when they reach out to this emerging group of consumers.

5.3.3 Product Relevancy and Involvement

The findings of this research are in line with the previous studies. Children put forth strong influence for the products relevant to them. If marketers want to ride on the children's influence in family decision-making, the marketing angle can be focused on illustration of the product relevancy to children and the benefits can be brought to them. For example, Chevrolet wanted to leverage the children's pervasive influence in family consumer decision making, they targeted the "back-seat consumers" when they launched the promotion for its Chevy Venture minivan. Since children's involvement is high in purchase of their own usage products and the products for the family use that they are interested in, the marketing strategies could be more effective by planning more child-friendly activities and having the campaign appealing to children. For example, using children as actors to communicate the messages. Even though the children's influence varies in different stages and different products, children tend to exert their influence to their parents for the purchase of the products that aimed at them. The powerful role of children in family consumer decision making should not be ignored, especially in Chinese families in Hong Kong who are child-centered.

5.3.4 Insights from Socio-demographic Status

The research has revealed that older children are more influential in family consumer decision making. Social and cognitive developments help them to become an experienced and knowledgeable consumer so that compared to younger children, they understand more

about products and consumer attitude. Age has been recognized as an important indicator for children's influence in family consumer decision making by many scholars (Martensen and Gronholdt, 2008; Beatty and Talpade, 1994; Rust 1993; Swinyard and Sim, 1987; Darley and Lim, 1986; Jenkins 1979; Atkin, 1978; Ward, 1972). In line with previous studies, the findings of this research show that children's age has significant correlation with their influence in family consumer decision making across all the categories in the research survey with the only exception of category stationery only. Older children have stronger skills of persuasion and negotiation and have acquired product knowledge or even abstract concepts such as brand loyalty. Marketers should be aware of older children's development and send messages to them that are comprehensible and appreciated.

Contrary to the findings from previous studies, this study does not find a significant difference in children's influence in family consumer decision making between male and female children. The reason may be due to the number of children in the family. As the majority of respondents have only one or two children, there is not much choice in child gender when parents want to ask for their opinions or seek their knowledge of products. The other explanation of the insignificant effect of gender could be the popularity and influence of the Internet. It has been hypothesized that females have higher ability in understanding commercial advertisements and are more likely to express preference for products than males (Kaur and Singh, 2006; Lee, 1994). However, with online communication platforms, such as Facebook, Intragam, Twitter, Whatsapp, it is very convenient to access and share information freely at any time and anywhere regardless of gender. The data collected from 1294 Chinese families in Hong Kong suggests that both

male and female children are equally influential in family consumer decision making. This finding could be valuable to marketers when they develop their marketing strategies and communication channels. Internet promotions may be the most effective way of reaching out to children directly and thereby influence parents' purchases indirectly.

5.3.5 Insights from Socio-economic Status

The research results suggest significant correlation between household income and children's influence in Chinese family consumer decision making in Hong Kong for the following products only: laptop or desktop for family use, family dining out, clothes and shoes for children's use, cell phone or tablet for children's use, online games or software for children's use, and TV for family use. The same findings apply to parental education. The correlations were found in categories that children are concerned with most and are most knowledgeable about. When marketers work on strategies, they should focus on those products if they want to target customers with high income and high education level.

However, the effect of household income and parental education on children's influence in family decision making is not significant across all the categories in this research. The products not found to have positive correlation with children's influence in family consumer decision making and parental education are: furniture for family use, personal care products for family use, clothes and shoes for parent's use, cell phone for parent's use, stationery for children's use and kitchenware or small electronic appliance for family use. The same findings apply to household income. Since the research results do not fully

support the hypotheses, the correlation of the variables is still indistinguishable. Further research is recommended to obtain additional significant insights for the deliberation of marketers and consumers.

5.4 Limitations and Directions for Future Research

This research explored whether gender and age of the children, decision stages, product relevancy to the children, household income, and parental education level, are significantly related to parents' purchase decisions in Chinese families in Hong Kong. Children's influence in family consumer decision making is a complex issue and any study of it will have its limitations. The following outlines the limitations of this study and provides suggestions for future research.

5.4.1 Parent-Child Communication Structure

There are two types of family communication structure, namely the socio-orientation and concept-orientation (McLeod and Chaffee, 1972). Socio-orientation refers to the communication pattern that fosters harmonious and pleasant social relationships. Generally speaking, parents in such families do not like to listen to their children's opinions. It is a negative environment for children to express their ideas and influence their parents on purchase decisions. By contrast, concept-orientation promotes the type of communication structure in which children are encouraged to develop their own competencies and consumer skills. It is a positive environment for children to express their influence

(Moschis, 1985; Ekstrom et al., 1987). It is suggested that future related research should explore reverse socialization in families of those two types of communication structure, socio-orientation and concept-orientation, in order to gain more in-depth knowledge about children's influence in family consumer decision making.

5.4.2 Reciprocal View from Children

The research was such that the survey questionnaire was designed to gather data from parents only; the children were excluded. In order to obtain more comprehensive information of children's influence in family consumer decision making in Chinese families in Hong Kong, it is suggested that future studies should include the children's perspective by inviting them to answer the same set of questions as their parents. Reverse socialization and children's influence in family consumer decision making is a complex process and it is related to perception. The perception may or may not be accurate. The children may think they are the decision makers, but parents may consider children as influencers. As such, one side of the story may not provide the true picture. By comparing the answers from both parents and children, more information can be provided for marketers to consider when preparing product promotions.

5.4.3 Generalization Problem

Generalization could be an issue for this research. As the questionnaires were distributed through schools in similar student catchment areas, respondents may have similar family

backgrounds and therefore not truly reflect the diversity of families in Hong Kong. Also, as respondents to the survey questionnaire were asked to recall their purchases in the past six months, difficulty in recalling details accurately might have negatively affected the data's integrity. It is suggested that school children from more diverse catchment areas should be included in future related research and that the sample size should be widened. Only targeting one age bracket of children would also improve generalization.

5.4.4 Family Structure

Instructions to potential respondents to the questionnaire survey did not specify whether the father or mother should complete the questionnaires; it turns out to have been 64% female respondents. It is suggested to have a more balance approach to gender in future research. Also, although family size can be an important variable affecting children's influence in family purchase decisions, the study did not take this into account. Future research could explore the effect of family size, and perhaps even the interaction between siblings, on children's influence in family purchase decisions. Finally, the effect of different family structures on children's influence in family purchase decisions might be another interesting and valuable angle for future study.

5.4.5 Brand Loyalty and Relationship Marketing

As marketing philosophy evolves, relationship marketing is the latest incarnation after service marketing and experience marketing. With reverse socialization, the influencers

may not be the buyers and it will be a challenge for marketers to develop a relationship and brand loyalty with children because children may not understand brand value or appreciate its benefits. It is suggested that future research should explore how children look at brand and how marketers can promote loyalty and develop a relationship with them.

5.5 Summary and Conclusion

Researchers have long recognized children's influence in family consumer purchases and have recently acknowledged that their powerful position in the decision-making process has been enhanced by the acquisition of Internet-enabled knowledge. However, since most of the previous research on children's influence in family consumer decision making was conducted in Western countries, such as the USA or countries in Europe, this research aimed to provide valuable information about children's influence in family consumer decision making in Chinese families in Hong Kong. The findings could provide important insights for marketers targeting the Hong Kong or China market. The research explores how the variables of socio-demographic status (gender and age) and the variables of socio-economic status (parental income and education) affect children's influence in family consumer decision making in Hong Kong. Product relevancy and decision stages were also examined.

The quantitative research design was based on collecting and analyzing data from parents. With the support from six principals of three primary schools and three secondary schools, 1800 questionnaires were distributed to students in class who were asked to take them

home to their parents, and 1294 completed questionnaires were returned. Parents with children aged 7-16 years were invited to participate in the survey by completing the questionnaires based on the purchases that they had made in the past six months.

The research results suggest that product relevancy is important to children's influence in family consumer decision making in Hong Kong, as children show high involvement and participation when the products are for their own use. The study also looked at the buying decision process to find out if children's influence is higher at the decision stages or initial stages. Because of inconsistent and contrasting results for different products were obtained, children's influence in the buying decision process is still unclear. However, the hypothesis that older children are more influential in family consumer decision making in Hong Kong is supported. Since both male and female children were found to be equally influential in family consumer decision making for most product categories, it is suggested that the gender of the children does not play a dominant role in determining children's influence. The research results also found that there is no significant correlation between children's influence in family consumer decision making and household income and parental education.

The aim of the study was to examine if children's influence in family purchase is dominant and how certain variables relate to parents' purchase decision making. By testing hypotheses, the study analyzed how Hong Kong children from Chinese families of different socio-economic statuses (SES) and socio-demographic statuses (SDS) participate and influence family consumer decision making. In order to help marketers develop

appropriate marketing strategies to increase their market share, implications of the study's findings are fully discussed. It is suggested that future research should cover the children's perspective, family communication style, family structure, and family size. Finally, although there are limitations in the research methodology, it is hoped that this study can provide some insights and serve as a foundation for future related research.

References

- Aaker, A, Kumar, VD & George, S. (2000). *Marketing research*, John Wiley and Sons, Inc, New York.
- Ahuja, R. D., Capella, L. M., and Taylor, R. D. (1998). Child Influences, Attitudinal and Behavioural Comparisons Between Single Parent and Dual-Parent Households in Grocery Shopping Decisions, *Journal of Marketing - Theory and Practice* (Winter), pp. 48-61.
- Ali, A., Batra, D. K., Ravichandran, N., Mustafa, S., and Rehman, S. U. (2012). Consumer Socialization of Children: A Conceptual Framework, *Journal of Scientific, and Research Publications*, vol. 2, issue 1, January.
- Abelmann, N. (1997). Women's Class Mobility and Identities in South Korea: A Gendered, Transnational, Narrative approach, *Journal of Asian Studies*, vol. 56, no. 2, pp. 398-420.
- Anderson, J. R. (1983). A spreading activation theory of memory. *Journal of Verbal Learning and Verbal Behavior*, vol. 22, pp. 261-295
- Anderson, B., Brynin, M, Raban, Y., and Gershuny, J. (2007). *Information and Communications Technologies in Society: E-living in a Digital Europe*. Taylor & Francis: Hoboken, NJ.
- Anderson, P. (1983). Marketing, Scientific Progress and Scientific Method, *Journal of Marketing*, vol. 47, Fall, pp. 18-31.

- Aquilino, W. S. (2006). Family Relationships and Support Systems in Emerging Adulthoods, *Coming of Age in the 21st century: The Lives and Contexts Emerging Adults*. Jeffrey, J. A. and Tanner, J. L. Arnett (eds.), Washington, DC, US: American Psychological Association, xxii, pp. 193-217.
- Arnett, J. J. (2007). Socialization in Emerging Adulthood in Handbook of Socialization: *Theory and Research*, Grusec, J. E. and Hastings, P. D. (eds.). New York: Guilford Press.
- Arnold, E. J. and Thompson, C. J. (2005). Consumer Culture Theory (CCT): Twenty Years of Research, *Journal of Consumer Research*, vol. 31, pp.193-219.
- Aslan, E. and Karalar, R. (2009). The Effect of Turkish Teens Over Family Purchase of Various Products, *International Journal of Arts and Sciences*, vol. 1, no. 2, pp. 149-162.
- Assael, H. (1998). *Consumer Behaviour and Marketing Action*, 6th edn. South-Western College Publishing, Cincinnati, Ohio.
- Atkin, C. K. (1978). Observation of Parent-Child Interaction in Supermarket Decision making, *Journal of Marketing*, October, pp. 41-45.
- Baker, M. (2002). Research Methods, *The Marketing Review*, vol. 3, pp. 167-193.
- Bandura, A. (1977). Social Learning Theory. *Englewood Cliffs, NJ: Prentice-Hall*.
- Banerjee, R. and Dittmar, H. (2008). Individual Differences in Children's Materialism: The Role of Peer Relations, *Personality and Social Psychology Bulletin*, vol. 34, no. 17, pp. 17-31.

- Barenhoim, C. (1981). The Development of Person Perception in Childhood and Adolescence: From Behavioural Comparisons to Psychological Constructs to Psychological Comparisons, *Child Development*, vol. 52 (March), pp. 129-144.
- Beatty, S. and Talpade, S. (1994). Adolescent Influence in Family Decision Making: Replication with Extension. *Journal of Consumer Research*, vol. 21, pp. 332-341.
- Belch, G. E., Belch, M. A., and Ceresino, G. (1985). Parental and Teenage Influences in Family Decision Making. *Journal of Business Research*, vol. 13, April, pp. 163-176.
- Belch, G. E., Belch, M. A., and Sciglimpaglia, D. (1980). Conflict in Family Decision Making: An Exploratory Investigation, *Advances in Consumer Research*, vol. 7, Ann Arbor, MI. Association for Consumer Research, pp. 475-479.
- Belch, M. A., Krentler, K. A., and Willis-Flurry, L. A. (2005). Teen Internet Mavens: Influence in Family Decision Making, *Journal of Business Research*, vol. 58.
- Berey, L. A. and Pollay, R. W. (1968). The Influencing Role of the Child in Family Decision Making, *Journal of Marketing Research*, vol. 5, Feb, pp. 70-72.
- Bindah, E. V. and Othman, M. N. (2012). The Effect of Peer Communication Influence on the Development of Materialistic Value among Young Urban Adult Consumers, *International Business Research*, vol. 5, no. 3, March, pp. 2-15.
- Blackwell, R. D., Miniard, P. W. and Engel, J. F. (2006). *Consumer Behavior*, 10th edn. Canada: Thomson South-Western Publisher.
- Blood, R. O. and Wolfe, D. M. (1960). *Husband and Wives: The Dynamics of Married Living*, Glencoe: 111: Free Press.
- Bocker, F. (1986). Children's Influence on their Mother's Preferences, *International Journal of Research in Marketing*, vol. 3, pp. 39-52.

- Bradley, R. H. and Corwyn, R. F. (2002). Socioeconomic Status and Child Development. Center for Applied Studies in Education, University of Arkansas at Little Rock. *Annual Review Psychology*, vol. 53, pp. 371-399.
- Brim, O. G. (1996). Socialization Through the Life Cycle. In O. Brims and S. Wheeler (eds.), *Socialization after Childhood*, New York: John Wiley & Sons, Inc.
- Buckingham, A. and Saunders, P. (2004). *The Survey Methods Workbook*, Polity Press.
- Buckleitner, W. (2008). Like Taking Candy From a Baby: How Young Children Interact With Online Environments. An Ethnographic Study for Consumer Reports. WebWatch, *Mediatech Foundation*, pp. 1-58.
- Burn, A. C. and Bush, R. F. (2001) *Marketing Research*, London: Prentice Hall.
- Burrow, J. L. (2001). *Marketing Copyright Update*. Belmont, CA: Cengage Learning.
- Bryman, A. (2004). *Social Research Methods*, 2nd edn. Oxford University Press.
- Cavana, R., Delahaye, B. L., and Sekaran, U. (2001). *Applied Business Research: Qualitative and Quantitative Methods*. New York, NY: John Wiley & Sons.
- Carlson, L. and Grossbart, S. (1988). Parental Style and Consumer Socialization of Children, *Journal of Consumer Research*, vol. 15, no. 1, pp. 77-94.
- Carlson, L. and Grossbart, S. (1991). Mothers Communication Orientation and Consumer Socialization Tendencies, *Journal of Advertising*, vol. 19, no. 3, pp. 27-39.
- Carlson, L. and Grossbart, S. (1994). Family Communication Patterns and Marketplace Motivations, Attitudes, and Behaviours of Children and Mother, *Journal of Consumer Affairs*, vol. 28, no. 1, pp. 25-54.
- Carruth, B. R. and Skinner, J. D. (2001). Consumer Goals/Skills that Mothers want their Children to Learn, *International Journal of Consumer Studies*, vol. 25, no. 4, pp. 290-8.

- Cartwright, D. (1959). *Studies in Social Power*, Ann Arbor, Research Center for Group Dynamics: University of Michigan.
- Caruana, A. and Vassallo, R. (2003). Children's Perception of their Influences over Purchases: The Role of Parental Communication Patterns. *Journal of Consumer Marketing*, vol. 20, no. 1, pp. 55-66.
- Cavana, R. Y., Delahaye, B. L., and Sekaran, U. (2001). *Applied Business Research: Qualitative and Quantitative Methods*, 3rd edn. John Wiley & Sons, Inc., New York.
- Chaplin, L. N. and John, D. R. (2010). Interpersonal Influences on Adolescent Materialism: A New Look at the Role of Parents and Peers, *Journal of Consumer Psychology*, vol. 20, no. 2, pp.176-184.
- Chaplin, L. and John, D. (2007). Growing Up in a Material World: Age Differences in Materialism in Children and Adolescents, *Journal of Consumer Research*, vol. 34, no. 4, pp. 480-493.
- Chan, K. (2006). Young consumers and perception of brands in Hong Kong, *Journal of Product & Brand Management*, vol. 15. no. 7, pp. 416-426.
- Chan, K. (2003), "Materialism among Chinese children in Hong Kong", *Young Consumers: Insight and Ideas for Responsible Marketers*, vol. 4, no. 4, pp. 47-61.
- Chan, K. and McNeal, J. U. (2006). Chinese Children's Understanding of Commercial Communications: A Comparison of Cognitive Development and Social Learning Models, *Journal of Economic Psychology*, vol. 27, pp. 36-56.
- Chavda, H., Haley, M., and Dunn. C. (2005). Adolescents' Influence on Family Decision Making, *Young Consumers*, quarter 2, pp. 68-78.

- Chen, X. (2000). Growing Up in a Collectivist Culture: Socialization and Socio-emotional Development in Chinese Children, In A. L. Comunian and U. P. Gielen (Eds), *Human Development in Cross-Cultural Perspective*. Lengerich, Germany: Pabst Science Publishers. pp. 331-353.
- Choi, S. M. and La Ferle, C. (2004). Convergence Across American and Korean Young Adults: Socialization Variables Indicated the Verdict is Till Out, *Journal of International Advertising*, vol. 23, no. 4, pp. 479-506.
- Churchill, GA & Iacobucci, D. (2004). *Marketing research: Methodological foundations*, 9th ed., Thomson South-Western, Ohio.
- Churchill, G. A. and Moschis, G. P. (1979). Television and Interpersonal Influences on Adolescent Consumer Learning, *Journal of Consumer Research*, vol. 6, no. 1, pp. 69-79.
- Clegg, F. (1995). *Simple Statistics*, Cambridge University Press.
- Cleveland, M. and Chang, W. (2009). Migration and Materialism: The Roles of Ethnic Identity, Religiosity, and Generation, *Journal of Business Research*, vol. 6, pp. 963-971.
- Cook, D. T. (2000). The Other "Child Study": Figuring Children as Consumers in Market Research, 1910s-1990s, *The Sociological Quarterly*, vol. 41, no. 3, pp. 487-507.
- Commuri, S. and Gentry, J. (2000). Opportunities for Family Research in Marketing. *Academy of Marketing Science Review*, vol. 8, no. 1, pp.1-34.
- Cowell, P. (2001). Marketing to Children : A Guide for Students and Practitioners- Part 2, *The Marketing Review*, vol. 2, no. 1, pp. 71-87.
- Cozby, P. C. (2001). *Methods in Behavioral Research*. New York, NY: McGraw Hill.

- Darley, W. and Lim, J. (1986). Family Decision Making in Leisure-time Activities: An Explanatory Investigation of the Impact of Locus of Control, Child Age Influence Factor and Parental Type on Perceived Child Influence, *Advances in Consumer Research*, vol. 13, pp. 370-374.
- Davis, H. L. (1976). Decision Making within the Household, *Journal of Consumer Research*, vol. 2 (March), pp. 241-260.
- Davis, H. L. and Rigaux, B. P. (1974). Perception of Marital Roles in Decision Processes, *Journal of Consumer Research*, vol 1, pp. 51-62.
- De Mooij, M. (2005). *Global Marketing and Advertising*. Thousand Oaks, CA: Sage Publications.
- Dholakia, R. R. (1984). Intergeneration Differences in Consumer Behaviour: Some Evidence from a Developing Country, *Journal of Business Research*, vol. 12, pp. 19-34.
- Dotson, M. J. and Hyatt, E. M. (1994). The Impact of Changes in the Household on the Consumer Socialization Process, *Proceedings of the Southern Marketing Association, New Orleans, L.A.*, Nov, pp. 156-160.
- Dotson, M. J. and Hyatt, E. M. (2000). A Comparison of Parents and Children's Knowledge of Brands and Advertising Slogans in the United States: Implications for Consumer Socialization, *Journal of Marketing Communications*, vol. 6, no. 4, pp. 219-230.
- Douglas, S.P. (1983). Examining Family-Decision Making Processes, *Advances in Research*, vol. 10, pp. 451-445.

- Drenten, J., Peters, C. O., and Thomsas, J. B. (2008). An Exploratory Investigation of the Dramatic Play of Preschool Children within a Grocery Store Shopping Context. *International Journal of Retail and Distribution Management*, vol. 36 no. 10, pp. 831-855.
- Ekstorm, K., Tansuhaj, P., and Foxman, E. (1987). Children's Influence in Family Decisions and Consumer Socialization: a reciprocal review, *Advances in Consumer Research*, vol. 14, pp. 482-91.
- Ekstrom, K. M. (2007). Parental Consumer Learning or "keeping up with the children", *Journal of Consumer Behaviour*, Jul-Aug.
- Feick, L. F. and Price, L. (1987). The Market Maven: A Diffuser of Marketplace Information, *Journal of Marketing*, vol. 51, no. 1, pp. 83-97.
- Feldman, S. S. and Rosenthal, D. A. (1990). The Acculturation of Autonomy Expectations in Chinese High Schoolers Residing in two Western Nations. *International Journal of Psychology*, vol. 25, no. 4, pp. 259-281.
- Filiatrault, P. and B. Ritchie (1980). Joint Purchasing Decisions: A Comparison of Influence Structure in Family and Couple Decision-Making Units, *Journal of Consumer Research*, vol. 7, pp. 131-140.
- Flurry, L. A. and Burns, A. C. (2005). Children's Influence in Purchase Decisions: A Social Power Theory Approach, *Journal of Business Research*, vol. 58, pp. 593-601.
- Fossey, E., Harvey, C., McDermott, F., and Davidson, L. (2002), Understanding and Evaluating Qualitative Research. *Australian and New Zealand Journal of Psychiatry*, vol. 36, no.6, pp. 717-732.

- Foxman, E. R., Tansuhaj, P. S., and Ekstrom, K. (1989). Family Members' Perceptions of Adolescents' Influence in Family Decision Making, *Journal of Consumer Research*, vol. 15, no 4, pp. 482-491.
- Foxman, E. R., Tansuhaj, P. S. (1988) Adolescents and Mothers Perceptions of Relative Influence in Family Purchase Decisions. Patterns of Agreement and Disagreement, *Advances in Consumer Research*, vol. 15. Houston M. J. (ed.). Provo, UT: Association for Consumer Research, pp. 449-453.
- Geuens, M., de Pelsmacker, P., and Mast, G. (2003). How Family Structure affects Parent-Child Communication about Consumption, *Young Consumers: Insight and Ideas for Responsible Marketers*, vol. 4, no. 2, pp. 57-62.
- Ginsburg, H. P. and Oppen, S. (1988). *Piaget's Theory of Intellectual Development*, Englewood Cliffs, NJ: Prentice Hall.
- Ginter, P. M. and White, D. D. (1982). A Social Learning Approach to Strategic Management: Toward a Theoretical Foundation, *The Academy of Management Review*, vol. 7, no. 2 (April), pp. 253-261.
- Gordon, C. (1980). *Power/Knowledge*, Brighton: Harvester, p. 142.
- Goslin, D. A. (1969). *Handbook of Socialization Theory and Research*, Chicago: Rand McNally and Co.
- Grossbart, S., Carlson, L., and Walsh, A. (1991). Consumer Socialization and Frequency of Shopping with Children, *Journal of the Academy of Marketing Science*, vol. 19, no. 3, pp. 155-63.
- Guba, E. and Lincoln, Y. (1994). Competing paradigms in qualitative research. In N. Denzin and Y. Lincoln (eds.), *Handbook of Qualitative Research* (pp. 105-117). California: Sage.

Hair, J. Jr., Babin, B., Money, A. H., and Samouel, P. (2003). *Essentials of Business Research Methods*, John Wiley & Sons, Inc.

Halling, J. and Tuffle, B. (2002). The Gender Perspective- in Relation to Children as Consumers. *International Journal of Advertising and Marketing to Children*, August.

Hare-Mustin, R. T. and Maracek, J. (eds.) (1990). *Making a difference Psychology and the Construction of Gender*. New Haven & London: Yale University Press.

Harris Interactive (2003). *Trends and Tudes*, vol. 8, no. 2, pp. 1-5.

Hart, S. (1987). The Use of the Survey in Industrial Market Research, *Journal of Marketing Management*, vol. 3, no.1, pp. 25-38.

Hempel, D. L. (1974). Family Buying Decisions: A Cross-Culture Perspective, *Journal of Marketing Research*, vol. 11, pp. 295-302.

Hofstede, G. (1980). *Culture's Consequences*. Beverly Hills, CA: Sage.

Holdert, F. and Antonides, G. (1997). Family Type Effects on Household Members' Decision Making, *Advances in Consumer Research*, vol. 24, pp. 48-54.

Hong Kong Fact Sheet July 2013:

<http://www.gov.hk/en/about/abouthk/factsheets/docs/population.pdf>

Hong Kong OFCA:

http://www.ofca.gov.hk/en/media_focus/data_statistics/key_stat/index.html

Hong Kong Primary Education:

<http://www.gov.hk/en/residents/education/primary/>

- Howard, D. R. and Madrigal, R. (1990). Who Makes the Decision: The Parent or Child? The Perceived Influence of Parents or Children on the Purchase of Recreation Services, *Journal of Leisure Research*, vol. 22, no. 3, pp. 244-258.
- Hunt, S. D. (1983), *Marketing Theory: The Philosophy of Marketing Science*, Homewood, Illinois: Richard D. Irwin, Inc.
- Ironico, S. (2012). The Active Role of Children as Consumers, *Young Consumers*, vol. 13, No. 1, pp. 30-44.
- Jenkins, R. L. (1979). The Influence of Children in Family Decision-making: Parents' Perceptions, In Wilkie, W. L. *Association for Consumer Research*, Ann Arbor, MI. vol. 6, pp. 413-416.
- John, D. R. (1999). Consumer Socialization of Children: A Retrospective Look at Twenty-Five Years of Research, *Journal of Consumer Research*, vol. 26, Dec, pp. 183-213.
- Kaur, P. and Singh, R. (2006). Children in Family Decision Making in India and the West: A review, *Academy of Marketing Science Review*, vol. 8, pp. 1-30.
- Kerlinger, F. (1986). *Foundations of Behavior Research* (3rd ed.). New York: Holt, Rinehart, and Winston
- Kim, C., Lee, H., and Hall, K. (1991). *A Study of Adolescents' Power, Influence Strategy, and Influence on Family Purchases Decisions*, in 1991 AMA Winter Educators' Proceedings, (eds) Childers et al., Chicago: American Marketing Association, pp. 37-45.
- Kim, C. and Lee, H. (1997). Development of Family Triadic Measures for Children's Purchase Influence, *Journal of Marketing Research*, vol. 34 August, pp. 307-321.

- Kotler, P. (1997). *Marketing Management: Analysing Consumer Markets and Buyer Behavior*, The Prentice Hall International Series In Marketing, 9th edn.
- Kotler, P., Bowen, J., and Makens, J. (1999). *Marketing for Hospitality and Tourism*, 2nd edn. London: Prentice-Hall.
- Kuhn, T. (1962), *The Structure of Scientific Revolutions*, Chicago: University of Chicago Press.
- Lackman, C. and Lanasa, J. M. (1993). Family Decision-Making Theory, *Psychology and Marketing*, vol. 10, (March/April), pp. 81-93.
- Lacziniak, R. N. and Palan, K. M. (2004). Under the Influence, *Marketing Research*, vol. 16, no. 1, pp. 34-39.
- Lee, C. K-C. and Beatty, S. E. (2002). Family Structure and Influence in Family Decision Making, *Journal of Consumer Marketing*, vol. 19, no. 1, pp. 24-41.
- Lee, C. K. C. and Collins, B. A. (2000). Family Decision Making and Coalition Patterns. *European Journal of Marketing*, vol. 34, no. 9/10, pp. 1181-1198.
- Liebeck, L. (1994). Billions at Stake in Growing Kids Market, *Retailing Today*, vol. 33, no. 3, pp. 41-43.
- Lincoln, Y. S. and Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging influences. In N. Denzin and Y. Lincoln (eds.), *Handbook of Qualitative Research* (2nd ed., pp. 163-188). Thousand Oaks, CA: Sage.
- Leinhardt, G. and Leinhardt, S. (1980). Exploratory data analysis: new tools for the analysis of empirical data. In D.C. Berliner, *Review of Research in Education* (Vol.8, pp.85-157, Washington, D.C.: American Educational Research Association.

- Lindstrom, M. and Seybold, P. (2004). *Brand Child: Remarkable Insights into the Minds of Today's Global Kids & Their Relationships with Brands*. London: Kogan Page Limited.
- Lobiondo-Wood, G. and Haber, J. (1990). *Nursing Research: Methods, Critical Appraisal and Utilisation*, 2nd edn. Mosby, St Louis
- Luna, G. and Gupta, S. F. (2001). An Integrative Framework for Cross-Cultural Consumer Behaviour, *International Marketing Review*, vol. 18, pp. 45-69.
- Lynch, J. G. (1983). The role of external validity in theoretical research, *Journal of Consumer Research*, vol. 10 (June), pp.109-114.
- Malhotra, NK. (1999). *Marketing research: An applied orientation*, 3rd edn, Prentice Hall, New Jersey.
- Malhotra, N. K. (2012). *Basic Marketing Research*, Prentice Hall, 4th edn.
- Malhotra, A., Schuler, S. R. and Boender, C. (2002). *Measuring Women's Empowerment as a Variable in International Development* (Washington, DC, The World Bank).
- Mangleburg, T. (1990). Children's Influence in Purchase Decisions: A Review and Critique, *Advances in Consumer Research*, vol. 17, pp. 813-825.
- Mangleburg, T. F. and Bristol, T. (1998). Socialization and Adolescents' Skepticism Toward Advertising, *Journal of Advertising*, vol. 27, no. 3, pp. 11-21.
- Marshall, R. and Reday, P. A. (2007). Internet-enabled Youth and Power in Family Decisions, *Young Consumers*, vol. 8, no. 3, pp. 177-183.
- Martensen, A. and Grønholdt, L. (2008). Children's Influence on Family Decision Making, *Innovative Marketing*, vol. 4, no. 4, pp. 36-44.

- Martin, C. A. and Bush, A. J. (2000). Do Role Models Influence Teenagers' Purchase Intentions and Behavior? *Journal of Consumer Marketing*, vol. 17, no. 5, pp. 441-454.
- Mascarenhas, O. A. J. and Higby, M. A. (1993). Peer, Parent, and Media Influences in Teen Apparel Shopping, *Journal of the Academy of Marketing Science*, vol. 21, no. 1, pp. 53-58.
- Mason, J. (1996). *Qualitative Researching*. Sage, London
- McDonald, G. W. (1980). Family Power: The Assessment of a Decade of Research, 1970-1979. *Journal of Marriage and the Family*, vol. 42 (Nov), pp.841-854.
- McGregor, S. (1999). Socializing Consumers in a Global Marketplace. *Journal of Consumer Studies and Home Economics*, vol. 23, no. 1, pp. 37-45.
- McLeod, J. M. and Chaffee, S. H. (1972). The Construction of Social Reality, In J. T. Tedeschi (ed.), *The Social Influence Process*, Aldine-Atherton, Chicago, pp. 50-99.
- McLeod, J. M. and O'Keefe, F. J. Jr. (1972). *The Socialization Prospective and Communication Behavior*, In G. Kline and P. Tichenor (eds.), *Current Perspectives in Mass Communication Research*, Sage, Beverly Hills, CA.
- McNeal, J. U. (1964). *Children as Consumers*, Bureau of Business Research, Austin, Texas: The University of Texas, Austin.
- McNeal, J. U. (1987). *Children as Consumers: Insights and Implications*, Lexington Books, Lexington, MA.
- McNeal, J. U. (1992). *Kids as Customers: A Handbook of Marketing to Children*, Lexington Books, Lexington, MA.

- McNeal, J. U. (1993). Born to Shop. Children's Shopping Patterns, *American Demographics*, vol. 15, June, pp. 34-39.
- McNeal, J. U. and Yeh, C. H. (1997). Development of Consumer Behavior Patterns among Chinese Children, *Journal of Consumer Marketing*. vol. 14 no.1, pp. 45-59.
- McNeal, J. U. and Yeh, C. H. (2003). Consumer Behavior of Chinese Children: 1995-2002, *Journal of Consumer Marketing*, vol 20, no. 6, pp.542-554.
- McNeal, J. U. (1999). *The Kids Market: Myths and Realities*, Paramount Publishing, New York, NY.
- Mehrotra, S. and Torges, S. (1977) Determinants of Children's Influence on Mothers Buying Behaviour, *Advances in Consumer Research* vol. 4, pp. 55-60. Perreault W. D. (Ed.). Atlanta, GA: Association for Consumer Research.
- Meyerhoff, M. K. (2010). Reciprocal Socialization, *Pediatrics for Parents*, vol. 26, no. 3/4, pp. 8-9.
- Miles, M.B., and Huberman, A.M. (1994). *Qualitative Data Analysis*, 2nd Ed. Newbury Park, CA: Sage.
- Moore, R. L. and Moschis, G.P. (1981). The Role of Consumer Communication in Consumer Learning, *Journal of Communication*, vol. 31, Fall, pp. 42-51.
- Moore, E., Wilkie, W. and Lutz, R. (2002). Passing the Torch: Intergenerational Influences As a Source of Brand Equity, *Journal of Marketing*, vol. 66, no. 2, pp.17-37.
- Moore, R. L. and Stephens, L. F. (1975). Some Communications and Demographic Determinants of Adolescent Consumer Learning, *Journal of Consumer Research* Vol. 2, pp. 80-92.

- Moscardelli, D. and Liston-Heyes, C. (2005). Consumer Socialization in a Wired World: The Effects of Internet Use and Parental Communication on the Development of Skepticism to Advertising, *Journal of Marketing*, vol. 13, no. 3, pp. 62-75.
- Moschis, G. P. and Churchill, G. A., Jr. (1978). Consumer Socialization: A Theoretical and Empirical Analysis, *Journal of Marketing Research*, vol. 15 Nov, pp. 599-609.
- Moschis, G.P. and Churchill, G. A., Jr. (1979). An Analysis of the Adolescent Consumer, *Journal of Marketing*, col. 43 pp. 40-48.
- Moschis, G. P. (1984). A Longitudinal Study of Consumer Socialization, Paul F. Anderson and Michael J. Ryan (eds.). *AMA Educator's Conference: Scientific Method in Marketing*, pp. 189-192, American Association of Marketing, Chicago.
- Moschis, G. P. (1985). The Role of Family Communication in Consumer Socialization of Children and Adolescents, *Journal of Consumer Research*, vol. 11, no. 4, pp. 898-913.
- Moschis, G. P. (1987). *Consumer Socialization: A Life Cycle Perspective*, Lexington, MA: Lexington Books.
- Moschis, G. P. and Mitchell, L. G. (1986). Television Advertising and Interpersonal Influences on Teenagers' Participant in Family Consumer Decisions, *Advances in Consumer Research*, vol. 13, pp. 181-186.
- Moschis, G.P. and Moore, R.L. (1978). An Analysis of the Acquisition of Some Consumer Competencies Among Adolescents, *Journal of Consumer Affairs*, vol, 12, pp. 276-291

- Moschis, G. P. and Moore, R. L. (1979). Decision Making Among the Young: A Socialization Perspective, *Journal of Consumer Research*, vol. 6, no. 2, Sept, pp. 101-102.
- Moschis, G. P. and Moore, R. L. (1980). Purchasing Behavior of Adolescent Consumers, *Proceedings of the American Marketing Association*, vol. 45, pp. 89-92.
- Moschis, G. P. and Moore, R. L. (1982). A Longitudinal Study of Television Advertising Effects, *Journal of Retailing*, vol. 53, Spring, pp. 17-26.
- Moschis, G. P. and Moore, R. L. (1984). Anticipatory Consumer Socialization, *Journal of the Academy of Marketing Science*, vol. 12, no.4, Fall, pp. 109-123.
- Mowen, J. (1995). *Consumer Behavior* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Mussen, P. H. (1973). *The Psychological Development of the Child*, Englewood Cliffs, NJ: Prentice Hall.
- Nielsen Smartphone Insights Report – Sept 2013:
(<http://www.mediaresearchasia.com/view.php?type=press&id=3184>)
- Nelson, J. E. (1979). Children as Information Sources in Family Decisions to Eat Out, In Wilkie, W. L. (ed.), *Advances in Consumer Research*, vol. 6. Association for Consumer Research, Ann Arbor, MI, pp. 419-423.
- Nelson, T. J. (2004). Low-Income Fathers, Sociology Department Northwestern University Evanston, Illinois. *Annual Review Sociology* vol. 30, pp. 427-451.
- O' Rourke, K. H. and Williamson, J. G. (2002). *When did globalisation begin?*, European Review of Economic History, Cambridge University Press, vol. 6 (01), pp. 23-50, April.

- Oztuna D., Elhan A. H, and Tuccar E. (2002). Investigation of Four Different Normality Tests in Terms of Type 1 Error Rate and Power under Different Distributions, *Turkish Journal of Medical Sciences*, vol 36, no. 3, pp. 171-176.
- Pallant, J. (2006). *SPSS Survival Manual* (2nd ed.), Bell and Bain Ltd., Glasgow.
- Perry, C., Riege, A., and Brown, L. (1999). Realism's Role Among Scientific Paradigms in Marketing Research, *Irish Market Rev*, vol.12, no. 2, pp.16-23.
- Peter, J. P. and Olson, J. C. (2010). *Consumer Behavior & Marketing Strategy*, Mc Graw.
- Piaget, J. (1970). *The Science of Education and the Psychology of the Child*, Grossman: New York, NY.
- Pilcher, J. (2011). No logo? Children's Consumption of Fashion, *Childhood*, vol. 18, no. 1, pp. 128-141.
- Pilgrim, L. and Lawrence, D. (2001). Pester Power is a Destructive Concept, *International Journal of Advertising and Marketing to Children*, vol 3, no. 1, pp. 11-22.
- Prensky, M. (2001). Digital Natives, Digital Immigrants, *On the Horizon*, vol. 9, no. 5, pp. 1-6.
- Pugh, J. A. (2009). *Longing and Belonging. Parents, Children and Consumer Culture*. University of California Press. London.
- Reason, P., & Torbert, W. R. (2001). The action turn: Towards a transformational social science. *Concepts and Transformation*, vol. 6, no. 3, pp.1-37
- Reid, L. N. (1979). The Impact of Family Group Interaction on Children's Understanding of Television Advertising, *Journal of Advertising*, vol. 8, no. 3, pp. 13-19.
- Rice, F. (2001). Superstars of Spending: Marketers Clamor for Kids, *Advertising Age*, pp. 1-10.

- Robertson, T. S. (1979). Parental mediation of television advertising effects, *Journal of Communication*, vol. 29, pp.12-25.
- Rogers, M. F. (1974). Instrumental and Infra-resources: The Base of Power, *American Journal of Sociology*, vol. 79, pp. 337-349.
- Roper, S. and La Niece, F. (2009). The Importance of Brands in the Lunch-box Choices of Low-income British School Children, *Journal of Consumer Behavior*, vol. 8, no. 2-3, pp. 84-99.
- Roscoe, J. T. (1975). *Fundamental Research Statistics for the Behavioral Sciences* (2nd ed.) New York: Holt Rinehart and Winston
- Rust, L. W. (1993). Observations: Parents and Children Shopping Together: A New Approach to the Qualitative Analysis of Observational Data, *Journal of Advertising Research*, vol. Jul/August, pp. 65-70.
- Ryberg, T. and Dirckinck-Holmfeld, L. (2008). Power Users and Patchworking - An Analytical Approach to Critical Studies of Young People's Learning with Digital Media, *Educational Media International*, vol. 45, no. 3, pp. 143.
- Scanzoni, J. (1980). *Social Processes and Power in Families in Contemporary Theories about the Family*, New York: The Free Press.
- Schiffman, L. and Kanuk, L. (1997). *Consumer Behavior*, 6th edn. New Jersey, USA: Prentice Hall.
- Sekaran, U., and Bougie, R. (2010). *Research Methods. For Business: A Skill Building Approach* (5th ed.). West. Sussex, UK: John Wiley & Sons Ltd.
- Selman, R. L. (1980). *The Growth of Interpersonal Understanding*, New York: Academic Press.

- Shapiro, S. S. and Willk, M. B. (1965). An Analysis of Variance Test for Normality (Complete Samples), *Biometrika*, vol. 52, No. 3 & 4, pp. 591-611.
- Sheth, J. N. and Mittal, B. (2004). *Customer Behaviour: A Managerial Perspective*, South-Western Thomson, Mason, OH.
- Shoham, A. and Dalakas, V. (2005). He Said, She Said,... They Said: Parents and Children's Assessment of Children's Influence on Family Consumption Decisions, *Journal of Consumer Marketing*, vol. 22, no. 3, pp. 152-160.
- Shukla, P. (2008). *Marketing research*. Ventus Publishing ApS.
- Singh, N., Kwon, I., and Pereira, A. (2003). Cross-Cultural Consumer Socialization: An Exploratory Study of Socialization Influences Across Three Ethnic Groups, *Psychology & Marketing*, vol. 20, no.1, pp. 867-881.
- Slama, M. E. and Tahchian, A. (1985). Selected Socioeconomic and Demographic Characteristics Associated with Purchasing Involvement, *Journal of Marketing*, vol. 49, pp. 72-82.
- Slama, M. E. and Williams, T. G. (1990). Generalization of the Market Maven's Information Provision Tendency Across Product Categories, *Advance in Consumer Research*, vol. 17, pp. 48-52.
- Smith, R. B. and Moschis, G. P. (1983). Role of Mass Media and the Family in Development of Consumption Norms, *Journalism Quarterly*, vol. 60, no. 1, pp. 67-73.
- Soni, S. and Upadhyaya, M. (2007). Pester Power Effect of Advertising, *Advertising & Society*, Part IV, pp. 313-324.

- Sorce, P., Loomis, L., and Tyler, P. R. (1989). Intergenerational Influence on Consumer Decision Making, *Advances in Consumer Research*, vol. 16, Srull, T. K. (ed.) Provo, UT: Association for Consumer Research, pp. 271-275.
- Spearman, C. (1904). The Proof and Measurement of Association Between Two Things. *Amer. J. Psychol*, vol. 15, pp. 72-101.
- Swinyard, R. W. and Sim, C. P. (1987). Perception of Children's Influence on Family Decision Processess, *Journal of Consumer Marketing*, Vol. 4, no. 1, pp. 25-37.
- Szybillo, G. and Sosanie, A. (1977). Family Decision Making: Husband, Wife and Children, Perrault, W. D. (ed.) *Advances in Consumer Research*, vol. 4, Association for Consumer Research, Atlanta, GA, pp. 46-49.
- Szybillo, G. and Sosanie, A. (1977). Family Decision Making: Husband, Wife and Children, *Advances in Consumer Research*, W. D. Perreault (ed.), Ann Arbor, MI: Association for Consumer Research, pp. 46-49.
- Tashakkori, A., Thompson, V. D. and Simonian, L. (1989). Adolescents' Attributions of Parental Power: A Re-Examination of the Theory of Resources in Cultural Context, *International Journal of Psychology*, vol. 24, pp. 73-96.
- The United Nations Convention on the Rights of the Child:
(http://www.hakani.org/en/convention/Convention_Rights_Child.pdf) "Convention on the Rights of the Child" The Policy Press, Office of the United Nations High Commissioner for Human Rights.
- The Free Dictionary:
(<http://www.Thefreedictionary.com>)
- Thode H. J. (2002). *Testing for normality*. New York: Marcel Dekker.

- Triandis, H. C. (1995). *Individualism and Collectivism*, Boulder, CO: Westview Press.
- Venkatesh, A. (1995). *Ethnocentrism: A New Paradigm to Study Cultural and Cross-Cultural Consumer Behaviour*. In: Costa JA & Bamossy GJ, editors. *Marketing in a Multicultural World*, Sage Publications, Thousand Oaks, CA, pp. 27-63.
- Verma, D. and Kapoor, N. (2004). Interaction, Influence of TV Advertisements on Children's Buying Response: Role of Parent-Child Interaction, *Global Business Review*, vol. 5, no. 1, pp. 51-71.
- Verma, D. and Kapoor, S. (2003). Dimensions of Buying Roles in Family Decision Making, *Management Review*, December, pp. 7-14.
- Walsh, G., Gwinner, K. P., and Swanson, S. R. (2004). What Makes Mavens Tick? Exploring the Motives of Market Mavens' Initiation of Information Diffusion, *Journal of Consumer Marketing*, vol. 21, pp. 109-122.
- Ward, S. (1974). Consumer Socialization, *Journal of Consumer Research*, vol. 1, Sept, pp. 1-14.
- Ward, S. and Wackman, D. B. (1972). Children's Purchase Influence Attempts and Parental Yielding, *Journal of Marketing Research*, Vol. 9 Nov, pp. 316-319.
- Ward, S. Wackman, D., and Wartella, E. (1977). *How Children Learn to Buy*, Sage Publications, Beverly Hills, CA.
- Watne, T., Lobo, A., and Brennan, L. (2011). Children as Agents of Secondary Socialisation for Their Parents, *Young Consumers*, vol. 12, no. 4, pp.285-294.
- Weiten, W., Dunn, D. S., and Hammer, E. Y. (2011). *Psychology Applied to Modern Life: Adjustment in the 21st Century*, California: Cengage Learning.
- Wells, W. D. (1965). Communicating with Children, *Journal of Advertising Research*, vol. 5, no. 1, pp. 2- 14.

- Wells, W. D. and LoSciuto, L.A. (1966). Direct Observation of Purchasing Behavior, *Journal of Marketing Research*, vol. 3, Aug, pp. 227-233.
- Wilcoxon, F. (1945). *Individual Comparisons by Ranking Methods*, Biometrics Bulletin, vol. 1, no. 6. (Dec., 1945), pp. 80-83.
- Whittemore, R. C. and Mandle, C. L. (2001). Validity in Qualitative Research, *Qualitative Health Research*, vol. 11, no. 4, pp. 522-537.
- Wut, T. M. and Chou, T. J. (2009). Children's Influences on Family Decision Making in Hong Kong, *Young Consumers*, vol. 10, no. 2, pp.146-156.
- Yang, Z. and Laroche, M. (2011). Parental Responsiveness and Adolescent Susceptibility to Peer Influence: A Cross-Cultural Investigation, *Journal of Business Research*, vol. 64, pp. 979-987.
- Yoon, S. and Kim, J. (2001). Is the Internet More Effective than Traditional Media? Factors Affecting the Choice of Media, *Journal of Advertising Research*, vol, 4, no. 6, pp. 53-60.
- Zigler, E. and Child, I. L. (1969). *Socialization*, In G. Lindzey and E. Aronson (eds.), *The Handbook of Social Psychology*, 2nd edn, pp. 450-589, Addison-Wesley, MA.

Appendix A

Information Sheet for Principals

FACULTY OF BUSINESS AND LAW



Faculty of Business and Law
Newcastle Business School
The University of Newcastle
University Drive
Callaghan, NSW 2308

For further information:

Dr. Stacey Baxter
Tel: +61 2 49 21 6278
Fax: +61 2 4921 6911
Email: stacey.baxter@newcastle.edu.au

Reverse Socialization in Hong Kong

Version: 2

Date: 18 September 2013

Researcher Supervisor: Stacey Baxter

Student Researcher: Phyllis Wong

PRINCIPAL INFORMATION SHEET

Your school is invited to take part in the research project identified above which is being conducted by Ms Phyllis Wong. The research is part of Phyllis Wong's DBA studies at University of Newcastle, supervised by Dr. Stacey Baxter from the University of Newcastle.

Why is the research being done?

The purpose of the research is to examine the extent to which Chinese families in Hong Kong acquire consumer skills and product knowledge from their children (referred to as 'reverse socialization'). This research aims to understand factors that impact reverse socialization and understand how purchase decisions are made in the family unit.

Who can participate in the research?

We are seeking primary and secondary schools in Hong Kong who currently have children aged between 7-16 years enrolled.

What choice do you have?

Participation in this research is entirely your choice. Only those principals who give their informed consent will have their school included in the project. Whether or not you decide to participate, your decision will not disadvantage you in any way or affect your relationship with your school. If you do decide to participate, you may choose to withdraw from the project until the distribution of parent (participant) information sheets, without giving a reason.

What would you be asked to do?

If you agree to participate, you will be asked to distribute participant information sheets to children aged 7 – 16 years enrolled at your school. The participant information sheet will invite parents to complete an online questionnaire. The questionnaire contains a number of different types of product and services. Parents will be asked to report information about if and how they acquire consumer related knowledge from their child at different stages of purchase decision making. The questionnaire will take parents no more than 10 minutes to complete.

What are the benefits of participating?

Although there will be no benefit to you or parents in participating in this research, by distributing participant information sheets, you will play an important role in this academic study facilitating the acquisition of valuable information for understanding reverse socialization in Hong Kong. If you would like to receive a summary of the results of the research, please contact Phyllis Wong from July 2014.

How will your privacy be protected?

No information regarding your school will be collected as part of this research. Upon receipt of a completed consent form, the document will be scanned and stored as a soft copy with hard copies shredded and disposed of. The soft copy will be retained for five years on a password protected computer located in the student researcher's premises, after this time it will be deleted. The student researcher (Phyllis) and research supervisor (Stacey) will be the only people who will have access to signed consent form, except as required by law.

How will the information collected be used?

The data will be reported and presented as part of Phyllis's DBA dissertation as well as academic papers following thesis submission. As no identifying information is collected, no individual schools or parents will be identified and any published material. A summary of the results can be obtained by contacting the researchers after July 2014.

What do you need to do to participate?

Please read and retain a copy of the participant information statement and be sure you understand its contents before you consent to participate. If you choose to participate, please complete the consent form attached and return it to the student researcher (Phyllis) using the replied paid envelope provided. If there is anything you do not understand, or you have questions, contact the researcher.

Thank you for considering this invitation.

Further information

For additional information regarding this research, please do not hesitate to contact:

Supervisor:

Dr. Stacey Baxter
Newcastle Business School
The University of Newcastle
T: (Australia) +61 2 49216279
stacey.baxter@newcastle.edu.au

Student Researcher:

Ms. Phyllis Wong
Newcastle Business School
The University of Newcastle
T: (Hong Kong) (852) 9400 2259
phyllis.wong@uon.com.au

Complaints about this research

This project has been approved by the University's Human Research Ethics Committee, Approval No. **H-2013-0269**. Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, it may be given to the researcher, or, if an independent person is preferred, to the:

Human Research Ethics Officer, Research Office The Chancellery, The University of Newcastle,
University Drive, Callaghan NSW, 2308
Telephone: (02) 49216333; Email: Human-Ethics@newcastle.edu.au

Appendix B

Information Sheet for Respondents

FACULTY OF BUSINESS AND LAW



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Faculty of Business and Law
Newcastle Business School
The University of Newcastle
University Drive
Callaghan, NSW 2308

For further information:
Dr. Stacey Baxter

Tel: +61 2 49 21 6278

Fax: +61 2 4921 6911

Email: stacey.baxter@newcastle.edu.au

如需更多資料:

斯泰西巴克斯特博士

電話: +61 2 49 21 6278

傳真: +61 2 4921 6911

電郵: stacey.baxter@newcastle.edu.au

Reverse Socialization in Hong Kong

Version: 2C

Date: 18 September 2013

Researcher Supervisor: Stacey Baxter

Student Researcher: Phyllis Wong

版本：2C

日期：2013年9月18日

研究導師：斯泰西巴克斯特

研究生：王美霞

INFORMATION SHEET

背景資料

You are invited to take part in the research project identified above which is being conducted by Ms Phyllis Wong. The research is part of Phyllis Wong's DBA studies at University of Newcastle, supervised by Dr. Stacey Baxter from the University of Newcastle.

你獲邀請參加上述由王美霞女士所展開的研究項目。這項研究是王美霞女士於紐卡斯爾大學的工商管理博士學位研習一部分，並由紐卡斯爾大學的由斯泰西巴克斯特博士監督。

Why is the research being done?

The purpose of the research is to examine the extent to which the parents of Chinese families in Hong Kong acquire consumer skills and product knowledge from their children (referred to as 'reverse socialization'). This research aims to understand factors that impact reverse socialization and understand how purchase decisions are made in the family unit.

進行這項研究的原因:

本項研究的目的是探討在多大程度上，中國家庭的父母從他們的子女在香港獲得消費技巧及產品知識（以下簡稱為“Reverse Socialization”）。

Who can participate in the research?

We are seeking anyone over the age of 18, who has at least one child aged between 7-16 years.

誰可以參加此項研究呢？

任何人超過18歲，及至少有一個年齡在7-16歲之間的孩子。

What choice do you have?

Participation in this research is entirely your choice. Only those people who give their informed consent will be included in the project. Whether or not you decide to participate, your decision will not disadvantage you. If you do decide to participate, you may withdraw from the project until the submission of your questionnaire, without giving a reason. Submission of the completed questionnaire constitutes implied consent.

你有選擇的權利嗎？

參與這項研究與否完全是你的選擇。只有知情及同意的人才被列入在這個研究計劃中。無論你決定參加與否，將不會為你帶來壞處及損害。如你決定參加，直到提交問卷前，你仍可退出該項目，無需給予任何理由。當提交填妥的問卷時，即代表你同意參與這項研究。

What would you be asked to do?

If you agree to participate, you will be asked to complete a questionnaire. The questionnaire is also posted on the link at the end of this document. The questionnaire contains a number of

different types of product and services. You will be asked to report information about if and how you acquire consumer related knowledge from your child at different stages of purchase decision making. Please complete the survey within **ONE WEEK** upon receipt of this information sheet. The questionnaire will take no more than 10 minutes to complete.

你會被要求做些什麼？

如果你同意參加，你將會需要填寫一份問卷。網上問卷亦在本文件的結尾提供連結。該問卷包含了許多不同類型的產品和服務。你將會需要提供資料，關於你如何從孩子獲得消費者相關的知識，孩子在不同階段中如何影響購買的決策。收到這份背景資料後，煩請在**一周內**完成這項調查。問卷只需 10 分鐘即可完成。

What are the benefits of participating?

Although there will be no benefit to you in participating in this research, by completing a questionnaire, you will play an important role in this academic study and provided valuable information for understanding reverse socialization in Hong Kong. If you would like to receive a summary of the results of the research, please contact Phyllis Wong from July 2014.

參與研究的好處是什麼？

儘管參與這項研究不會為你帶來得益。但完成這份問卷，你將會在這學術研習中發揮了重要作用，並對於香港“Reverse Socialization”這社會現象提供了寶貴的信息。如果您想獲得研究的成果，請於 2014 年 7 月聯繫王美霞女士。

How will your privacy be protected?

The raw, de-identified, data will be compiled in spread sheet. The researcher will not collect any contact or personal information; therefore you will not be identifiable. The student researcher (Phyllis) and research supervisor (Stacey) will be the only people who will have access to the data obtained via this research, except as required by law. The raw data will be retained for at least five years on password protected computer located in the student researchers residence.

你的個人隱私如何得到保障？

所有數據將被編譯在試算表中去識別。研究人員將不會收取或接觸任何個人信息。因此，你的個人隱私將無法識別。除法律另有規定，研究生(王美霞女士)及研究導師（斯泰西）將是唯一有機會通過這項研究獲得的數據的人。，原始數據將被保留至少五年，並由研究生的電腦密碼系統所保護。

How will the information collected be used?

The data will be reported and presented as part of Phyllis's DBA dissertation as well as academic papers following thesis submission. As no identifying information is collected, no individual participant will be identified and any published material. A summary of the results can be obtained by contacting the researchers after July 2014.

研究所收集的信息將如何被使用？

這些數據將用於王美霞女士的工商管理博士學位論文和學術論文中。由於沒有收集可識別的信息，參與者將不會於任何公佈的材料中被確認。你可於 2014 年 7 月後，聯繫研究人員以獲得研究成果的摘要。

What do you need to do to participate?

Please read and retain a copy of the participant information statement and be sure you understand its contents before you consent to participate. If you choose to participate, please answer the questionnaire.

有什麼您需要做的？

請仔細閱讀及保留一份參與者資料表，並於同意參加前確保您了解它的內容。如果您選擇參加，你可填寫問卷。

Completion of the questionnaire will be taken as your implied consent. If there is anything you do not understand, or you have questions, contact the researcher.

完成問卷將被視為確同意。如有不明白之處，或有任何疑問，請聯繫研究人員。

Thank you for considering this invitation.

感謝您參與這個邀請

Further information

For additional information regarding this research, please do not hesitate to contact:

Supervisor:

Dr. Stacey Baxter
Newcastle Business School
The University of Newcastle
T: (Australia) +61 2 49216279
stacey.baxter@newcastle.edu.au

Student Researcher:

Ms. Phyllis Wong
Newcastle Business School
The University of Newcastle
T: (Hong Kong) (852) 9400 2259
phyllis.wong@uon.com.au

進一步的資料

有關這項研究的其他信息，請聯繫：

導師:

斯泰西巴克斯特博士
Newcastle Business School
The University of Newcastle
T: (澳洲) +61 2 49216279
stacey.baxter@newcastle.edu.au

研究生:

王美霞女士
Newcastle Business School
The University of Newcastle
電話: (香港) (852) 9400 2259
phyllis.wong@uon.com.au

Complaints about this research

This project has been approved by the University's Human Research Ethics Committee, Approval No. **H-2013-0269**. Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, it may be given to the researcher, or, if an independent person is preferred, to the:

有關這項研究的投訴

該項目已由大學的人類研究倫理委員會的批准，批准文號 H-2013-0269。如你對你作為本研究的參與者有任何疑問，或你有任何投訴，可聯繫：

Human Research Ethics Officer, Research Office The Chancellery, The University of Newcastle,

University Drive, Callaghan NSW, 2308

Telephone: (02) 49216333; Email: Human-Ethics@newcastle.edu.au

紐卡斯爾大學研究院總辦事處人類倫理研究主任，
新南威爾士卡拉漢大學道，郵區 2308 號
電話：（02）49216333，電郵：Human-Ethics@newcastle.edu.au

Appendix C

Questionnaire

REVERSE SOCIALIZATION IN HONG KONG

Completion of the questionnaire will be taken as your implied consent. If there is anything you do not understand, or you have questions, please contact the researcher.

完成問卷將被視為確同意。如有不明白之處，或有任何疑問，請聯繫研究人員。

Thank you for considering this invitation.

感謝您參與這個邀請

Research Supervisor:

Dr. Stacey Baxter, University of Newcastle

E: stacey.baxter@newcastle.edu.au

T: +61 2 49216279 (Australia)

研究導師：

斯泰西巴克斯特博士, 紐卡斯爾大學

電郵: stacey.baxter@newcastle.edu.au

電話: (61) 2 49 21 6278 (澳洲)

Student Researcher:

Phyllis Wong, University of Newcastle

E: phyllis.wong@uon.com.au

T: (852) 9400 2259 (Hong Kong)

研究生：

王美霞, 紐卡斯爾大學

電子郵件：phyllis.wong@uon.com.au

電話：（852）9400 2259（香港）

This questionnaire is divided into two sections. The first section requires you to provide information about the purchases that your family made in the past 6 months and the second section requests your demographic information. Please read and answer each question. If you are unsure about the exact answer to a question, please try to select the answer that is closest to your opinion. Please note that this survey will only be used for the research purposes of this project. All information will be kept confidential.

這份問卷分為兩部分。第一部分要求你提供你與家人在過去的 6 個月內的購買資訊，第二部分需要你的家庭人口資料。請仔細閱讀並回答每一個問題。如果你不確定答案，請盡量選擇與你意見最接近的答案。本次調查資訊將只會用於本項研究。所有的資料將被保密。

Section 1: Family purchases made in past 6 months.

Please indicate the extent to which you agree to the description. Your response may range from 7 (strongly agree) to 1 (strongly disagree) by circling the appropriate number. While you may have more than one child, you are asked to answer the questions based on the interaction/experience with the child who brought this survey to you.

第 1 部份：你與家人在過去的 6 個月內的購買資訊

請註明你在多大程度上同意描述。你的選擇範圍可從 7（非常同意）到 1（極不同意），請圈出最適合的答案。你可能有一個以上的孩子，你的答案應該由帶給你這份問卷的孩子的互動或相處經驗來作答。

Please provide one answer for each question.

請為每個問題提供一個答案。

A. Laptop/desktop (Family use) 手提/桌上電腦 (家庭用)

If you did not purchase Laptop/desktop in the past 6 months, please skip following questions A1 to A5 and go to question B.

如果你沒有在過去的 6 個月內購買手提/桌上電腦，您可跳過由 A1 至 A5 的問題，直接到 B 的問題。

Product: Laptop/desktop For: Family use 產品:手提/桌上電腦(家庭用)		Strongly Disagree 極不同意	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
A1	My child recognized the need to purchase the product. 我的子女認識到有需要購買該產品。	1	2	3	4	5	6	7
A2	My child did most of the information search for the product. 我的子女做了大部分的產品資料搜集。	1	2	3	4	5	6	7
A3	My child did the evaluation of alternatives. 我的子女為可供選擇的作出評價。	1	2	3	4	5	6	7
A4	My child made the decision on the purchase. 我的子女作出購買的決定。	1	2	3	4	5	6	7
A5	My child provided valuable information of the products. 我的子女提供了重要的產品資料。	1	2	3	4	5	6	7

B. Furniture (Family use) 傢俬（家庭使用）

If you did not purchase furniture in the past 6 months, please skip following questions B1 to B5 and go to question C.

如果你沒有在過去的 6 個月內購買傢俬，您可跳過以下問題 B1 至 B5，直接到 C 的問題。

Product: Furniture For: Family use 產品: 傢俬 (家庭用)		Strongly Disagree 極不同意	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
B1	My child recognized the need to purchase the product. 我的子女認識到有需要購買該產品。	1	2	3	4	5	6	7
B2	My child did most of the information search for the product. 我的子女做了大部分的產品資料搜集。	1	2	3	4	5	6	7
B3	My child did the evaluation of alternatives. 我的子女為可供選擇的作出評價。	1	2	3	4	5	6	7
B4	My child made the decision on the purchase. 我的子女作出購買的決定。	1	2	3	4	5	6	7
B5	My child provided valuable information of the products. 我的子女提供了重要的產品資料。	1	2	3	4	5	6	7

C. Dining Out (Family use) 外出用餐（家庭使用）

If you did not dine out in the past 6 months, please skip following questions C1 to C5 and go to question D.

如果你沒有在過去的 6 個月內外出用餐，您可跳過以下問題 C1 至 C5，直接到 D 的問題。

Product: Dining Out For: Family use 產品/服務: 外出用餐 (家庭用)		Strongly Disagree 極不同意	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
C1	My child recognized the need to purchase the product/serving. 我的子女認識到有需要外出用餐。	1	2	3	4	5	6	7
C2	My child did most of the information search for the product/serving. 我的子女做了大部分的資料搜集。	1	2	3	4	5	6	7
C3	My child did the evaluation of alternatives. 我的子女為可供選擇的作出評價。	1	2	3	4	5	6	7
C4	My child made the decision on the purchase. 我的子女作出哪裡用餐的決定。	1	2	3	4	5	6	7
C5	My child provided valuable information of the products/ services. 我的子女提供了重要的產品/服務資料。	1	2	3	4	5	6	7

D. Personal care products, such as bathing gel and shampoo (Family use) 個人護理用品，如沐浴露和洗髮水（家庭使用）

If you did not purchase personal care products in the past 6 months, please skip following questions D1 to D5 and go to question E.

如果你沒有在過去的 6 個月內購買個人護理用品，您可跳過以下問題 D1 至 D5，直接到 E 的問題。

Product: Personal Care Products For: Family use 產品: 個人護理用品 (家庭使用)		Strongly Disagree 極不同意	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
D1	My child recognized the need to purchase the product. 我的子女認識到有需要購買該產品。	1	2	3	4	5	6	7
D2	My child did most of the information search for the product. 我的子女做了大部分的產品資料搜集。	1	2	3	4	5	6	7
D3	My child did the evaluation of alternatives. 我的子女為可供選擇的作出評價。	1	2	3	4	5	6	7
D4	My child made the decision on the purchase. 我的子女作出購買的決定。	1	2	3	4	5	6	7
D5	My child provided valuable information of the products. 我的子女提供了重要的產品資料。	1	2	3	4	5	6	7

E. Clothes and Shoes (Parents' use) 衣服和鞋子（父母使用）

If you did not purchase clothes and shoes for yourself or for your spouse's use in the past 6 months, please skip following questions E1 to E5 and go to question F.

如果你沒有在過去的 6 個月內為你或你的配偶購買個人衣服和鞋子，您可跳過以下問題 E1 至 E5，直接到 F 的問題。

Product: Clothes and Shoes For: Parents' use 產品: 衣服和鞋子 (父母用)		Strongly Disagree 極不同意	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
E1	My child recognized the need to purchase the product. 我的子女認識到有需要購買該產品。	1	2	3	4	5	6	7
E2	My child did most of the information search for the product. 我的子女做了大部分的產品資料搜集。	1	2	3	4	5	6	7
E3	My child did the evaluation of alternatives. 我的子女為可供選擇的作出評價。	1	2	3	4	5	6	7
E4	My child made the decision on the purchase. 我的子女作出購買的決定。	1	2	3	4	5	6	7
E5	My child provided valuable information of the products. 我的子女提供了重要的產品資料。	1	2	3	4	5	6	7

F. Cell Phone (Parents' use) 手提電話（父母使用）

If you did not purchase cell phone for yourself or for your spouse's use in the past 6 months, please skip following questions F1 to F5 and go to question G.

如果你沒有在過去的 6 個月內為你或你的配偶購買手提電話，您可跳過以下問題 F1 至 F5，直接到 G 的問題。

Product: Cell Phone/Tablet For: Parents' use 產品: 手提電話，平板電腦 (父母用)		Strongly Disagree 極不同意	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
F1	My child recognized the need to purchase the product. 我的子女認識到有需要購買該產品。	1	2	3	4	5	6	7
F2	My child did most of the information search for the product. 我的子女做了大部分的產品資料搜集。	1	2	3	4	5	6	7
F3	My child did the evaluation of alternatives. 我的子女為對可供選擇的作出評價。	1	2	3	4	5	6	7
F4	My child made the decision on the purchase. 我的子女作出購買的決定。	1	2	3	4	5	6	7
F5	My child provided valuable information of the products. 我的子女提供了重要的產品資料。	1	2	3	4	5	6	7

G. Clothes and Shoes (Child's use) 衣服和鞋子（子女使用）

If you did not purchase Clothes and Shoes for child's use in the past 6 months, please skip following questions G1 to G5 and go to question H.

如果你沒有在過去的 6 個月內為子女購買衣服和鞋子，您可跳過以下問題 E1 至 E5，直接到 F 的問題。

Product: Clothes and Shoes For: Child's use 產品: 衣服和鞋子 （子女使用）		Strongly Disagree 極不同意	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
G1	My child recognized the need to purchase the product. 我的子女認識到有需要購買該產品。	1	2	3	4	5	6	7
G2	My child did most of the information search for the product. 我的子女做了大部分的產品資料搜集。	1	2	3	4	5	6	7
G3	My child did the evaluation of alternatives. 我的子女為可供選擇的作出評價。	1	2	3	4	5	6	7
G4	My child made the decision on the purchase. 我的子女作出購買的決定。	1	2	3	4	5	6	7
G5	My child provided valuable information of the products. 我的子女提供了重要的產品資料。	1	2	3	4	5	6	7

H. Cell Phone/Tablet (Child's use) 手提電話/平板電腦（子女使用）

If you did not purchase cell phone or tablet for child's use in the past 6 months, please skip following questions H1 to H5 and go to question I.

如果你沒有在過去的 6 個月內為子女購買個月內購買手提電話/電腦，您可跳過以下問題 H1 至 H5，直接到 I 的問題。

Product: Cell Phone/Tablet For: Child's use 產品: 手提電話/平板電 （子女使用）		Strongly Disagree 極不同意	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
H1	My child recognized the need to purchase the product. 我的子女認識到有需要購買該產品。	1	2	3	4	5	6	7
H2	My child did most of the information search for the product. 我的子女做了大部分的產品資料搜集。	1	2	3	4	5	6	7
H3	My child did the evaluation of alternatives. 我的子女為可供選擇的作出評價。	1	2	3	4	5	6	7
H4	My child made the decision on the purchase. 我的子女作出購買的決定。	1	2	3	4	5	6	7
H5	My child provided valuable information of the products. 我的子女提供了重要的產品資料。	1	2	3	4	5	6	7

I. Stationery (Child's use) 文具（子女使用）

If you did not purchase stationery for child's use in the past 6 months, please skip following questions I1 to I5 and go to question J.

如果你沒有在過去的 6 個月內為子女購買文具，您可跳過以下問題 I1 至 I5，直接到 J 的問題。

Product: Stationery For: Child's use 產品: 文具 （子女使用）		Strongly Disagree 極不同意	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
I1	My child recognized the need to purchase the product. 我的子女認識到有需要購買該產品。	1	2	3	4	5	6	7
I2	My child did most of the information search for the product. 我的子女做了大部分的產品資料搜集。	1	2	3	4	5	6	7
I3	My child did the evaluation of alternatives. 我的子女為可供選擇的作出評價。	1	2	3	4	5	6	7
I4	My child made the decision on the purchase. 我的子女作出購買的決定。	1	2	3	4	5	6	7
I5	My child provided valuable information of the products. 我的子女提供了重要的產品資料。	1	2	3	4	5	6	7

J. Online game or software (Child's use) 網絡遊戲（子女使用）

If you did not purchase online game or computer application software for child's use in the past 6 months, please skip following questions J1 to J5 and go to question K.

如果你沒有在過去的 6 個月內為子女購買網絡遊戲或電腦應用軟件，您可跳過以下問題 J1 至 J5 的問題,直接到 K 的問題。

Product: Online game or computer software For: Child's use 產品: 網絡遊戲或電腦軟件 （子女使用）		Strongly Disagree 極不同意	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
J1	My child recognized the need to purchase the product. 我的子女認識到有需要購買該產品。	1	2	3	4	5	6	7
J2	My child did most of the information search for the product. 我的子女做了大部分的產品資料搜集。	1	2	3	4	5	6	7
J3	My child did the evaluation of alternatives. 我的子女為可供選擇的作出評價。	1	2	3	4	5	6	7
J4	My child made the decision on the purchase. 我的子女作出購買的決定。	1	2	3	4	5	6	7
J5	My child provided valuable information of the products. 我的子女提供了重要的產品資料。	1	2	3	4	5	6	7

K. TV (Family use) 電視 (家庭 使用)

If you did not purchase TV in the past 6 months, please skip following questions K1 to K5 and to question L.

11. 如果你沒有在過去的 6 個月購買電視，您可跳過以下問題 K 1 至 K 5 的問題, 直接到 L 的問題。

Product: TV For: Family's use 產品: 電視 (家庭 使用)		Strongly Disagree	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
K1	My child recognized the need to purchase the product. 我的子女認識到有需要購買該產品。	1	2	3	4	5	6	7
K2	My child did most of the information search for the product. 我的子女做了大部分的產品資料搜集。	1	2	3	4	5	6	7
K3	My child did the evaluation of alternatives. 我的子女為可供選擇的作出評價。	1	2	3	4	5	6	7
K4	My child made the decision on the purchase. 我的子女作出購買的決定。	1	2	3	4	5	6	7
K5	My child provided valuable information of the products. 我的子女提供了重要的產品資料。	1	2	3	4	5	6	7

L. Kitchenware or small kitchen electronic appliance (Family use) 廚房用具或廚房小型電器（家庭 使用）

If you did not purchase kitchenware or small kitchen electronic appliance in the past 6 months, please skip following questions L1 to L5.

如果你沒有在過去的 6 個月內為購買廚房用具或廚房小型電器，您可跳過以下問題 L1 至 L5 的問題。

Product: Online game For: Family use 產品: 廚房用具或廚房小型電器 (家庭 使用)		Strongly Disagree 極不同意	Disagree 不同意	Slightly Disagree 略有不同意	Neutral 中立	Slightly Agree 有點同意	Agree 同意	Strongly Agree 極同意
L1	My child recognized the need to purchase the product. 我的子女認識到有需要購買該產品。	1	2	3	4	5	6	7
L2	My child did most of the information search for the product. 我的子女做了大部分的產品資料搜集。	1	2	3	4	5	6	7
L3	My child did the evaluation of alternatives. 我的子女為可供選擇的作出評價。	1	2	3	4	5	6	7
L4	My child made the decision on the purchase. 我的子女作出購買的決定。	1	2	3	4	5	6	7
L5	My child provided valuable information of the products. 我的子女提供了重要的產品資料。	1	2	3	4	5	6	7

Section 2: Demographic Information 第 2 部分：家庭人口資料

Please circle the appropriate answer. Provide one answer for each question.

請為圈出合適的答案。每個問題提供一個答案。

1. Your gender 你的性別

Male 男	1
Female 女	2

2. Your age:
你的年齡:

20 – 25 years old / 20 – 25 歲	1
26 – 30 years old / 26 – 30 歲	2
31 - 35 years old / 31 – 35 歲	3
36 – 40 years old / 36 – 40 歲	4
41 – 45 years old / 41 - 45 歲	5
46 or older / 46 歲或以上	6

3. Your education level:
你的教育程度:

Secondary School / 中學	1
Undergraduate University / 大學	2
Post-graduate University or above / 大學以上	3

4. Your monthly household income:
你的每月家庭入息:

Under HK\$ 9,000 / 少於 HK\$ 9,000	1
HK\$ 9,000 – 19,999	2
HK\$ 20,000 – 29,999	3
HK\$ 30,000 – 39,999	4
HK\$ 40,000 – 49,999	5
HK\$ 50,000 – 59,999	6
HK\$ 60,000 or above / 多於 HK\$60,000	7

5. Number of child/children you have:

你的子女數目:

One / 1 個	1
Two / 2 個	2
Three / 3 個	3
Four or more / 4 個或以上	4

6. The child who brought this survey to you is your:

給你帶來了本次調查的子女是:

Only child / 獨生子女	1
Eldest child / 年紀最大的孩子	2
Youngest child / 年紀最小的孩子	3
None of above / 以上皆否	4

7. Age of your child who brought this survey to you:

為你帶來了本次調查的子女年齡:

7 years old / 7 歲	1
8 years old / 8 歲	2
9 years old / 9 歲	3
10 years old / 10 歲	4
11 years old / 11 歲	5
12 years old / 12 歲	6
13 years old / 13 歲	7
14 years old / 14 歲	8
15 years old / 15 歲	9
16 years old / 16 歲	10
17 or older / 17 歲或以上	11

8. Sex of your child who brought this survey to you:

為你帶來了本次調查的子女性別:

Male 男	1
Female 女	2

Thank you for completing this survey

You can obtain a summary of the key findings from this research, by emailing your request to Ms Phyllis Wong: phyllis.wong@uon.com.au or Dr Stacey Baxter: stacey.baxter@newcastle.edu.au

感謝你完成這項調查

你可以通過電子郵件，要求獲得本研究主要成果的摘要:

王美霞女士: phyllis.wong@uon.com.au
或斯泰西巴克斯特博士: stacey.baxter@newcastle.edu.au

Appendix D

Hong Kong Fact Sheet – July 2013

HONG KONG : THE FACTS



Population

Population Size: At mid-2012, the population of Hong Kong was 7.15 million, including 6.94 million Usual Residents and 0.22 million Mobile Residents.

During the period 2008-2012, the population grew at an average annual rate of 0.7%. Population in these years was as follows:

Year	Mid-year population	Annual rate of increase	Sex ratio (males per 1 000 females)
2008	6 957 800	0.6	897
2009	6 972 800	0.2	891
2010	7 024 200	0.7	883
2011	7 071 600	0.7	876
2012	7 154 600	1.2	869

Distribution by Area: At mid-2012, the population was distributed geographically as follows:

Area	% of total population
Hong Kong Island	17.9
Kowloon	30.0
New Territories (including marine)	52.1
Total	100.0

Population Density*: Hong Kong is one of the most densely populated places in the world. The land population density as at mid-2012 stood at 6 620 persons per square kilometre, and Kwun Tong, with 56 200 persons per square kilometre, was the most densely populated district among the District Council districts.

‡ Excluding marine population and area of reservoirs.

Age and Sex Structure: At mid-2012, there were 869 males per 1 000 females. The median age of the total population was 42.0. The age and sex structure of the population was given as follows:

Age Group	Male		Female		Total	
	Number	%	Number	%	Number	%
0-14	420 400	5.9	392 800	5.5	813 200	11.4
15-24	441 300	6.2	435 800	6.1	877 100	12.3
25-34	454 300	6.4	637 400	8.9	1 091 700	15.3
35-44	475 800	6.6	667 500	9.3	1 143 300	16.0
45-54	598 400	8.4	681 300	9.5	1 279 700	17.9
55-64	481 100	6.7	488 200	6.8	969 300	13.5
65 and over	456 000	6.4	524 300	7.3	980 300	13.7
Total	3 327 300	46.5	3 827 300	53.5	7 154 600	100.0

Births and Deaths: Fertility rate in Hong Kong has continued to remain at a low level. It has also attained a very low level of mortality by international standards. Birth and death rates are given as follows:

Year	Crude birth rate (per 1 000 population)	Total fertility rate (per 1 000 women) ^λ	Crude death rate (per 1 000 population)	Expectation of life at birth for males (years)	Expectation of life at birth for females (years)	Infant mortality rate (per 1 000 live births)
2008	11.3	1 064	6.0	79.4	85.5	1.8
2009	11.8	1 055	5.9	79.8	85.9	1.7
2010	12.6	1 127	6.0	80.1	86.0	1.7
2011	13.5	1 204	6.0	80.3	86.7	1.3
2012 [#]	12.8	1 253	6.0	80.6	86.3	1.4

λ Total fertility rate refers to the average number of children that would be born alive to 1 000 women during their lifetime if they were to pass through their childbearing ages 15-49 experiencing the age specific fertility rates prevailing in a given year. These figures have been compiled using a population denominator which has excluded female foreign domestic helpers.

Hong Kong Fact Sheet – July 2013 (continued)

The birth rate remained low (11.3 live births per 1 000 population in 2008 to 12.8[#] in 2012). Moreover, according to the total fertility rate, 1 000 women in 2012 would bear, on average, 1 253[#] children in their lifetime as compared with 1 064 children in 2008.

In 2012, the death rate was 6.0[#] per 1 000 population. The expectation of life at birth was 80.6[#] years for males and 86.3[#] years for females, compared against the corresponding figures of 79.4 and 85.5 years in 2008.

There was a decline in the infant mortality rate from 1.8 per 1 000 live births in 2008 to 1.4[#] in 2012. The decline reflected a continual improvement in maternal and child health services.

Education: The educational level of the population of Hong Kong has improved appreciably over the past 5 years. The following table compares the educational attainment of the population aged 15 and over** for 2007 and 2012:

Educational attainment	% of population aged 15 and over	
	2007	2012
Primary and below	23.7	20.6
Secondary**	51.9	51.8
Post-secondary	24.4	27.7
Total	100.0	100.0

** Persons with educational attainment at secondary level refer to those with Secondary 1 to Secondary 7 education or equivalent level.

Income: The median monthly domestic household income** for 2012 was \$20,700. The distribution of domestic households in Hong Kong by monthly household income** was as follows:

Monthly household income (\$)	% of total domestic households	
	2007	2012
Under 4,000	6.6	5.0
4,000–5,999	5.0	5.3
6,000–7,999	5.3	5.8
8,000–9,999	5.8	12.8
10,000–14,999	12.8	11.4
15,000–19,999	11.4	10.4
20,000–24,999	10.4	7.7
25,000–29,999	7.7	7.1
30,000–34,999	7.1	4.9
35,000–39,999	4.9	4.2
40,000–44,999	4.2	2.8
45,000–49,999	2.8	4.8
50,000–59,999	4.8	5.1
60,000–79,999	5.1	2.3
80,000–99,999	2.3	3.9
100,000 and over	3.9	
Total	100.0	100.0

Labour Force Participation Rate: The size of the total labour force in Hong Kong** for 2012 was 3.79 million. This represented 60.5% of the total population aged 15 and over**. The following table shows the labour force participation rates of the population by age and sex**:

Age group	Male (%)	Female (%)
15–19	10.5	9.7
20–24	61.1	62.0
25–29	94.5	87.2
30–34	97.4	80.5
35–39	96.3	74.6
40–44	96.0	72.8
45–49	94.7	68.9
50–54	90.5	60.8
55–59	78.9	45.4
60–64	53.7	22.2
65 and over	11.9	2.9
Overall	68.7	53.6

Occupation: The distribution of the employed population in Hong Kong by occupation** for 2012 was as follows:

Occupation ^a	% of the employed population
Managers and administrators	11.1
Professionals	7.3
Associate professionals	19.5
Clerical support workers	13.8
Service and sales workers	16.5
Craft and related workers	6.8
Plant and machine operators and assemblers	5.0
Elementary occupations	19.9
Others	0.1
Total	100.0

^a Based on the International Standard Classification of Occupations 2008 (ISCO-08).

Housing: The distribution of the land-based non-institutional population of Hong Kong by type of housing** for 2012 was as follows:

Type of housing	% of land-based non-institutional population
Public rental housing	29.7
Subsidised home ownership housing	17.0
Private permanent housing	52.8
Temporary housing	0.5
Total	100.0

The following notes are used in this fact sheet:

There may be a slight discrepancy between the sum of individual items and the total as shown in the tables due to rounding.

A Population Census was conducted in June to August 2011 in Hong Kong. Apart from serving as the prime source of data for small areas and population sub-groups, the results of the 2011 Population Census provided a benchmark for revising the population figures compiled since the 2006 Population By-census. Population figures from end-2006 to mid-2011 have been revised accordingly. Similarly, other statistics involving the use of the population figures in the compilation process have also been revised to take into account the results of the 2011 Population Census.

Provisional figures.

** Figures are compiled based on data collected in the General Household Survey from January to December of the year concerned as well as the mid-year population estimates by District Council district compiled jointly by the Census and Statistics Department and an inter-departmental Working Group on Population Distribution Projections. The General Household Survey covers the land-based non-institutional population of Hong Kong.

Appendix E

Descriptive Statistics Summary

Descriptive Statistics								
	Categories		N	Mini mum	Maxi mum	Mean	Std. Deviation	Section Mean
A	Laptop/Desktop (Family use)	A1	372	1	7	5.18	1.434	4.50
		A2	372	1	7	4.28	1.605	
		A3	372	1	7	4.51	1.574	
		A4	372	1	7	4.25	1.694	
		A5	372	1	7	4.30	1.712	
B	Furniture (Family use)	B1	321	1	7	4.97	1.524	4.18
		B2	321	1	7	3.64	1.618	
		B3	321	1	7	4.52	1.626	
		B4	321	1	7	3.97	1.711	
		B5	321	1	7	3.82	1.675	
C	Dining Out (Family use)	C1	822	1	7	4.97	1.421	4.54
		C2	822	1	7	3.79	1.534	
		C3	822	1	7	4.86	1.346	
		C4	822	1	7	4.90	1.356	
		C5	822	1	7	4.16	1.507	
D	Personal Care Products (Family use)	D1	845	1	7	4.93	1.536	4.15
		D2	845	1	7	3.68	1.581	
		D3	845	1	7	4.34	1.593	
		D4	845	1	7	4.03	1.668	
		D5	845	1	7	3.75	1.679	
E	Clothes & Shoes (Parent's use)	E1	749	1	7	4.70	1.621	4.05
		E2	749	1	7	3.63	1.603	
		E3	749	1	7	4.28	1.610	
		E4	749	1	7	3.96	1.714	
		E5	749	1	7	3.70	1.641	
F	Cell Phone (Parent's use)	F1	443	1	7	4.76	1.658	4.18
		F2	443	1	7	3.98	1.628	
		F3	443	1	7	4.28	1.666	
		F4	443	1	7	3.84	1.777	
		F5	443	1	7	4.03	1.720	
G	Clothes and Shoes (Child's use)	G1	800	1	7	5.30	1.337	4.68
		G2	800	1	7	3.99	1.551	
		G3	800	1	7	4.93	1.423	
		G4	800	1	7	4.95	1.477	
		G5	800	1	7	4.25	1.618	

Descriptive Statistics Summary (continued)

	Categories		N	Mini mum	Maxi mum	Mean	Std. Deviation	Section Mean
H	Cell Phone/Tablet (Child's use)	H1	401	1	7	5.23	1.465	4.72
		H2	401	1	7	4.41	1.644	
		H3	401	1	7	4.84	1.511	
		H4	401	1	7	4.61	1.604	
		H5	401	1	7	4.50	1.663	
I	Stationery (Child's use)	I1	865	1	7	5.76	1.088	5.24
		I2	865	1	7	4.82	1.541	
		I3	865	1	7	5.32	1.257	
		I4	865	1	7	5.40	1.299	
		I5	865	1	7	4.89	1.547	
J	Online Game or Software (Child's use)	J1	328	1	7	4.82	1.762	4.60
		J2	328	1	7	4.55	1.610	
		J3	328	1	7	4.65	1.643	
		J4	328	1	7	4.34	1.799	
		J5	328	1	7	4.64	1.747	
K	TV (Family use)	K1	226	1	7	4.73	1.589	4.25
		K2	226	1	7	4.08	1.469	
		K3	226	1	7	4.30	1.520	
		K4	226	1	7	4.04	1.537	
		K5	226	1	7	4.09	1.578	
L	Kitchenware or Small Electronic Appliance (Family use)	L1	444	1	7	3.98	1.785	3.46
		L2	444	1	7	3.22	1.644	
		L3	444	1	7	3.54	1.663	
		L4	444	1	7	3.31	1.668	
		L5	444	1	7	3.24	1.723	
		Gender	1065	1	2	1.66	.474	
		Age	1094	1	6	4.71	1.080	
		Education	1097	1	3	1.33	.598	
		MHI	1097	1	7	2.98	1.454	
		ChildNo	1093	1	4	1.71	.739	
		ChildID	1090	1	4	1.88	.915	
		ChildAge	1097	1	11	5.90	3.103	
		ChildGender	1097	1	2	1.52	.500	

Appendix F

Respondent Profiles

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	363	33.1	34.1	34.1
	Female	702	64.0	65.9	100.0
	Total	1065	97.1	100.0	
Missing	System	32	2.9		
Total		1097	100.0		

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	11	1.0	1.0	1.0
	26-30	19	1.7	1.7	2.7
	31-35	114	10.4	10.4	13.2
	36-40	275	25.1	25.1	38.3
	41-45	387	35.3	35.4	73.7
	46 or above	288	26.3	26.3	100.0
	Total	1094	99.7	100.0	
Missing	System	3	.3		
Total		1097	100.0		

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary	812	74.0	74.0	74.0
	Undergraduate University	210	19.1	19.1	93.2
	Post-graduate University or above	75	6.8	6.8	100.0
	Total	1097	100.0	100.0	

Respondent Profiles (continued)

Household Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under HK\$9,000	142	12.9	12.9	12.9
	HK\$9,000 - 19,999	363	33.1	33.1	46.0
	HK\$20,000 - 29,999	242	22.1	22.1	68.1
	HK\$30,000 - 39,999	176	16.0	16.0	84.1
	HK\$40,000 - 49,999	88	8.0	8.0	92.2
	HK\$50,000 - 59,999	74	6.7	6.7	98.9
	HK\$60,000 or above	12	1.1	1.1	100.0
Total		1097	100.0	100.0	

Number of Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	477	43.5	43.6	43.6
	Two	485	44.2	44.4	88.0
	Three	104	9.5	9.5	97.5
	Four or more	27	2.5	2.5	100.0
	Total	1093	99.6	100.0	
Missing	System	4	.4		
Total		1097	100.0		

Child ID

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only Child	481	43.8	44.1	44.1
	Eldest Child	309	28.2	28.3	72.5
	Youngest Child	251	22.9	23.0	95.5
	None of the above	49	4.5	4.5	100.0
	Total	1090	99.4	100.0	
Missing	System	7	.6		
Total		1097	100.0		

Respondent Profiles (continued)

Child Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7 years old	7	.6	.6	.6
	8 years old	135	12.3	12.3	12.9
	9 years old	177	16.1	16.1	29.1
	10 years old	164	14.9	14.9	44.0
	11 years old	144	13.1	13.1	57.2
	12 years old	31	2.8	2.8	60.0
	13 years old	66	6.0	6.0	66.0
	14 years old	65	5.9	5.9	71.9
	15 years old	117	10.7	10.7	82.6
	16 years old	191	17.4	17.4	100.0
	Total	1097	100.0	100.0	

Child Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	524	47.8	47.8	47.8
	Female	573	52.2	52.2	100.0
	Total	1097	100.0	100.0	

Appendix G

Shapiro-Wilk Normality Test

Data	W	P (sig)	Conclusion
A1	.8608	.000	<i>Reject H0</i>
A2	.9232	.000	<i>Reject H0</i>
A3	.9259	.000	<i>Reject H0</i>
A4	.9214	.000	<i>Reject H0</i>
A5	.9227	.000	<i>Reject H0</i>
B1	.8897	.000	<i>Reject H0</i>
B2	.9280	.000	<i>Reject H0</i>
B3	.9239	.000	<i>Reject H0</i>
B4	.9333	.000	<i>Reject H0</i>
B5	.9373	.000	<i>Reject H0</i>
C1	.8905	.000	<i>Reject H0</i>
C2	.9355	.000	<i>Reject H0</i>
C3	.9116	.000	<i>Reject H0</i>
C4	.9077	.000	<i>Reject H0</i>
C5	.9360	.000	<i>Reject H0</i>
D1	.8796	.000	<i>Reject H0</i>
D2	.9427	.000	<i>Reject H0</i>
D3	.9213	.000	<i>Reject H0</i>
D4	.9349	.000	<i>Reject H0</i>
D5	.9383	.000	<i>Reject H0</i>
E1	.8978	.000	<i>Reject H0</i>
E2	.9333	.000	<i>Reject H0</i>
E3	.9119	.000	<i>Reject H0</i>
E4	.9248	.000	<i>Reject H0</i>
E5	.9304	.000	<i>Reject H0</i>
F1	.8874	.000	<i>Reject H0</i>
F2	.9346	.000	<i>Reject H0</i>
F3	.9164	.000	<i>Reject H0</i>
F4	.9207	.000	<i>Reject H0</i>
F5	.9248	.000	<i>Reject H0</i>

Shapiro-Wilk Normality Test (continued)

Data	W	P (sig)	Conclusion
G1	.8665	.000	<i>Reject H0</i>
G2	.9379	.000	<i>Reject H0</i>
G3	.9051	.000	<i>Reject H0</i>
G4	.9005	.000	<i>Reject H0</i>
G5	.9326	.000	<i>Reject H0</i>
H1	.8797	.000	<i>Reject H0</i>
H2	.9330	.000	<i>Reject H0</i>
H3	.9153	.000	<i>Reject H0</i>
H4	.9303	.000	<i>Reject H0</i>
H5	.9289	.000	<i>Reject H0</i>
I1	.8278	.000	<i>Reject H0</i>
I2	.9043	.000	<i>Reject H0</i>
I3	.8762	.000	<i>Reject H0</i>
I4	.8676	.000	<i>Reject H0</i>
I5	.9066	.000	<i>Reject H0</i>
J1	.8692	.000	<i>Reject H0</i>
J2	.9240	.000	<i>Reject H0</i>
J3	.9081	.000	<i>Reject H0</i>
J4	.9170	.000	<i>Reject H0</i>
J5	.9134	.000	<i>Reject H0</i>
K1	.9027	.000	<i>Reject H0</i>
K2	.9249	.000	<i>Reject H0</i>
K3	.9303	.000	<i>Reject H0</i>
K4	.9213	.000	<i>Reject H0</i>
K5	.9317	.000	<i>Reject H0</i>
L1	.9267	.000	<i>Reject H0</i>
L2	.9202	.000	<i>Reject H0</i>
L3	.9290	.000	<i>Reject H0</i>
L4	.9227	.000	<i>Reject H0</i>
L5	.9106	.000	<i>Reject H0</i>

Appendix H

Children's Influence Overall Ranking

Reverse Socialization Ranking	Products		To be used by	Relative Price	N	Mean
1	I	Stationery	Child	Low	865	4.89
2	J	Online game or software	Child	Low	328	4.64
3	H	Cell Phone/Tablet	Child	High	401	4.50
4	A	Laptop/desktop	Family	High	372	4.30
5	G	Clothes and shoes	Child	Medium	800	4.25
6	C	Dinning out	Family	Medium	822	4.16
7	K	TV	Family	High	226	4.09
8	F	Cell Phone	Parents	High	443	4.03
9	B	Furniture	Family	High	321	3.82
10	D	Personal care products	Family	Low	845	3.75
11	E	Clothes and shoes	Parents	Medium	749	3.70
12	L	Kitchenware or small kitchen electronic appliance	Family	Medium	444	3.24