# **CHAPTER 4: ANALYSIS AND DISCUSSION**

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## 4.1 Introduction

Within the following chapter, as part of the overall dissertation pertains to the identification and assessment of the key research findings that were observed and carefully considered through the use of primary research methodology. In terms of the following research study, the researcher has incorporated the use of qualitative research design through the use of interview analysis and observation data collection strategies. While using the face to face interviews allowed the researcher to gather key insight in to the thinking process of the consumers and their perception based understanding of the factors that affect the decision making process of young children consumers. In addition, the use of observation technique allowed the researcher to understand the ‘bigger picture’ of what is happening when parents do shopping with their children. In order to analyse the data gathered from the primary survey research thematic analysis through the Coding technique was used. Within the thematic analysis approach the raw data from the interviews conducted was moulded into respective themes. The results are analysed and interpreted to explain their relevance and significance.

## 4.2 Primary Data Analysis

In order to ascertain key research findings, the author of the following research study used the observation technique where the researcher was a participant observer and observed 3 parents with their children. The observer took part in the situation in order to understand the whole working of social phenomenon. This enabled the author to get more reliable information about this particular situation and it aided the researcher to understand how children behave in a particular manner and their rational for behaving in a particular manner. Another research method that was utilised by the researcher was face to face interviews where the researcher interviewed 5 adults and she also did an additional set of interviews of 5 different children in order to get the same amount of respondents from both groups. Interviews with the children last for maximum 20 minutes and interviews with the adults lasted for approximately 40 minutes.

Since interviewing young children would not be a sufficient primary data collection method, the author has augmented the use of interview analysis with the parents as well, ensuring the instillation of debate that was obtained from different categories of respondents and thus triangulate the results gathered from the both the primary data collection methods and secondary data collection methods. Therefore, by interviewing young children and their parents the researcher was able to get a better insight as to how effective is social conditioning when it comes to evaluating the manner and decision making process of the children and the role played by their peers, family members and mass media. The results from the interview were decoded and given meaning through the technique of thematic data analysis, where the themes were obtained through the process of coding. The following table highlights the Coding Scheme used in order to derive the themes of analysis within the respective chapter. \

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| --- | --- |
| **Codes** | **Focused Codes** |
| Parents let children buy anythingParents deny everything to childrenParents let ask children and explain why they are buying something and why denying somethingParents tell children what is the purpose of shoppingMotivation to remain focus on what parents have asked to do Child is attracted to products having cartoon associationsColours and images attract children’s attentionGender of childrenAbility in children to control emotionsChildren cry and force to buy what they wantChildren remain calm when denied anythingImpact of TV is related to how long child watches TV everydayPeer’s toys and food products are remembered by children  | TV watching Bus adsBillboard adsPackaging of productsPester powerControl of parents Child BehaviourParent-child communicationToys of classmatesClothes of classmatesFood/lunch of classmates |
| **Focused Codes** | **Themes** |
| Toys of classmatesClothes of classmatesFood/lunch of classmates  | Impact of peer |
| TV watching Bus adsBillboard adsPackaging of products | Impact of media |
| Pester powerControl of parents Child BehaviourParent-child communication | Impact of parents |

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### ***4.2.1 Observation***

### **Face to Face Interviews**

### ***4.2.1Impact of Parent***

The results of the primary research show that parents have a significant influence on buying decision of children. This influence may take several forms and affect the child in different ways; however, there are some common patterns in the relationship between children and their parents that affect the buying behaviour of children. Some parents have effective communication and interaction with their children and they spend time with them. Such children are more interested in what parents have to say about things that they like in the store and they ask for parents’ permission to buy them.

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| --- | --- |
| Interview number | Participant’s statement |
| 1 | “He came up with hysteria which was indescribable. He cried, screamed and rolled on the floor. It was hard for me to deal with it. It is wrong that I did not teach him from the beginning that he cannot get some things that he wants. I have to teach him gradually that he cannot get all the products that he wants.” |
| 2 | “Alicja is a sensitive girl, but she understands what she can have and what she cannot have. She does not moan if she does not get anything.” |

The interviews carried out by the researcher enable to show how parents impact on their children. The participant from first interview said that her son is very naughty during shopping trips and it is difficult for his mother to deal with him. The reason why participant’s son is behaving in inappropriate way is that his mother admitted that her boy watches TV a lot and she does not spend time with him. Also, she said that her son does not ask for the permission to buy products, instead he gets what he wants by showing obstinate behaviour. On the other hand, participant from the second interview said that she does not like her child to watch TV for long hours; therefore, she spends time with her daughter. Also, child’s mother explains her what she can get and what she cannot. By explaining her why she cannot get unhealthy products; the girl understands the reason of it.

Another significant factor in children decision making is whether parents let their children make their purchases or not.

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| --- | --- |
| Interview number | Participant’s statement |
| 1 | “Yes, I buy him almost everything that he wants” |
| 3 | “I try not to buy her things that she wants; however, it happens that I buy her one product or two so that her humour will be better.” |
| 5 | “I do not buy him everything that he wants” |

The data shows that some parents buy their children everything that they want, some parents refuse to buy products that their child desires and some parents buy some products that their children ask for and deny other products. The reason why first participant said that she buys almost everything that her son wants is that it is difficult for her to refuse when her son wants to get the particular product. Also, she did not teach him from the early age that he cannot get some products as they are not necessary. Third participant tries not to buy her daughter products that she wants; however she buys her sometimes so that she will be in better mood. The reason is that the participant tries to teach her daughter that they should only buy the products that are known as “necessities”. Fifth participant said that he does not buy him everything that he wants and the reason is that he tries to teach his son that he cannot get everything. Also, the father of the child mentioned that he shows his son different products when they are in the store in order to look at different packaging so that the child will know how different products look like and what is its packaging like.

Majority of the parents opined that they buy toys for children with a promise or demonstration of good behaviour. In other words if children obey their parents they buy toys that children want as a reward of obedience.

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| Interview number | Participant’s statement |
| 2 | “Some toys are educational and expand child’s imagination, so I buy her most toys that she wants.” |
| 4 | “I buy her when there is special occasion” |
| 5 | “I buy him sometimes when he behaves well”“I tell him tha if he will get 10 “stars” at school, I will get him this particular toy” |

The research shows that there are parents that let their children buy those toys that are educational and have positive impact on children. Majority of the participants revealed that their children are attracted towards toys that are themed within popular TV shows and cartoons such as Toy Story and Cars 2. Some parents only buy toys for their children when there is a special occasion; for example Christmas. Also, one of the participants revealed that he buys a toy for his son if the child earns 10 stars at school for good behaviour.

The research enable to get information about the products that parents buy for their children and how often do they buy sweets or any other treats for them. The table below shows the data gathered during interviews.

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| Interview number | Participant’s statement |
| 2 | “Nowadays, I do not have that big problem because I always explained her what she can get and what she cannot get, what is healthy and what is not. Alicja is very smart and reasonable girl, so she does not really wants to get unhealthy products.” |
| 3 | “I also buy her some sweets so that she could take them to primary school.” |
| 4 | “I usually refuse if she wants any sweets; however, my girlfriends usually buys Angelika what she wants.” |

The primary research also showed that parents try to impact the buying decision of their children by explaining pros and cons of the products. Children typically are attracted to sweets and snacks. Some parents let them buy any product while some parents let their children buy healthy products only, and there are some parents who prepare shopping list for their children and ask them to stick to the list.

### ***4.2.2 Impact of Media***

One of the significant factors that primary research reveals is the impact of TV. The table below shows the results from the primary research.

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| Interview number | Participant’s statement |
| 1 | “He likes any adverts with “Cars”. He usually watches Polish TV and he really likes LEGO; therefore, he pays attention to them the most. Also, he pays attention to racing tracks with loops and aircraft carriers.” |
| 2 | “Yes, she does; however, most of the time we spend out and about, especially if the weather is nice. During this time, we meet Alicja’s friends and their mums and we go to the playground together. Such time is much better rather than sitting in front of TV.” |
| 4 | “She only watches TV for 30 minutes and that is it.” |

First participant revealed that his son likes any adverts that are about “Cars” and “LEGO” which means that he pays attention to those adverts most of the time rather than any other adverts. There are also parents that believe that TV has an adverse impact on behaviour and personality of children and therefore they prefer that their child do not watch TV so they try either to restrict children access to TV or take them outside the house to their friends’ to prevent them watching TV. Majority of the parents revealed that their children are deeply influenced by TV programmes. Most of the parents admit that their children watch TV; however, some parents apply restrictions to children watching TV. It can be inferred from the interviews that children who watch TV for long hours make their buying choices in accordance with the cartoons and movies they see, particularly in case of buying choices of toys. Boys typically want cars and they are much inspired by the cartoons they watch.

Another important impact of media on children buying behaviour is the impact of packaging and advertising through billboards, bus adverts, and adverts in TV.

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| Interview number | Participant’s statement |
| 4 | “TV does not have big influence on Angelika. As I said before, she only watches TV 30 minutes per day.” |
| 5 | “Pays attention to adverts that are aimed at children, not adults because it is obvious that they are colourful, toys and so on. Such adverts will catch anyone’s attention.” |

Naturally children who watch TV more are influenced by characters in TV more. The data shows that there are also some parents who revealed that TV has not much of an influence on their children primarily because they watch TV less. For example, fourth participant said that his daughter only watches TV for 30 minutes each day. Also, fifth participant said that his child only pays attention to adverts that are aimed at children and not the ones for adults.

In case of bus adverts, primary research found mixed results. Table below shows the collected results.

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| Interview number | Participant’s statement |
| 1 | “To be honest, not really. He only pays attention to adverts that are interesting, but not all.” |
| 2 | “She does not pay attention to adverts and even tales that are on TV.” |
| 3 | “She does, sometimes. But it is obvious that she does not pay attention to adults’ advertisements but the ones for children.” |
| 4 | “She pays attention to bus adverts sometimes. She says that she likes a particular advert and asks me if we could go to the cinema to watch a particular movie.” |
| 5 | She pays attention sometimes, but sometimes adverts are indifferent for him |

Some parents opined that their children are attracted towards bus adverts but because of a number of reasons, some are attracted because they have their favourite TV characters in them, while some are attracted because they are colourful and have toys in them. There are also some parents who find that their children are indifferent to bus adverts. This is because, for instance, during fourth interview the participant said that his daughter does not really pay attention to bus adverts.

The participants overall reported mixed results about impact of adverts on various mediums other than TV which include internet, billboards, bus adverts, etc. The research concludes that some children pay attention to such adverts while some children are indifferent to adverts. The major factor due to which adverts can gain attention of children are aimed at children, not adults because it is obvious that they are colourful, have toys, and other factors. Such adverts catch attention of children.

### ***4.2.3 Impact of Peers***

Majority of the participants agreed to the statement that children are significantly influenced by their peers. The table below shows the statements of the parents and their children’s friends.

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| Interview number | Participant’s statement |
| 1 | “Children in primary school have massive impact on him. This means that his friends bring a new toy, sweets or anything else and when my son comes back home or when I pick him up, he tells me that he wants to get the same toy as his friend/s have. If I tell him that he cannot get it, he moans a lot and the final is that I buy him this particular toy.” |
| 2 | “I do not think so. Alicja have friends and their mums buy them everything what they want because they force everything by crying or gnashing of teeth; however, Alicja understands that not everything is good and we talk about it very often.” |
| 3 | “It is very obvious that in school there is many children and their parents buy them many things, so children have impact on my Karolina.” |
| 4 | “I think that children in school have massive impact on every child.” |
| 5 | “It is obvious that children have big impact on him, but Piotr is very sensible child so he knows what is right and what is wrong. It happens that Piotr wants something; therefore I tell him that if he will get 10 “stars” at school, I will get him this particular toy and it really works.” |

Most of the participants mentioned school friends as well as other friends and their toys and clothes that attract their children. This factor also affects the buying choices of children. Some children tell their parents about the toys and clothes of their friends while some do not. However, this study confirms that peers have significant impact which is evidenced in the table above. Overall the results confirm that there is significant impact of peers on children because they are attracted to products that their peers in school have. However, it is important to note that children do not shop with their peers instead they shop with their parents. Therefore, if parents have effective relationships with their children and consequently have control over their buying decisions that peer influence is only temporary and thus has only a weak influence on buying decision.

## 4.3 Discussion of Findings

### *4.3.1 Is there a significant influence of social conditioning on children for purchasing decision in Polish community?*

 In the words of author Morgan (2012) the process of social conditioning is a domain within the overall paradigm of sociology where the behaviour of individual is shaped by the external stimuli that preside in the external environment in which the individual is present in. Furthermore Noh, Runyan and Mosier (2014) stated that two of the primary factors that shape the overall personality of an individual, with respect to the concept of classical conditioning, are the peers of the consumers and their immediate family members like their parents and their siblings. As per the literature review analysed one the most significant aspect that articulate the buying behaviour of the consumers is the social factors that are involved with respect to the consumers’ brand selection (Ponsford, 2014). Moreover, one of the most significant social conditioning theories that is predicated by Albert Bandura and is termed as Observational Learning. Observational learning or modelling is often associated with the social learning theory and it tells that learning is a process which occurs as a function of seeing, retaining and in cases of imitation learning, replication of different behaviours practiced by different people. It is therefore one of the most important theories that is related to social learning during childhood as it allows for learning without any direct change to behaviours.

 A similar level of observation was witnessed during the process of primary research where the author interviewed polish families. The results of the interview analysis augmented that polish children are continuously impacted by the decision making of their parents and the external stimuli they observe within their imminent surroundings. Furthermore, the observations that the researcher carried out depicted a high percentage of children making purchase decision based on either what their family members are doing or what the parents would feel regarding the decision making of the consumers. Therefore, it is evident to denote that social conditioning does indeed have a significant impact on the overall purchasing decision for consumers in Polish community.

### *4.3.2 Is there an important influence of peers/parents on children for purchasing decision in Polish community?*

 As per the assessments provided by Budzanowska-Drzewiecka (2011) family members and friends are said to be one of the most prominent external stimuli that would play a major role in shaping the personality of an individual and impact the purchase decision making of the consumers. According to Hadjikhani, Safari and Thilenius (2011) young children are more susceptible to be influenced by the presence of their family members and peers. In addition, according to a research study carried out by Cairns et al. (2013) young children are more inclined towards replicating the purchase decision of their friends and peers, not because of the utility that the product would provide but because the inclusion criterion that the brand or product has. Young children feel pressured in buying certain products and brands that allow them to be part of a social group (Damay, Guichard and Clauzel, 2014). Furthermore, children are also motivated to procure certain goods and services that their siblings have. The desire to have similar level of goods and services that their siblings have is one of the most compelling factors that declare young consumers in to taking certain buying decisions (Frontczak and Hartley, 2015)

 The evaluation obtained from the literature review is in line with the results obtained through the primary data collection method where the Polish families interviewed depicted that young consumers are more likely to be influenced by the decisions of their families members and also by their peers. The interviews further revealed that young children, in order to avoid internal personality conflicts try and reduce the sources of conflict by acquiring goods and services that help them be a part of a particular social group.

### *4.3.3 Is there an important influence of media on children for purchasing decision in Polish community?*

 As per the literature review formulated within the following dissertation, researcher Hadjikhani, Safari and Thilenius (2011) pointed out that due to the emergence of the digital age, consumers, irrespective of their age, are significantly influenced by what they see on in advertorial and promotional contents placed on different media platforms. According to the research study conducted by Hwang and Kandampully (2012) consumers attribute the creativity of the media content and what they see in the promotional strategies used by the organizations and thus contemplate the value of the product or service. As per the analysis obtained from the research findings of the interview analysis, it was revealed that young polish children compelled their parents to buy certain goods and services because their either saw it in a movie or television commercial they liked or they felt that the overall promotional content on the media platforms were engaging and attractive. Therefore, it would be safe to denote that there is an important influence of media on children for purchasing decision in Polish community.