

UNIVERSITY OF KWAZULU-NATAL

The influence of marketing media on tweens propensity to consume electronic goods

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Declaration

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Dedication

With all that is currently happening in the world, I dedicate this to the future marketing students and upcoming professionals who will contribute to change and making a difference in people's lives; especially our children.

Acknowledgments

The completion of this study would not have been possible if it was not for the support and assistance of the following people, who played a vital part through this process:

I think it is vital I start by thanking God - the man who makes the impossible, possible in our lives. He has given me hope, faith and love throughout this journey.

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A teacher affects eternity; he can never tell where his influence stops - Henry Adams.

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Abstract

Tweens are a different regiment of children who are not reflected as children, but have not technologically advanced into fully autonomous teenagers (Hulan, 2007:31). This target market is viewed as the, “richest generation of children” (Lindstrom, 2004:175). This market has disposable income and the ability to influence purchases which are endorsed, which results in the tween market being acknowledged as a commercial niche market.

For an effective marketing campaign, marketing managers need to be mindful of children’s advertising knowledge, as well as the influence and pressure from peer endorsement on purchases which are made.

As a result, to define the influence of these variables, a research tool (questionnaire) was given out to respondents involving 390 participants in primary and secondary schools situated in the KwaZulu Natal region, who successfully completed this research instrument. Questionnaires were administered to the tween market during life-orientation class as an exercise in the selected schools. Parent/Guardians consent had to be received before their child was able to participate in the study. Children were also given consent forms to fill in; to make the teacher aware if they wanted to partake in this study.

The main aim of this study was to understand the influence marketing media has on tween market consumption, which produces their consumption patterns. Also with the different media channels developing, the marketing teams have to understand how this target market understands and interprets their messages. The key research objective was to define tweens advertising literacy at different stages and their propensity to consume advertising literacy, as well as the degree of parents’ and peers’ influence on their purchasing decisions. Understanding what factors influence the tween market was also looked at to determine their role in purchasing decisions. These factors will assist marketers and professionals when margin structuring marketing and media campaigns aimed at the tween market.

Generation Z is defined as the tween market and this was also looked at in detail; it consisted of character, personality and preferences. Their consumption of media and digital media was looked at in detail as it influences marketing campaigns.

Data was analyzed using SPSS (Statistics Package for Social Sciences). Findings from the data collection were signified, and compared to the collected works gathered, and an emphasis was on Roedder’s information processing model and Piaget’s Hierarchy of Cognitive development, (Roedder, 1981:145; Piaget, 1960:135). The data gathered was displayed in various chart formats and tables to form an illustration of the results.

The results showed there is a sturdy positive association amongst advertising literacy and the different age-groups. Peer influence also has an influence on the tween market purchase decision. It was also established the tween market is inclined to consume endorsed products, which have a high visibility during consumption, then goods with lower consumption conspicuousness. Parental influence also has a strong influence on the tween market and their purchase decisions. Other factors i.e. cultural & social, will also be looked at to gather insights on alternate factors which influence the target audience's purchasing decisions.

From the key gatherings, recommendations and insights were put together for South African managers and marketing professionals. This study report includes recommendations for research and considerations for marketing and media campaigns which will be aimed at tween's and their purchase patterns. One of the recommendations marketing professional's states campaigns should consider advertising to the tween market as well, instead of forgetting because they are a niche segment. Empirical findings show children are more naïve consumers and more enthusiastic to buying goods. This makes them an attractive division, as they are eager consumers.

Table of Contents

Declaration	i
Dedication	ii
Acknowledgments	iii
Abstract	iv
Table of Contents	vi
List of Figures	xv
List of Tables	xvii
List of Appendices	xviii
List of Acronyms	xix
Chapter 1: Introduction	
1.1 Introduction	1
1.2 Background to the Study	3
1.3 Motivation of the Study	5
1.4 Research Problem	5
1.5 Problem Statement	6
1.6 Research Objectives	6
1.7 Research Questions	6
1.8 Research Hypothesis	7
1.9 Literature Review	7
1.10 Theoretical Framework	8
1.11 Value of the Study	9
1.12 Research Techniques	10
1.13 Limitations of the Study	10
1.14 Delimitations of the Study	11
1.15 Brief overview of the Dissertation	11
1.16 Chapter Summary	12
Chapter 2: Tweens, Advertising and Consumer Behavior	
2.1 Introduction	13
2.2 Description of a Tween	13
2.3 Definition of Electronic Goods	14
2.4 Defining Advertising Theory	14

2.4.1	Traditional Advertising Channels	15
2.4.1.1	Television is Still King	16
2.4.1.2	Print	17
2.4.1.3	Radio	17
2.4.2	New Marketing Channels (Non-Traditional)	17
2.4.2.1	Social Networking	18
2.4.2.2	Mobile	19
2.4.3	Functions of Brand Advertising	19
2.4.3.1	To Inform the public	19
2.4.3.2	To Persuade the consumer	20
2.4.3.3	To Sell	20
2.4.4	Different forms of Advertising Implemented	21
2.5	Advertising Strategies	22
2.5.1	Implementing Successful Advertising Strategies	22
2.5.1.1	Reach	22
2.5.1.2	Frequency	22
2.5.1.3	Impact	23
2.5.1.4	Continuity	23
2.6	Considerations when Advertising to the tween market	24
2.6.1	Advertising's Effect on Tweens	24
2.6.1.1	Adverse Effects of Advertising to Tweens	24
2.7	Ethics and Advertising Principles for the tween market	25
2.7.1	South Africa Legislation regarding advertising to Tweens	26
2.7.2	Responsible advertising to kids and their families	28
2.8	The BRANDchild Study	30
2.8.1	The 24/7 Brand Study	30
2.8.2	Tween Language	31
2.9	Consumer behavior in terms of the tween market	31
2.9.1	Stimulus-Response Model applied to understand the tween market	32
2.10	Marketing Stimuli influence on the tween market	32
2.10.1	Product Definition	33
2.10.1.1	Packaging Description	33
2.10.2	Promotion Description	33
2.10.3	Place Explanation	33

2.10.4	Price Clarification	34
2.11	Environmental influence which contribute towards the tween growth	34
2.11.1	Cultural Factors	34
2.11.1.1	Development of tweens and culture	34
2.11.1.2	Norm Influence	35
2.11.1.3	Value Influence	36
2.12	Social factors influence on Tweens	36
2.12.1	Group Definition	36
2.12.2	Definition of Reference Group	36
2.12.2.1	Reference Group Construct	37
2.12.3	Influence of Reference Groups on Electronic Consumption	38
2.13.1	Importance of Children as a Market Segment	38
2.13.2	Internet Generation known as Generation Z	38
2.14.1	Case Study 1	39
2.14.2	Suggestions about Marketing Strategy to Generation Z	41
2.15.1	Marketing to tweens: A planning framework	42
2.16.1	Children under Marketing lens	43
2.16.2.1	Zone of influence	44
2.16.2.2	Preference Zone	44
2.16.2.3	Pester Zone	45
2.16.2.4	Purchase Zone	46
2.17	The significance of Trust to the Tween Market to influence purchase decision	47
2.17.1	Definition of Trust	48
2.18	Definition of Social Network Sites (SNS)	48
2.18.1	Advertising effectiveness on social network sites	49
2.18.2	Social networks engaged by the tween market	50
2.18.2.1.1	MXit	51
2.18.2.2	MySpace	51
2.18.2.3	Twitter	52
2.18.2.4	Social Life	52
2.18.2.5	Blog	52
2.18.2.6	Content Communication	52
2.19	Description of Facebook	53
2.19.1	Role of Facebook when marketing to the Tween Market	53

2.19.2	Facebook (Non-traditional) vs Television (Traditional media)	56
2.19.3	Increased consumption of SNS compared to Television	57
2.20	Advertising on online social networks (OSNs)	57
2.20.1	Perceived enjoyment of online social networks (OSNs)	58
2.21	Social influence variables on the tween market	58
2.21.1	The influences of social identity on tween market	58
2.22	Paradoxes and strategies of social media consumption	59
2.22.1	Tweens motivations and activities in social media	60
2.22.2	Consequences of social media consumption for tweens	61
2.22.3	Group Norms influences on the tween market	61
2.22.4	Advertising-related variables	62
2.22.5	Group intentions to accept advertising in online social networks	62
2.22.6	Perceived advertisement relevance	63
2.22.6.1	Perceived advertisement value	63
2.23	Definition of brand communication	63
2.23.1	The impact of brand communication through Facebook	64
2.23.2	Social media and brand communication	64
2.24	The integration of advertising and entertaining content	65
2.25	Persuasive Nature of Advertisements	66
2.25.1	Children's Awareness of Persuasive Intent	66
2.26	Children's Understanding of Advertisements	67
2.27	Impact of celebrity endorsement on brand image	68
2.27.1	Celebrity endorsement description	69
2.27.2	Tween and celebrity endorsement	70
2.28	Gifts purchased for the tween audience	71
2.29	Stress, gender and compulsive buying among tweens	72
2.29.1	Tweens, stress and compulsive buying	73
2.29.2	Gender, stress and compulsive buying	74
2.30	Role of children in family purchase across Indian parental clusters	74
2.30.1	Parent attitudes towards child rearing	75
2.30.2	Parental clusters and child rearing	75
2.30.3	Role of child in family purchase decisions	76
2.31	Communicating across age-groups	77
2.32	Using children as brand ambassadors	77

2.32.1	Peer base social endorsement	78
2.32.2	The Nag Factor/Pester Power	79
2.33	Convenience to the Internet User	80
2.34	Factors which influence online shopping for the future tween market	81
2.34.1	Changing lifestyles	81
2.34.2	Virtual Assistants	82
2.34.3	Fast Internet Access	82
2.34.4	Social Media	82
2.34.5	Improvements to Infrastructure encourage online purchases	83
2.35	Chapter Summary	83
Chapter 3: Cognition Theories and Tween’s Cognizance of Advertisement		
3.1	Introduction	85
3.2	Different Cognition Theories	85
3.2.1	Piaget’s Hierarchy of Cognitive Development- Theory 1	86
3.2.1.1	Sensorimotor- Stage 1	86
3.2.1.2	Preoperational- Stage 2	87
3.2.1.3	Concrete Operations- Stage 3	87
3.2.1.4	Formal Operations- Stage 4	88
3.2.1.5	Comparison of the Four Stages of Cognitive Development	89
3.2.2	Roedder’s Information Theory- Theory 2	90
3.2.2.1	Limited Processors	90
3.2.2.2	Cued Processors	91
3.2.2.3	Strategic Processor	92
3.2.2.4	Comparison of Roedder’s 3 Stages of Information Processing	92
3.2.3	The Persuasion Knowledge Model- Theory 3	93
3.3	Advertising Literacy	95
3.4	Cognition Development Theories contribution to the study	95
3.5	Key cognition theories association with endorsement amongst children	96
3.5.1	Selman’s Role-Taking Ability	96
3.5.2	Barenboim’s Impression Formulation	97
3.5.3	Erikson Psychosocial Development	99
3.5.4	Summary of Development Theories	99
3.6	Contribution of Cognitive theories associated with Endorsement	100
3.7	Chapter Summary	100

Chapter 4: Research Methodology

4.1	Introduction	102
4.2	Research Design	102
4.3	Research Approach	104
4.3.1	Sampling Method	104
4.4	Research Objectives	105
4.5	Research Questions	105
4.6	Research Hypothesis	106
4.7	Data Collection	106
4.8	Population and Sampling	108
4.9	Data Analysis	109
4.10	Problem Statement	110
4.11	Ethical Clearance	110
4.12	Limitation	111
4.13	Scientific Integrity	111
4.14	Reliability and Validity	111
4.15	Chapter Summary	112

Chapter 5: Data Analysis and Presentation of Results

5.1	Introduction	113
5.2	Sample Profile	113
5.3	Questionnaire	113
5.4	Age	113
5.5	Gender	114
5.6	School	115
5.7	Viewing Frequency	115
5.7.1	Viewing Frequency Age Cross Tabulation	116
5.7.2	9-Year Old Viewing Frequency	116
5.7.3	10-Year Old Viewing Frequency	117
5.7.4	11- Year Old Viewing Frequency	118
5.7.5	12-Year-Old Viewing Frequency	118
5.7.6	13-Year Old Viewing Frequency	119
5.7.7	14-Year-Old Viewing Frequency	119
5.7.8	Viewing Frequency Summary	120

5.7.9	Viewing Frequency as a variable of Consumer Socialization	120
5.7.10	Advertising Bias and Viewing Frequency Cross-tabulation	120
5.8.	Propensity to Consume	121
5.8.1	Propensity to Consumer Advertised Products	122
5.9	Biased Nature of Advertisements	123
5.9.1	Perception of advertising	123
5.9.1.1	9-Year-Old Perception of Advertising	123
5.9.1.2	10-Year-Old Perception of Advertising	124
5.9.1.3	11-Year-Old Perception of Advertising	124
5.9.1.4	12-Year-Old Perception of Advertising	125
5.9.1.5	13-Year-Old Perception of Advertising	125
5.9.1.6	14-Year-Old Perception of Advertising	126
5.9.2	The purpose of an advertisement	127
5.9.2.1	9-Year-Old Understanding of an advertisement	127
5.9.2.2	10-Year-Old Understanding of an advertisement	127
5.9.2.3	11-Year-Old Understanding of an advertisement	128
5.9.2.4	12-Year-Old Understanding of an advertisement	128
5.9.2.5	13-Year-Old Understanding of an advertisement	128
5.9.2.6	14-Year-Old Understanding of an advertisement	129
5.10	Media consumed the most by respondents	129
5.10.1	9-Year-Old Media Consumption	129
5.10.2	10-Year-Old Media Consumption	130
5.10.3	11-Year-Old Media Consumption	130
5.10.4	12-Year-Old Media Consumption	131
5.10.5	13-Year-Old Media Consumption	132
5.10.6	14-Year-Old Media Consumption	133
5.11	Brand-Conscious	134
5.11.1	Do you know what a brand is?	135
5.12.1	Some brands are cooler than other brands	136
5.12.2	Cool brands make you popular	137
5.12.3	Sometimes you want something just because your friend has it	138
5.13	What do I look at before I make a purchase	139
5.14	Funding Sources and Items purchased	140
5.14.1	Funding Sources	140

5.14.2	Purchase made with money received	141
5.14.3	Amount of pocket money received	141
5.15	Advertising on Social Networks	142
5.16	Attributes affecting purchase decision of tweens	142
5.16.1	I prefer to buy toys I see on TV	142
5.16.2	My friends help me choose which toys to buy	143
5.16.3	What my friends think about my toys is important	143
5.17	Inferential Statistics	143
5.17.1	Advertising and Viewing Frequency	143
5.17.2	Perception of Advertising and Age-Groups	144
5.17.3	The Purpose of an Advertisement	144
5.17.4	Media Consumption	144
5.17.5	Factors considered before making a purchase	144
5.17.6	Advertising on Social Networks	145
5.18	Hypotheses Statement	145
5.18.1	H1	145
5.18.2	H2	146
5.18.3	H3	146
5.18.4	H4	147
5.19	Chapter Summary	147
Chapter 6: Discussion of Results		
6.1	Introduction	148
6.2	Discussion of Results	148
6.2.1	Research Objective 1	148
6.2.2	Research Objective 2	149
6.2.3	Research Objective 3	151
6.2.4	Research Objective 4	152
6.2.5	Research Objective 5	153
6.2.6	Research Objective 6	155
6.3	Hypotheses Statements	156
6.4	Chapter Summary	162
Chapter 7: Conclusions and Recommendations		
7.1	Introduction	163
7.2	Conclusion of this study	163

7.3.	Recommendations	165
7.3.1	Recommendations for Marketing Professionals	165
7.3.2	Recommendations for Legislators	165
7.3.3	Recommendations for Future Research	166
7.4	Contribution from this study	166
7.5	Limitations of the study	166
7.5.1	Limitations Regarding data	167
7.5.2	Limitations Regarding literature	167
7.6	Value of the study	167
7.7	Considerations for future research marketers	168
7.8	Conclusion	168
8.	References	170

List of Figures

Figure 2.1: Model of Buyer Behaviour	32
Figure 2.2: Zones of Influence in Marketing to Tween	47
Figure 2.3: South African Media Spend 2008-2010	54
Figure 2.4: Celebrity Endorser Model	71
Figure 3.1: Piaget's Hierarchy of Cognitive Development	85
Figure 3.2: Roedder's Information Processing Theory	90
Figure 3.4: The Persuasion Knowledge Model	94
Figure 3.5: Selman's Role-Taking	97
Figure 3.6: Stages of Barenboim's Impression Formulation	98
Figure 3.7: Erikson's Stages of Psychosocial Development	99
Figure 5.1: Pie Chart of Age	114
Figure 5.2: Pie Chart of Gender	114
Figure 5.3: Pie Chart of School	115
Figure 5.4: Pie Chart of 9-Year-Old Viewing Frequency	116
Figure 5.5: Pie Chart of 10-Year Old Viewing Frequency	117
Figure 5.6: Pie Chart of 11-Year Old Viewing Frequency	118
Figure 5.7: Pie Chart of 12- Year Old Viewing Frequency	118
Figure 5.8: Pie Chart of 13-Year Old Viewing Frequency	119
Figure 5.9: Pie Chart of 14-Year Old Viewing Frequency	119
Figure 5.10: Comparison Graph between Age-Group and Viewing Frequency	120
Figure 5.11: Cross-tabulation between viewing frequency and biased nature of advertisements	121
Figure 5.12 Bar Chart of the propensity to consume and advertised good	122
Figure 5.13: Pie Chart of whether or not respondents were aware of the deceptive nature of adverts	123
Figure 5.14: Bar Chart of 9-Year-Old Perception of advertising	123
Figure 5.15: Bar Chart of 10-Year-Old Perception of advertising	124
Figure 5.16: Bar Chart of 11-Year-Old Perception of advertising	124
Figure 5.17: Bar Chart of 12-Year-Old Perception of advertising	125
Figure 5.18: Bar Chart of 13-Year-Old Perception of advertising	125
Figure 5.19: Bar Chart of 14-Year-Old Perception of advertising	126
Figure 5.20: Bar Chart of 9-Year-Old Understanding of Advertisement	127
Figure 5.21: Bar Chart of 10-Year-Old Understanding of Advertisement	127
Figure 5.22: Bar Chart of 11-Year-Old Understanding of Advertisement	128

Figure 5.23: Bar Chart of 12-Year-Old Understanding of Advertisement	128
Figure 5.24: Bar Chart of 13-Year-Old Understanding of Advertisement	128
Figure 5.25: Bar Chart of 14-Year-Old Understanding of Advertisement	129
Figure 5.26: Pie Chart of Media Consumption by 9-Year-Old	129
Figure 5.27: Pie Chart of Media Consumption by 10-Year-Old	130
Figure 5.28: Pie Chart of Media Consumption by 11-Year-Old	130
Figure 5.29: Pie Chart of Media Consumption by 12-Year-Old	131
Figure 5.30: Pie Chart of Media Consumption by 13-Year-Old	132
Figure 5.31: Pie Chart of Media Consumption by 14-Year-Old	132
Figure 5.32: Bar Chart of total respondents who acknowledge a brand	135
Figure 5.33: Bar Chart of responses from different age-groups	135
Figure 5.34: Bar chart of brands which are cooler than other brands	136
Figure 5.35: Bar Chart of Statements relating to cool brands	137
Figure 5.36: Bar Chart: Wanting something because your friend has it	138
Figure 5.37: Pie Chart: Factors considered before making a purchase	139
Figure 5.38: Bar Chart: Age-Group split factors which influences purchases	140
Figure 5.39: Pie Chart of funding sources	140
Figure 5.40: Bar Chart of Purchases made with money received	141
Figure 5.41: Pie Chart of Amount of Money received	141
Figure 5.42: Bar Chart of Social Network Awareness	142
Figure 5.43: Bar Chart: Prefer to purchase items seen on TV	142
Figure 5.44: Bar Chart: Friends Assistance	143

List of Tables

Table 2.1: Comparison of Advertising Channels	15
Table 2.2: Examples of Advertising Standards Provided by the Advertising Standards Authority	26
Table 2.3: Reference Group Construct	37
Table 3.1: Piaget’s Hierarchy of Cognitive Development and Comprehension of Adverts	89
Table 3.2: Roedder’s Stage of Information Processing in Children	93
Table 3.3: Summary of Development Theories	100
Table 5.1: Cumulative Table of Viewing Frequency	116
Table 5.2: Table of Respondents who would purchase an advertised product	122
Table 5.3: Cumulative table of Perception of Advertising	126
Table 5.4: Media Consumption Summary	134
Table 5.5: Cumulative Frequency	136

List of Appendices

Appendix A: Questionnaire	190
Appendix B: Informed Consent Example (Consent)	194
Appendix C: DOE Approval	196
Appendix D: Consent Form	197
Appendix E: Consent Form: Headmasters	201
Appendix F: Consent Form Mountain Rise Primary School	202
Appendix G: Consent Form Northdale Primary School	203
Appendix H: Consent Form Silver Heights Secondary School	204
Appendix I: Consent Form Regina Primary School	205
Appendix J: Consent Form Northlands Primary School	206
Appendix K: Consent Form Kharina Secondary School	207
Appendix L: Consent Form W.A Lewitts	208
Appendix M: C Consent Form Heather Secondary	209
Appendix N: Ethical Clearance Letter	210
Appendix O: Certificate of Editing	211
Appendix P: TURNITIN Report	212

List of Acronyms

Advertising Standards Authority	ASA
Advertising Standards Council	ASC
Broadcasting Complaints Commission of South Africa	BCCSA
electronic word-of-mouth-	eWOM
Integrated Marketing Communications	IMC
KwaZulu-Natal-	KZN
Long term memory	LTM
Online social networks	OSNs
Persuasion Knowledge Model	PKM
Short term memory	STM
Social network sites	SNSs
Statistical Package for Social Sciences	SPSS

Chapter 1: Introduction and Background of the Study

1.1 Introduction

Marketing and media practitioners define Tween's as 8 to 14 year olds. These individuals are a sizable market and companies/organizations target them hoping they can earn brand loyalty at an early stage. Tweens are described as overactive and brand-conscious and pass a lot of time with friends, who influence them in different ways. Tween's have an influence on family-buying patterns; they like to be catered to and like to be amused or entertained (Lindstrom and Seybold, 2003).

Based on Stats SA, 5.1 million of the population of South Africa are tweens. They have been identified around the globe as a segment with potential purchase power (Statistics South Africa, 2005). The environment affects attitudes and behavior of South African tweens; for example, if they are growing up in an unsafe environment. In South Africa there is an environmental trend named, "Barbed Wire Culture" which is impacting on attitudes and behavior of South Africans. Young people are growing in an unsafe environment, and this results in tweens becoming 'imprisoned' and forced to socialize in safe zones. Parents experience uncertainty and persistent worry relating to the safety of their children (Mininni, 2005). This cause a shift in parental values, the implementation of new cultural norms, and a sense of acceptance by many mothers, kids nowadays are over-indulged on account they can no longer experience the freedoms of the past.

According to Youth Dynamix (2005/6), tweens stay in a cocoon that provides false safety; they have more restricted access to their friends and the outside world, mostly through technology such as cellphones, computers and television. These devices affect how individuals think, how they access and share information as they provide a social platform to communicate on. Cellphones have become the forefront of the technological revolution for South Africa and fifty-two percent of 8-14 year olds have a cellphone.

Generally, tweens are not familiar with a lifestyle that does not exist with digital and social networks. This target market is excited to go online and share their experiences in the digital spaces with strangers (www.adweek.com, 2015). According to Ann Mack, director of trendspotting at JWT; tweens may not yet own devices themselves, but they have access to them. Marketers are forced to acknowledge tween habits that consist of digital media, but respect their privacy. Although these individuals have an influence on their families spending habits, the parents still play an important part in the tween's purchasing life; therefore, sale teams have to connect and reach out to the parents of this market- to become more operational (Ann Mack, 2015).

Building relationships with tweens gives brand managers and marketers an opportunity to build brand loyalty. Although it is vital for brands to position themselves in a space to reach the emotions of this target market, developing brands that resonate with individuals and focus on building relationships with young individuals has become an integral part in the marketing media strategy for many companies/organizations.

According to an article in the Marketing School Journal, advertising strategies are not limited to any one marketing channel or technique. Marketing to the tweens can take place on television, radio or print, and definitely through online sites. Companies that sell food, clothing and personal electronics invest heavily on youth marketing. Even companies that have no interest in the tween market will try to keep advertising. The advertising strategy to the youth market also allows an image that every brand aspires to, even if they market to older consumers (www.marketing-schools.org, 2015).

Peer pressure has an influence on tweens buying behavior. Advertisements provide a world of stuff made specifically for this market and their circle of friends; this is what this market desires. Parents buy some items for their children even when they are unhealthy and not cheap, just because they are fashionable. Parents make these decisions because they don't want their kids to feel left out, which could lead to them suffering socially; whilst others feel they want to give their kid's items which their parents could not afford. Marketers engage in pester-power, which often works on the parental soft spots (Kruger, 2010).

Due to the growth in marketing tactics, the tween market is starting to believe success and happiness are directly linked to beauty and sex appeal. Fifty percent of girls between the ages 8-12 years believe they are either too skinny or too fat and they tend to purchase clothing that is advertised by a young, overly sexualized model. In the past fifteen to twenty years, tweens have seen through advertisements and have become so used to the same types of marketing that their brains have developed the skills to counteract them (Borchardt, 2015).

The tween market is surrounded by media and marketing. With the explosion of mobile devices, media in cars, televisions and computers tweens have become more exposed to marketing messages. Marketers have realized targeting this market could increase their profits (www.tweenparent.com, 2015).

The media habits of tweens include television, radio, magazines and video games; these are just some of the platforms tweens engage in for information. This group of individuals is also identified as Generation Z (as in internet), this is the original demographic that covers the virtual domain. One of the main reasons why marketers target the tween market is due to their high spending power (www.marketingsherpa.com, 2008).

According to C& R Research Inc.'s "Youth Beat Syndicated Report", seventy-seven percent of money tweens receive is in the form of gifts from people other than parents/guardians; with it they make purchases

of video games, music, books, etc. Currently, the digital world is constantly evolving which influences the way the tween market thinks and makes their purchases. Therefore, it is important to investigate how the tween market purchases electronic goods and what elements influence their purchasing.

1.2 Background of the study

The drive of this learning was to explore how marketing media content impacts tweens and their propensity to consume goods. Tweens are considered as a difficult group of individuals; they fall into the feisty, opinionated and are responsible for a large portion of sales. They have inherited new power in consumerism and marketers are devoting a portion of their advertising spends to gain advantage in forward-facing of their shorter-than-a-tweet attention (Smith, 2013).

According to Calvert (2011), a research source, tweens are a marketing segment specifically created by media content. Programs are being created and shifted to create content for individuals moving from “kid-oriented” content, channels such as the Disney Channels. Even magazines such as Ellegirl and Cosmo girl provide content for this group to create an adult experience for them.

Tweens were discovered in the late 1980s within the consumer culture. Marketers discovered tweens began to gain influence over the family’s purchases and had their own disposable incomes. The definition of tweens from their attitudes, values, sense of humor and level of sophistication has been defined largely in market terms. The only negative aspect is segmenting youth into categories which are constructed purely in market terms, younger individuals are reduced to objects where these individuals are commoditized and promoted back to themselves, deprived of any history, individuality or supremacy (Brooks 2003:13).

It can also be stated tweens develop a symbolic relationship with the media and its content. These individuals rely on media to develop their senses of self; therefore, brands produce advertising to assist tweens to shape their identities. Brands who become successful in the tween market build a connection amongst the individual and the product (Faw, 2008).

Media advertising is growing in ratio to the development of expertise and growth in marketing. Media materials such as magazines, television, the internet and other foundations have become solid inspirations in the lifecycle of tweens. Characteristics such as mass consumption of media, consumption behaviors, trend setting and exposure connected to this age group provide an opportunity for companies/organizations to invest in them (Heckmann, 2000).

Wollbrink (2004) explains that although marketing media is effective, there are also some issues with tweens. Targeting the tween market disturbs not only the commercial and ethical choices of these individuals, but

also these individuals' behaviors affect others around them. Materialistic preferences are one of the forces which are influenced by media marketing.

Flouri (1999) in a recently conducted study, states that materialism and social incentives for consumption has been amplified by television and peer influences. Parents still play a major role in their youngsters' intake, although peers have a significant impact in the choices an individual makes. Together these opportunities, increase materialism and preoccupation with consumerism.

Tweens easily consume and believe the values of the marketers and media. Accepting them as truth since they saw it or heard it in a form of broadcasting. Ethical moralities and injustices are fluctuating and this can have an impact on these teens when they become adults (The National Campaign, 1991).

Hawkins, Best and Coney (2004), explain marketing to tweens is becoming a worry to regulators and consumer collections. According to Piaget's theory of cognitive development, tweens are not able to fully understand marketing communications. The purpose of ethics in advertising is to make sure commercials are separated from program content, and lyrics and images do not deceive these individuals who have limited cognitive skills.

Simpson (1998), conducted a study to associate the catalog shopping behavior of pupils, (amongst childhood and adolescence) with that of older pupils (ages 15-18). Both groups filled out a questionnaire that surveyed the brand data pursued after and product-specific characteristics. Outcomes showed tweens were more anxious with stylishness, product titles and the hottest fashions than were elder pupils. These attributes all relate to status, wearing the newest styles, being in style and gaining respect by wearing brand-name clothing. Conclusions indicate the tween ages are a period when peer compression and "fitting in" remain imperative.

Tweens spend their spare time connected to media; for example, a majority of these individuals spend about two hours a day watching television. Von Felitzen (2003), states tweens consume television due to boredom and having nothing to do during the day. Television consumption is also regulated by access to friends and leisure activities.

Celebs are living a big character in contemporary culture and purchase patterns. Their validation and imaginative contribution allows them to bring consideration, trustworthiness and other immaterial aids to a product in a way no other type of marketing can. The astonishing development of social interaction has created an overreliance on self-styled celebrities; establishments abuse the influence of celebs and engage them to promote various products. In the undeveloped age groups, personality impact happens across all age groups (www.euromonitor.com/celebritiesanditisinfluences.com), which marketers use to their advantage.

1.3 Motivation of the Study

In a study conducted in the United States of America, the research institution Kaiser, (in Pufall and Unsworth, 2004: 144) established the average child in this country was visible to approximately 6 and-a-quarter hours of media separate of regular school. Wilcox, Kunkel, Cantor, Dowrick, Linn, Palmer (2004: 6), state tweens are more exposed to greater exposure of child-orientated marketing than any prior generation. Regardless of this vast combination of media content, there have been a few pragmatic studies shown within South Africa which have examined the impact of age (or cognitive understanding of advertisements) on tweens' inclination to purchase.

1.4 Research Problem

The research questions which are stated below are derived from the information given above in the background of the study. It is evident tweens have become powerful consumers and hold the purchase power in the market. Lindstrom (2003), states tweens are the richest and most persuasive individuals currently in the market. In this study, there is particular focus on the consumption of electronic goods and how these are consumed by the tweens.

There are both psychological and socio-ethical problems which arise when marketing products to children.

- The psychological problem ascends when bearing in mind tweens' understanding of marketing communications and their mental ability to grasp a marketing message and make intellectual consumption networks. If children are unable to process the advertisement message which they have seen, they may form a worthless association or an adversative reaction towards it, which would characterize a poor investment by the marketer.
- The socio-ethical dilemma emerges when taking into consideration the degree of advertising literacy which children possess. The concept of advertising to children has two schools of thought; pro-advertisers advocate advertisements are beneficial as they provide consumer socialization (O'Sullivan, 2005: 375), whereas Preston (2004, 369) states there is a social stigma attached to advertisements due to the fact they exploit the susceptible nature of children.
- There is a vital amount of research which has already been conducted, but an area where information is unsatisfactory; the impact of marketing media on tweens and their propensity to consume. The goal of this study is to identify how different marketing media content influences the tween market and to advise marketers and media professionals in their communications to this particular market group; it also provides insights and guidance to marketers in how to structure effective campaigns.

1.5 Problem Statement

Understanding tween's propensity to consume goods and what factors influence their needs and purchases, which could lead to increased purchase decisions.

1.6 Research Objectives

The research objectives of the study are:

1. To classify the different marketing and media channels used to communicate to, and gain a high awareness amongst, the tween target market.
2. To investigate the tween market's propensity to consume goods.
3. To evaluate and investigate how advertisers and marketers communicate to the tween market through non-traditional and social media channels.
4. To identify what factors, motivate the tween market to look at a brand before making a purchase decision.
5. To determine if tweens understand the advertising messages and therefore purchase what they see in the advertisements.
6. To consider the different communication methods and insights which would help contribute towards increased sales amongst the tween market and help marketers/companies better communicate to this audience.

1.7 Research Questions

The succeeding research questions which will be looked in this learning, is aligned with the research objectives:

1. What are the different marketing and media channels used to communicate and gain a high awareness amongst the tween target market?
2. What is the tween market's propensity to consume goods?
3. How do advertisers and marketers communicate to the tween market through non-traditional and social media channels?
4. What are the different factors which motivate the tween market to look at a brand before making a purchase decision?
5. Do tweens understand the advertising messages and go on to make a purchase decision?
6. Which communication methods and insights/advice would help contribute towards increased sales amongst the tween market?

1.8 Research Hypothesis

From the above research questions, the subsequent hypotheses were recognized as achievable for the study:

Hypothesis 1 (H1): There is a strong relationship between the tween market propensity to consume and advertisements on television, which influences the purchase of goods.

Hypothesis 2 (H2): There is a negative relationship between propensity to consume and cognitive ability to acknowledge discernment in the selling of an advertised product.

Hypothesis 3 (H3): As the tween market becomes older, they are able to understand adverts and their cognitive skills are more developed with time.

Hypothesis 4 (H4): As children become older and consequently develop cognitive functions, the effect of peer endorsement of an advertisement decreases.

1.9 Literature Review

Tweens are defined as an audience of consumers who have matured to a phase where they are not recognized as children, but are also not yet matured into teenage development (Hulan, 2007:31). The age of a tween is subject to speculation. Anderson, Tufte, Rasmusen and Chan (2007:341) state, “the tween age span has been defined to as wide as 8-14 years of age or as narrow as 11-12 year olds”.

The current status of the tween market has been termed as, “the richest generation of children in history” (Lindstrom, 2004:175). Tweens are accountable for equally their individual purchases as well as the impact they apply on family members or guardians (Gunter, Oates, Blades, 2005:2). Anecdotal evidence suggested kids in the United States of America spent \$ twenty-eight billion of their personal cash and persuaded \$ 250 billion of purchases in 2000, (Gunter et. Al, 2005:2). By 2004, the estimated tween driven consumption had increased to approximately \$ 1.18 trillion (Lindstrom, 2004: 175).

The tween market is measured to be the utmost brand conscious and money-oriented children currently, (Roper and Shah, 2007:713). Hulan (2007:31), states tweens have been brought up in a commodity saturated culture and consequently have a weak self-image; their need to belong to groups makes tweens vulnerable to exploitation by advertisers. By virtue of this, Pufall and Unsworth (2004:143), state in a postmodern consumer driven society, marketing to children has become a critical niche for many corporations, and as a result there is a growing number of marketing analysts specializing in tween behavior.

Wollbrink (2004), states young individuals are mounting up in a world which is fragmented with an ever-expanding technology and media. There is an infinite amount of information available, through the radio, newspaper, magazines, television and digital media. Media can be defined as a method of getting information to individuals and consumers. Mass broadcasting are not principally resources for the communication of culture - they put businesses first as well (Eells, 1983). Tweens quickly get influenced by the accessibility of quick material through publications, falling in love with images, commercials and articles filled with gossip about the rich and famous.

Janoshka (2004:17) states non-traditional marketing is founded on traditional methods of advertising, although it exploits a different message method to cooperate with consumers. Hoffman and Novak (1997:49) state the key operational difference between mass media channels and the 'new' digital channels have the likelihood of 'many-to-many' interfaces whereby the communication is not unidirectional; customers are able to interconnect with the advertiser.

Consumers find the most important and fast changing current issue to be information and communication technology (Anderson, Beynin, and Gershuny, 2007). Mature 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 Brenan, 2011). With the fast changing pace of information and communication technology, children are able to experience the purchasing and consumption of products earlier than previous generations (Ekstrom, 2007).

Development has brought 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, 2005:569).

1.10 Theoretical Framework

Two established cognition theories; namely Roedder's Information Processing Theory (Roedder, 1981: 145) and Piaget's Hierarchy of Cognitive Development will be discussed in this study (Piaget, 1960: 135). Also a brief summary of advertising literacy and the method in which it touches tween's propensity to consume will be provided.

Theorists such as Roedder (1981:144) assumed the Piagetian hierarchy of cognitive development was basic when evaluating children's knowledge of advertisements, as it did not deliver motives why they lack the capability to process information. Roedder (1981:144) found some children in the formal operations stage

(older than 11) had the capacity to think theoretically about ideas without using all information contained in a stimulus, whereas younger children, (such as the concrete operational stage) lacked the ability to make conceptual connections. Consequently, Roedder (1981:145) recommended the information processing capacity of the tween plays a more vital role than just age.

Piaget's theory of cognitive development, which is the second popular cognitive theory, suggested tweens are dynamic pursuers of information, and as an outcome they grow in hierarchically. Blake (2008:59) states Piagetian theory is built on the how tweens process information by linking it to frontal knowledge or experiences. Therefore, as they develop, their cognitive capabilities rise accordingly. Piagetian theory supposed all individuals progress cognitive abilities in the same order, but at opposing rates (Swan and Hendrix, 1991:3). Piaget theorized there are four stages which a tween passes through before gaining adequate intellectual competence to be measured as an adult.

Currently, raising families has developed into prosperous and plentiful individuals and they have also developed into, "negotiation families" (Du Bois-Reymond et al, 2001), which has resulted in impact becoming more transportable in either path between parental and kid (Bridges and Briesch, 2006), resulting in paternities becoming tolerant of kids' favorites (John, 1999). When the level of kids' impact rises, they start to gain an interest amongst advertisers, especially since this target audience is becoming a big influencer in the market. Kids are considered the biggest influencers/co-deciders when it comes to making a consumption decision relating to individual products, consumables, educational, holidays and other goods; while they are purchasers of household toiletries, and motivators or gatekeepers for consumptions of everyday durables (Dhobal, 1999).

Researchers are developing a theoretical basis for marketing to kids, considering their levels of impact and interest across the various categories of merchandise available. This approach also acknowledges the three influence zones and recommends advertisers to select the focus and direction of their marketing plans which depends on the zone which most relates to their brand and campaign objectives.

These are some of the key theories which are analyzed in this study to understand the tween market and their cognitive understanding of advertisements.

1.11 Value of the Study

The international tween fragment of the market has revealed a sturdy progression. Regardless of this, little is acknowledged about the diverse South African tween market as the majority of information concerning the tween segment in South Africa is based on either circumstantial evidence or evidence generalized from global

foundations. This study delivers applied evidence within a South African background that reveals the understanding of advertisements and their influence on purchases.

1.12. Research Techniques

Information gathered and studied was from numerous sources; specifically, primary, secondary in addition tertiary sources in the form of issued articles, written literature and past dissertations. The primary research was collected from primary and secondary schools that are situated in the KwaZulu-Natal province. Data gathered from participants was examined and interpreted, and then translated into graphs.

Ethical clearance was obtained from relevant authorities namely Department of Education, Ethical Clearance Department of UKZN and the Headmasters permission, the questionnaire was submitted to schools for data collection. The category research was utilized in the questionnaire format that can be described as a quantitative study. In quantitative research, a non-experimental design was selected. Non-experimental designed can be defined as the correlation between two or more variables without using an intervening variable (Welman, 2005). This approach was selected because of the young target market (8-14 year olds). Some of these individuals do not have the ability to fully acknowledge and may need assistance.

Non-probability sampling method was utilized to select respondents in this study. Due to prospective constraining factors when dealing with tweens, it was not practical to try to conduct a random sample. Constraining influences are the absence of intellectual receptiveness to comprehend the questionnaire amongst tweens, no parental/guardian permission or unwillingness to participate. According to Loubser (1999), convenience sampling implies respondents will be chosen based on their convenience availability.

Data gathering took place as a class exercise during school hours. Teachers were well-versed and they assisted without leading the respondent.

Research was limited to schools that covered age groups 8 to 14 years old, who were enrolled into Primary and Secondary schools. Research was conducted in Kwa-Zulu Natal province. Stats SA (2001), states between the ages of 8 to 14 years, there are 6, 045, 444 scholars registered in South Africa. With an increase in the scholar population 7, 314, 987 scholars were registered in 2011. Kwa-Zulu Natal accounts for 21% of the national population, making the population of the report 1, 536, 147.

1.13 Limitations of the study

Limitations which occurred in this study:

1. Ethical Clearance approval from UKZN took two months.

2. Schools did refuse to participate as some parents did not give consent for their child to partake and felt it did not benefit their pupils.
3. Some questionnaires were not completed 100%.
4. The researcher takes into consideration regardless of children been told the study was entirely anonymous, some children still responded in a style which would appear 'favorable'. This may result in among all age groups the mean response showed children are more probable to be persuaded by their parents into purchasing goods than by their peers.

1.14 Delimitations of the Study

The following delimitations occurred in this study in order to achieve the following results:

1. Individuals selected to participate in the study were between the ages of 8 and 14 years old, as these age-groups would be classified as the tween market.
2. The research tool (Questionnaire) was selected because of the high score of representativeness and the comfort in which the research would be able to reach out to participants' opinions and thoughts.
3. Questionnaires were circulated to various Primary and Secondary Schools – the reason for the different level of schools was due to the age-group of the target audience.
4. Quantitative research was selected because it is quantifiable and would be concise to answer the research objectives.
5. Questionnaires were administered- if the participants had any queries, they would be assisted.
6. This study was approached from a marketing and consumer perspective to serve as a reference guide for marketing professionals when targeting the tween audience.
7. Results were presented in graphs and charts to illustrate results and create a comparison amongst the different age-groups to create context.

1.15 Brief Overview of the Dissertation

Chapter 1: Introduction & Background of this study (this chapter): Delivers an overview of the dissertation by providing the background of the research, a brief outline of the problem statement, the research objectives, hypotheses and limitations of the study.

Chapter 2: Tweens, Advertising and Consumer Patterns - looks at the effects of advertisements and ethical considerations of marketing to children. It also provides a short-write up on the advertising theory,

the description of advertising and various advertising mediums which are used to promote/market products to the tween market. In this chapter, we focus more on digital media which is used by the tween market.

Chapter 3: Cognition Theories and Tween's Cognizance of Advertisement - assesses the psychological development of the child. Two popular cognition theories are also looked at namely; Piaget's Hierarchy of Cognitive Development, and Roedder's model of information processing. Both Roedder's information processing theory and Piaget's hierarchy of cognitive development were then compared with the advertising knowledge of the tween market.

Chapter 4: Research Methodology - this chapter examines the research and data processes. Included are the research design, questionnaire design, validity, reliability, data collection and the data analysis technique.

Chapter 5: Data Analysis and Presentation of Findings - Significant findings from the study are presented through different charts. Inferential and descriptive statistics are applied.

Chapter 6: Discussion of Results - Research objectives and Hypotheses will be discussed and explained using the findings in Chapter 6.

Chapter 7: Conclusions and Recommendations - Recommendations for future research, marketing professionals and legislators will be included. The limitations will be included.

1.16 Chapter Summary

This chapter delivered an introduction and background to the study, included are the motivation and benefits of the study. The research objectives and questions were also listed which will provide a brief overview about the study and what it will consist of. This will provide an overview of the study and give an indication of what can be expected in the chapters to follow.

The following chapter will provide a description of the tween marketing, the different advertising and consumer patterns implemented and factors that influence the tween market purchase decisions.

Chapter 2

Tweens, Advertising and Consumer Patterns

2.1 Introduction

The previous chapter discussed the depiction of tweens as children who can no longer be classified as a child, but also are not yet completely developed teenagers. This chapter will discuss a brief definition of a tween, which is the target market of this study. Succeeding this, the several mediums which marketers can apply to pass their message are conversed; this comprises both mass media and non-traditional marketing channels. We look at what influences the tween market when making a purchase decision, family influences and peer influences. Consumer choices and consumer behavior theories will be discussed. This will include the various forms of advertising as well as the prevalent advertising models. Included in this chapter are factors which influence the consumption of electronic goods.

2.2 Description of a Tween

Tweens are defined as an audience of consumers who have matured to a phase where they are no longer children, but are not yet completely developed teenagers (Hulan, 2007:31). The age of a tween is subject to speculation. Anderson, Tufte, Rasmusen and Chan (2007:341) state, “the tween age span has been defined to as broad as 8-14 years of age or as narrow as 11-12 year olds”.

The current standing of tweens in the market has been labelled as “the richest generation of children in history” (Lindstrom, 2004:175). Tweens are accountable for equally their personal consumption as well the impact they exert on family members or legal guardians (Gunter, Oates, Blades, 2005:2). Subjective evidence suggests children in the United States of America spent \$ 28 billion of their own money and influenced \$ 250 billion of purchases in 2000 (Gunter et. Al, 2005:2). By 2004, the predictable tween driven consumption had increased to approximately \$ 1.18 trillion (Lindstrom, 2004: 175).

Tweens are measured to be the utmost brand cognizant and materialistic children to date (Roper and Shah, 2007:713). Hulan (2007:31), states tweens have been raised up in a materialistic saturated culture and therefore they have a weak self-image; their need to belong to groups makes tweens susceptible to manipulation by promoters. By virtue of this, Pufall and Unsworth (2004:143), state in a postmodern consumer driven society, marketing to children (tween market) has become a critical niche for many corporations, and as a result there are an increasing number of marketing analysts specializing in tween behavior.

2.3. Definition of Electronic Goods

The consumer electronics industry has grown every day and witnessed a unique growth over the past few years. Electronic goods refer to a variety of electronic equipment which is used by individuals, in this study it is the tween market. This sector can be broken up into the following sub sections, traditional customer computer electronics, computing devices, household goods and individual care. The development of telecommunication has led to the merging of mobile equipment. Computer electronics has become a very vital role in every person's life, specifically in adolescence's lifetime and the ground of electronics purchasing is always going through development. The consumers request for the newest electronic products is growing daily, thus online spending offers an active and suitable network to influence consumers and to satisfy their demands (Ezine Articles, 2010).

According to the Youth MONITOR study, it can be detected that while books and music relate to most tweens, girls skew toward clothing, beauty products and publications while boys are more fascinated in computer electronics and games. Although girls are interested in clothes, boys also show interest in clothing these days (Mummert, 2004). Based on the statement above, electronic goods have a strong influence on the tween market - therefore it is vital to understand what motivates the tween market to consume these products and how they make electronic good purchases.

2.4. Defining Advertising theory

“There is only one valid definition of business purpose: which is to create a customer. Therefore, any business operating has two basic roles: Marketing and Innovation” (Drucker,2007:61). For advertising to be successful, it is not sufficient to send out a message and then anticipate a result. Consumers that are tweens are exposed to more advertisements each day and this can become annoying and irritating to them. Marketing professionals trust creating advertising is all about creating the ultimate message and choosing the perfect media channel, but there is so much more detail behind all of that (Zanot, 1981).

Masterson and Wood (2005:284) state marketing is dominant when placing a brand or product, as marketing assists as a vital component in the advertising section of the market mix. Petley (2002:4) defines advertising as, “the means by which products or services are stimulated to the public”. Accordingly, when placing a product for the tween market, understanding of both tween consumer behavior as well as advertising theory is, important.

2.4.1. Traditional Advertising Channels

The following channels are labelled as the traditional advertising channels that can be used to advertise to the tween market (Lamb, et al., 2006:350; Wilson, 1985:3).

- Print Advertising
- Outdoor Advertising
- Broadcast Advertising (Television and Radio)
- Online and Electronic Advertising (Activities on streets or public places)
- Influencer Marketing (Famous people to offer endorsement)

The table below reviews the pros and cons of key marketing channels:

Table 2.1: Comparison of Advertising Channels		
Medium	Pros	Cons
Newspapers	Geographic location selectivity; High immediacy (current information); Great intensities of repeat readership; Short term advertiser commitment; Cooperative marketing possibility; Short lead time.	Limited color capabilities; Restricted demographic selectivity; Small pass-along rate (reduced multiplier effect); May be expensive per target audience.
Magazines	High quality printing (color possibility); Demographic selectivity; Region selectivity; Increased pass-along (multiplier)	Long term advertiser commitment; Slow audience build-up; Lack of urgency; Long Lead-Time.
Radio	Low cost; High Immediacy; Repeat audience (habitual audiences);	Low media impact (only sound); Short broadcast life;

	Selectable geographic location; High portability of radio; Short Lead-Time.	High Frequency required to increase retention of advertisement; High amounts of commercial noise.
Television	Very high Reach; High demonstration possibilities; High immediacy; Entertainment possibility	Short broadcasting life; Consumer skepticism; Long term advertiser commitments; High amounts of commercial noise; Zipping (fast forwarding) and Zapping (changing channels); Long Lead times.
Outdoor	Geographic select ability; High levels of repetition; Low-Cost (relative to broadcast); Reaches broad market	Lack of demographic selectivity; Only permits short messages; Audience may be distracted by extraneous elements.

Table adapted from Lamb, et al., (2006:351)

2.4.1.1 Television is Still King

Television continues to prove to be an extremely important media tool to the tween market. A study released by the Teen Futures Media Network at The University of Washington states on average, this target audience, “spends more time in front of the television than [doing] any other activity besides sleeping” (University of Washington, 2009). The study estimates tweens between the ages of 9-14 spend around twenty percent of their time awake watching television (University of Washington, 2009). Eighty percent of tweens say, “they love TV” (CDC, 2010). As for television advertisements, a June 2009 Nielsen study notes that tweens respond quite well to ads once their attention is captured, more so than their adult counterparts. Although their message recall is thirty-eight percent lower than adults, “once an ad breaks through the clutter to reach a teen, teens tend to ‘like’ TV spots more than adults” (Nielsen, 2009). Moreover, “average demand levels among

teen brand retailers are forty-four percent higher than they are among older viewers” (Nielsen, 2009). Of course this target absorbs some advertising content better than others. In the market, television is considered king because of the high percentage of individuals who consume this medium.

2.4.1.2 Print

Print is becoming a somewhat less appropriate vehicle for this target audience. Although tweens still read and interact with publications such as Sports Illustrated for Kids, People, Disney and Nickelodeon, this target market is more interested in digital media, such as the television or the internet. Furthermore, The Kaiser Family Foundation and Stanford University study found on average, tweens spend, “only twenty minutes a day reading non-school-related books, although the time spent with all print media—books, magazines, and newspapers—totals approximately forty minutes” (Azzam, 2006). This study also indicates tweens are engaging with print media less as they grow older. Print is still a practicable option, however, if marketers are able to pique this demographics’ attention within the twenty to forty-minute period indicated in the Nielsen study.

2.4.1.3 Radio

In 2010, The Kaiser Family Foundation found adolescents are spending over two and half hours listening to music and various types of audio. These tweens spend nearly an hour listening to a cell phone or iPod, while, “another thirty-eight minutes is streamed through the computer, through programs like iTunes or internet radio or YouTube” (The Kaiser Family Foundation, 2010).

2.4.2 New Marketing Channels (Non-traditional)

The traditional advertising mediums are still frequently consumed, nonetheless with the evolution into the digital age, there has been a progress of innovative advertising channels (non-traditional) denoted to as digital media. Since tweens have grown-up in this media rich background, they are more likely to consume social media and have even established their own abbreviations and message code of behavior (Lindstrom, 2004:178). Janoshka (2004:17) states non-traditional marketing is centered on old-style methods of marketing however it utilizes a diverse communication tactic to network with customers and the tween market.

A depiction of digital media is advertisements located on the internet. The first recorded web advertisement was retailed in 1994 when the first commercially available Web-Browser was confirmed and running (Janoshka, 2004:48). Digital advertising has developed into a substantial marketing and communication medium which has the dimensions to host videos, sounds and interactive content to appeal to a wider target

market (tween market). A sample of the degree of online-advertising comprises of the media companies Google and Facebook.

These marketing channels are exploited to target the tween market through forms of mobile devices and smart tablets - this drives the increase in electronic goods as many individuals require these devices to be a part of the social networking circle, which will be discussed in more detail next.

2.4.2.1 Social Networking

The tween social networking business is currently projected at \$200 billion, an amount that continues to seemingly go unexploited. According to a whitepaper released in 2007, “eighty-one percent of online 9-14 year olds say that they have visited a social networking website within the past 3 months” (Alloy Media + Marketing, 2007). In fact, seventy-one percent of these tweens visit websites at least weekly (Alloy Media + Marketing, 2007). It is assumed ‘tweens’ consumption rates of social networking sites have continued to steadily increase since the whitepaper’s release. Pew Internet Research noted in a 2011 study, “teenagers ages 12-14 rank second [among] all age groups in social networking website usage at seventy-three percent” (Pew, 2011). In a study released by the LA Times, 13- and 14-year olds, while on the edge of the tween/teen spectrum, “were found to interact on social networking in ways that were dependable with their offline relationships and patterns of behavior” (Healy, 2010).

Overall, tweens are using social networking sites in order to connect with people, they already know, not converse with relative strangers (Healy, 2010). Although traditional social networking sites such as Facebook entail users to be at minimum age thirteen years old before signing up, seven- and- a half million of the twenty million adolescents who utilized the site in the previous year were under the age of 13 (Consumer Reports, 2011). The study also found, “among this group of minors using Facebook, more than 5 million were 10 and under” (Consumer Reports, 2011). Consumer Reports noted these minors’ accounts were generally unsupervised by a parent or guardian. For parents who are more aware of the age restrictions set by sites like Facebook, relative newcomer Ever loop has been precisely designed with tweens between the ages of eight and thirteen in mind. Similar to Facebook, Ever loop allows users to send messages, utilize instant messages and provides the capabilities to customize one’s individual profile, however the tween-based site also allows for profile color changes and branded stickers to be added. Additionally, the website is COPPA-compliant, meaning that it meets all of the rules established onward by the Children’s Online Privacy Protection Act, gives parents the peace of mind to know their child is only interacting with other children similar in age. Additionally, it has been noted tweens have very limited interaction with blogs, with

less than one in ten reading them with frequency and three in ten only reading them occasionally (CDC, 2010).

Social media is becoming the driving force in electronic good consumption. For an individual to participate in social media - they require an electronic device. This is becoming a deciding factor to consider when consuming electronic goods.

2.4.2.2 Mobile

The transformation of the mobile phone into a, “media content delivery platform” (The Kaiser Family Foundation, 2010), has allowed mobile usage to explode among tweens, and has also allowed them to consume media on the go. According to a June 2010 CDC report, forty-six percent of tweens have access to their own personal cell phone, most receiving this privilege between the ages of 10 and 11 (CDC, 2010). As for text messaging, the same report states eighty-one percent of tweens, “prefer person-to-person contact versus text messaging,” but are, “open to integrating into a more digital context as they grow older” (CDC, 2010). Another such study found seventy-two percent of teens and tweens reportedly text message regularly, as frequently as 100 times per day (Healy, 2010). Today’s adolescents are also the heaviest viewers of mobile video (Nielsen Wire, 2011). Tweens over the age of 12 who are mobile subscribers watched, “7 hours and 13 minutes of mobile video a month in Q4 2010, compared to 4 hours 20 minutes for the general population” (Nielsen Wire, 2011). Additionally, fifty-eight percent of the same tweens surveyed by Nielsen Wire admitted they “always” or “sometimes” look at advertisements (Nielsen Wire, 2011). Although tweens’ cell phone use is high, only “five percent access the Internet over the phone each month” (CDC, 2010).

2.4.3 Functions of Brand Advertising

The purpose of most advertising communications instruments are to draw attention to a brand, communicate information about that brand, as well as create a significant, stable relationship with the brand. Different communications instruments have diverse ways in which they achieve this. Effective marketing has three primary purposes, (to inform, to persuade and to sell), which if satisfied effectively and professionally, can benefit reinforce brand equity.

2.4.3.1 To Inform the public

The principal drive of advertising is to notify the public of a product/brand, its functions and qualities or to communicate any other information a firm feel is suitable (Yeshin, 2012). Marketing can create longevity to persuade the mindset of customers of a brand, which will result in affecting the purchaser based on brand equity. This purpose comprises of advising and communicating to customers about new merchandise or, in

the case of a current product, marketing may serve to extend its plea by prompting customers about it or mentioning new benefit and qualities the product has to offer (Ouwensloot and Duncan, 2008).

In the creating of a purchaser base, it is founded on brand equity, marketing can be the primary phase in the progress of brand awareness. Brand marketing has lately become less about highlighting the benefits and characteristics of the product, but somewhat to activate the method customers think founded on their attitudes and standards. Customers destructively construct a strong sense rendering to their frame of reference or their own knowledge of the world and their experiences in it, building associations with concepts and constructs presented to them within an advertisement (Zwelakhe, 2007). With this information on mind, and consuming these contexts, creative agencies generally create advertisements to appeal to the irrational, desirous aspects of our mind, particularly using emotional appeals and playing on consumers' fears and their need to belong. By so doing, advertisers offer their brands as an answer (Packard, 1995:96).

2.4.3.2 To Persuade the consumer

The second role contented by advertising is encouragement and persuasion. Persuasion is ranked as the central role of advertising, as this factor attempts to create an impact on customers to purchase the product or utilize this service (Ouwensloot and Duncan, 2008). The key reason of persuasion is to highlight the qualities of the product, its superiority over twenty-eight rival brands, the value offered by that brand and ultimately alter the attitudes of consumers towards the product (Yeshin, 2012). Marketing communications plea to customer's psychological needs are often designed to be very persuasive.

2.4.3.3 To sell

According to Packard (1995), marketing is the spirit of the saying, "a picture is worth a thousand words". Marketing has a huge benefit when it comes to selling the product, because they inform customers about the product more than any other marketing tool applied, also consumers feel obligated to purchase the product when they see the marketing. Advertising provides sufficient information which relates to the qualities and benefits of the product. Customers become aware of what the product is, what it does, and what benefits it provides, marketing provides an opportunity for customers to make a precise selection. Advertising is accountable for the ultimate shove in terms of convincing the customer to purchase the product. Because it is a photographic tool, marketing permits the marketer to establish the fundamental characteristics and benefits in a way customers can actually see (Keller, 2008). Advertisements are often encoded with various meanings and messages designed to associate a need with a specific product or brand.

2.4.4. Different forms of Advertising Implemented

Lamb, et al. (2006:319), considers the practice of marketing which an organization hire is reliant on the advertising objectives of the organization. Advertisements may also be labelled as institutional or product advertising; which are termed below:

1. Institutional advertisements: stimulate an organizational model rather than facts about a single product. Pride and Ferrell (2009:432), state institutional advertisements can be used when an organization promotes its position on a public issue to create a more favorable view of the organization in the eyes of the general public, consumer advocacy groups and stakeholders. When institutional advertisements are utilized in order to safeguard an organization on a controversial issue it is referred to as advocacy advertising (Lamb, et al., 2006:320).
2. Product advertising: endorses the benefits of the product to prospective customers in an effort to drive sales. Lamb, et al. (2006:320) state depending on the stage of the life-cycle which the product is in, product advertising may take the form of either pioneering advertising, competitive advertising, comparative advertising or reminder advertising.
 1. Pioneering Advertising: This category of advertising endeavors to create request for a product group rather than a specific brand within the group (Pride and Ferrell, 2009:452). Lamb, et al. (2006:320), state pioneering advertising is profoundly utilized throughout the introductory stage of the product life cycle to produce curiosity and drive product alertness.
 2. Competitive Advertising: Once the product enters the growth stage of the product life cycle (PLC), there is an emphasis on marketing which impacts request for a particular brand rather than the product group; this is stated to as competitive advertising (Lamb, et al., 2006:321). Throughout competitive advertisement campaigns, advertisers try to create a differential advantage over competitors rather than struggling to create request for the particular product group; this is briefed by Tyagi and Kumar (2004:62) who state, “competitive advertising stimulates selective demand”.
 3. Comparative Advertising: According to Lamb, et al. (2006:321) comparative advertising occurs when a product is either directly or indirectly compared to a competitor’s product on a particular feature or benefit.
 4. Reminder Advertising: In specific cases, when a brand has a well-known, solid and stable image advertisement is not planned to teach the customer, but rather to prompt the customer to use the product or service; this is referred to as reminder advertisement. Batra, Myers and Aaker (2006:108), state reminder advertising is planned to drive instant sales or to counter inroads of

competition; an example of reminder advertising is Point-of-Sale (POS) banners which highlight key attributes of products.

2.5 Advertising Strategies

2.5.1 Implementing Successful Advertising Strategies

Once advertisers have decided which channels and outline they request to utilize, they require to define the approach which they will implement to best interconnect with their target market - in this case in point the market is tweens. Kelly and Ugenheimer (2008: 12), state the four predominant principles which underlie advertising planning are reach, frequency, impact and continuity. These principles are also executed when structuring media plans by advertising agencies - which are used as benchmarks in terms of campaign performance.

2.5.1.1 Reach

Reach is split into two groupings; (1) numerical reach or (2) percentage reach.

- Numerical reach refers to the number of persons (or households, adult males or whatever your target audience is) whom your communication influences. For instance, an advert may reach 8 million female teens (Kelly and Ugenheimer, 2008: 12). Reach varies according to the different media tools applied and objectives.
- Percentage reach is defined as the numerical reach over the total target audience. Consequently, it measures proportion of the consumers within the target audience who are exposed to the marketing messages. A suitable percentage reach would be one-hundred percent of the specified audience, resulting from the organization/company cooperating with their marketing teams to communicate to one another which would in turn grow sales as well as create awareness in the market. Although this is a strong direction to take, not all the individuals who are been communicated too will choose to accept the marketing messages sent through (Masterson and Wood, 2005: 284).

2.5.1.2 Frequency

Kelly and Ugenheimer (2008: 13,) state there are also two categories of frequency; (1) frequency of insertion and (2) frequency of exposure.

- Frequency of insertion describes the amount of times within a specified time frame in which a specific commercial appears in the media (Kelly and Ugenheimer, 2008: 13). It is valued nothing, however, because an advertisement has been introduced in the media, the target market still may

not be exposed to it. As a result, in many cases a more apt measurement of advertisement frequency is frequency of exposure.

- Frequency of exposure actions the amount of times a participant of the target market interprets the marketing communications which are sent out, they would either view it or read it depending on the medium which is used. Advertisers main objective is to have a high amount of times an individual has viewed their communication. Subsequently, the cost of a media campaign and the amount of times these advertisements are viewed result in a positive relationship (Masterson and Woods, 2005: 284).

Another common misinterpretation of advertising frequency is advertising frequency is not merely a recurrence of advertisements. Frequency refers to the number of times an organization advertises a particular product or service regardless of whether or not the advertisement has changed. For example, an organization could purchase twenty spots per week on a local radio station which is delivered by an on-air personality. Although the message which the on-air personality presents may differ slightly as it is delivered ad hoc, the frequency of insertion would still be twenty per week (Kelly and Ugenheimer, 2008, 13).

It depends on the anticipated influence of the communication, which would impact the quantity of vital viewings varies. Masterson and Wood (2005: 284), state certain advertising channels namely programme and external advertising have a high frequency, when compared to in-store promotions and dramatic ambient media require less frequent viewings.

2.5.1.3 Impact

According to Masterson and Wood (2005: 285), impact discusses the level of advertising communication noticed and acknowledged by the specific target individuals. The effect of the advertising material is dependent on the media channel which is utilized to communicate it. Kelly and Ugenheimer (2008: 14), state the impact of the media message is calculated by a number of factors such as length/size, color, placement and type of channel utilized

2.5.1.4 Continuity

Once advertisers have decided which mass mediums fits to their publicity budget and advertising objectives, the attention moves toward the stability (also referred to as media scheduling) of the campaign (Boone and Kurtz, 2011: 546). Continuity relates to the style in which subsequent advertisements structure upon previous messages (Kelly and Ugenheimer, 2008: 12). Strategic media scheduling is significant when executing an advertising campaign. If the frequency of the advertisements is scheduled too far apart the consumer may

forget the messages stated previously, resulting in loss of cognitive utility. Conversely, advertising which is scheduled in a manner which allows the message to develop from previous campaigns results in a cumulative advantage (Kelly and Ugenheimer, 2008: 12).

2.6 Considerations when Advertising to the Tween Market

2.6.1 Advertising's Effect on Tweens

Valkenburg (2000:52), states regardless of academic research dating back to the 1970s, there is still no agreement concerning the method in which the tween market are affected by advertisements. Lawlor and Prothero (2003:411) are in agreement with Valkenburg (2000:52), and state, "a common consensus on how exactly advertising affects the tween market has not been reached".

Some advertisers trust marketing may have a strong undesirable influence on tweens' values, ethical judgments and principles (Valkenburg, 2000:25). This is established on the speculation tweens are more inclined to privileges made during advertisements than grownups and may not have the intellectual capability to detect the advertisement in an impartial manner. An illustration of this, is research shown by Singer and Singer (2001:448), who established the probable impact of purchasing which advertising messages apply on tweens, "are even more powerful, as tweens are less likely to look at media images with a critical eye".

On the other hand, a number of authors believe adverts provide provision for tweens in their developing growth as patrons, by reassuring tweens to talk about a product with their parents, which gives the parents the option to clarify the role of the consumer to them (Mill and Busch, 1979:323). O'Sullivan (2005:371), refers to this as, "Consumer Socialization" and states it provides a utility of rendering tweens more comfortable in the commercial world.

2.6.1.1 Adverse Effects of Advertising to Tweens

Clay (2000:4), believes irrespective of there being an overflow of evidence on how to advertise goods or services to the tween audience, there is an absence of practical evidence to control an advertisement's effect on the tween market. This is in agreement with Preston (2004:365), who states if a capitalistic association was conscious of the way in which child psychology was impacted by advertisements, the organization would not sense obligated to divulge their discoveries as it would deliver them with a competitive advantage.

Preston (2004:364), states, "no manufacturer or advertiser wishes to publicly portray that they study tween minds and consume the knowledge gathered to market to them". This is because of the public disapproval committed to people who network with tweens for profitable expansion. However, most of the 'evidence'

attached to the above-mentioned social stigma is unreliable (Preston, 2004:369); without adequate literature to support the claim, the effect of advertising on tweens remains theoretical.

The social stigma which Preston (2004:364), believes is evident when marketing a good or service to the tween market is consequential from the speculation that tweens do not have adequate cognitive defenses to protect themselves from the skillfully constructed persuasive component of advertising (Valkenburg, 2000:52). Tweens acquire cognitive defenses via concrete interactions with each other (Buckingham, Banaji, Burn, Carr, Cranmer and Willett, 2005:23). Consequently, age is an important element in the development of cognitive defenses.

Another perceived adverse effect of advertising aimed at tweens, is the concept that advert's disrupt tween's principles. Researchers such as Clay (2000:1) reason, "tweens have become persuaded that they are mediocre if they don't have an endless array of new products and services available". O'Sullivan (2005:373), is in agreement and states, "children's advertising is the marketing of insecurity, a mission to generate self-consciousness among the only group of people who have, previously, been free from it". Calvert (2008:218), confirms that adverts may prompt parent/child conflict, cynicism and possibly materialistic attitudes.

Nevertheless, other academics such as Valkenburg (2000:53), believe blaming a single variable for tween's product purchases and product requirements is too narrow-minded, as there are interceding variables such as the socio-economic level of the family, peer group involvement, frequency and type of child-parent interaction which influence tween's consumer behavior. O'Sullivan (2005:374), consequently isolates the learning of tweens as customers into 2 categories; the innocent child (children who are less experienced and more impressionable than adults), and naturally developed child (children who have developed an understanding of advertising through consumer socialization).

2.7 Ethics and Advertising Principles for the Tween Market

Ethics can be termed as an established set of printed and unrecorded codes, values and standards that manage choices and actions within a company or organization. Walker, Mullins and Lareche (2008:35), state in certain conditions, actions may be authorized but not ethical; Walker, et al. (2008:35), argue ethical standards are practical and attempt to forestall and elude social problems, whereas laws and principles occur only after a negative event has been made apparent.

The argument exists and has been debated over several years as to whether it is ethical to advertise merchandise to the tween market directly. Tween's attract more attention when ethical issues involving

advertisements are discussed (Ferrell, Fraedrich and Ferrell, 2012:101), because of the social stigma of advertising goods to a consumer with inadequate cognitive abilities and understanding (Preston, 2004:364). This is partly because of the concept, “the focus of advertisers is to increase the interactivity and impact of advertisements on the tween market and to protect tweens from aggressive brands efforts” (Hulan, 2007:35).

Some marketing criticizers argue since the tween market has less intellectual competence, it is fundamentally biased to market goods and services to them (McGinnis, 2006; Bijmolt, Classen and Brus, 1998), as they do not appreciate the capitalistic nature of advertising. Macklin and Carlson (1999:3), have a strong belief that evaluate if tweens are self-sufficient consumers, they should be evaluated in status of (i) Differentiating Advertising from entertaining; (ii) Taking into consideration the influential nature of advertising; (iii) Considering commercials which may overstate claims and are not necessarily truthful. O’Sullivan (2005:376) states that advertising offers ideas and information, which are assessed by the recipient and rational decisions are consequently made; without sufficient cognitive discrimination, the recipient may not make a balanced judgement.

Although the common speculation of marketing to the tween market is dishonorable, some marketers suggest advertising to tweens has the same basic objective as advertising to adults. Advertisements are planned to create demand, and they are influential to tweens and adults. Preston (2004:366), states, “assessing advertising for creating demand is like criticizing a car for moving on four wheels along the ground”. Demand is an intrinsic element of advertising; if the advertisement has been successfully executed. However, this does make the topic of a firm precisely aiming at tweens as a delicate matter which has to be executed without affecting people negatively.

It is evident ethical considerations are vital when advertising a good or brand to tweens. Lindstrom and Seybold (2003:16), stated if an organization fails to maintain an ethical approach in marketing to tweens, it would soon become obvious to gatekeepers (such as parents/guardians) which could have an adverse effect on the consumption of the product. Lindstrom and Seybold (2003:1), acknowledged the rules of marketing to the tween market has shifted, stating the current generation of tweens have been raised in a media saturated world, and the traditional advertising paradigms would not work; this led to the Brandchild study.

2.7.1 South African Legislation regarding advertising to Tweens

South African legislation governing advertising to tweens is comparatively mild relative to global standards, with no restrictions imposed based on the type product or service (with the exception of alcohol and tobacco) (Thompson and Serrurier, 2008:63).

Advertising within South Africa is self-regulated industry governed by the Broadcasting Complaints Commission of South Africa (BCCSA) and the Advertising Standards Authority (ASA). These organizations have a broad definition of a child as a, “person under age of 18 years” (BCCSA, 2009:2).

The Advertising Standards Authority (ASA) addresses the issue of advertising to children in Clause 14 of Section 2 by way of “General Principles” (Thompson and Surrurier, 2008:63). These General Principles are discussed in Table 2.2:

Table 2.2. Examples of Advertising Standards Provided by the Advertising Standards Authority	
“14.1.1.1. Advertisements likely to influence children should not contain any statement or visual presentation which might result in harming them, mentally, morally, physically or emotionally”.	
Examples Provided by the ASA Include:	
<input type="checkbox"/> Advertisements which encourage children to interact with strangers in order to collect coupons	<input type="checkbox"/> Advertisements which depict children unattended or playing in the road unless the road is clearly in a demarcated area and the children are old enough to be aware of danger
<input type="checkbox"/> Where children are engaged in dangerous activities such as climbing cliffs, leaning out of windows or over bridges. <input type="checkbox"/> Where children are shown climbing to attain items beyond their reach	<input type="checkbox"/> When items such as disinfectants, caustic substances or antiseptic are shown within children’s reach. <input type="checkbox"/> When the aforementioned substances are shown a round unsupervised child.
<input type="checkbox"/> Where children are utilizing dangerous substances such as gas, petrol, paraffin, or matches	<input type="checkbox"/> Where children are shown using dangerous utilities such as mechanical equipment or mains powered appliances
“14.2.1. Advertisements should not exploit the natural credulity of children or their lack of experience and should not strain their sense of loyalty.”	
Examples Provided by the ASA include:	

<p><input type="checkbox"/> Products or services which imply that the child either has to personally buy the product, or directly influence the purchase decision; otherwise the child has failed in a duty to the organization, and lacks loyalty.</p>	<p><input type="checkbox"/> Advertisements which either suggest that the child will be inferior in some way if they do not buy the product, or that the child would be ridiculed if they do not possess the advertised product.</p>
<p><input type="checkbox"/> Kids clubs are allowed provided they state the club is supervised at all times and there is no suggesting the club is exclusive or a secret.</p>	<p><input type="checkbox"/> Offering a premium which is not free from action (involves further action by the child)</p> <p><input type="checkbox"/> Premiums must be available for instant delivery once criteria have been met</p> <p><input type="checkbox"/> The size and proportions should be clearly determined by comparison with a common object</p>
<p>Table Adapted From: ASA (2004: 14)</p>	

2.7.2 Responsible advertising to kids and their families

Anette Pettersson and Christina Fjellstrom, Uppsala University provides a wide-ranging examination of the implication of advertising to children, and still considering children in the process. Within the last decade, the consumption influence of kids and youngsters has progressed steadily. Kids are not only perceived as customers in their own right, but also as persuading the household buying, they apply pressure and manipulation on the household which can be pester power as well, but also taking into consideration the tween’s favorites before the consumption (McNeal and Ji 2003; Hill and Tilley 2002).

The current expansion of society, with deviations in domestic arrangements and demographic features, has transformed the character of kids who now have a sturdier place in domestic purchasing (Chavda et al, 2005). Rendering to Chavda et al (2005), kid’s impact has significantly grown predominantly in time-limited families and in single-parent homes. The steady impact which kids have on purchasing and influencing their homes have resulted in advertisers taking a likely on this specific target market. Consumer market learning is essential for the tween market, this would result in making them more informed and aware of what is currently happening so they are not deceived by the advertising in the market. Parents have become more protective over kids during early years of development resulting in socialization mediators, and friend social groups have become significant for this market during adolescence (Chavda et al, 2005).

Currently tweens devote additional time in marketable surrounding and have access to digital media, so regularly they are updated by advertising and market communications. Dotson and Hyatt (2005), state that the growth of media and influence on the consumer's decision are becoming more valued and stronger than it was in previous years. Additionally, there is also a growing consideration of brands and their worth, as peer pressure is not as influential as the impact from brands on kids' market behavior (Dotson and Hyatt, 2005). Kids are starting to use brands in social relations to express their individuality, therefore some brands have become more dominant and popular than others. Tests were conducted to identify why tweens prefer certain brands than others, the outcome was based on the dependence between wanting for original experiences and trusting on a life situation which is stable rather than peer influence (Dammier et al, 2005). Superior quality of brands is a way of substituting individuality, as the younger target market explore for a sense of comfort through consumption selections. Brands are becoming vivacious icons in public contact and utilized to interact individualization, they are starting to become "tools to occupy in a social environment" (Preston, 2005, p.5). "Childhood is also an imperative segment in founding brand values, because it is believed educated preferences may remain in parenthood" (Dotson and Hyatt, 2005, p.36). A technique of attaining loyalty amongst the tween market in their early childhood years and as they continue to grow it by making the brand familiar and creating a positive perception which remains on memory (Turner et al, 2006).

Marketing professionals are creating products which are entertaining and starting to appeal to the tween audience specifically. "For example, when nutrition is advertised as tempting through its looks and taste; play is also experienced by the consumer on other levels of consumption" (Roberts, 2005:98). The first engagement of the is by interaction, play with the product, by opening boxes or building it together, the second engagement is through fun which is reached by mixing with friends and allowing them to interact with you by playing games (Roberts, 2005). Poris (2005), studies the sense of enjoyable to kids utilizing the ten varied qualities; friend-oriented; creative; competitive; silly; empowering; sports-oriented; adventurous; family-oriented; relaxing; rebellious. It was determined that several entertainment favorites in kids were a result of demographic qualities and should be evaluated when developing entertainment products (Poris, 2005). Brand worth and value is becoming more significant to the tween market, as brands can help determine a requirement for kids to integrate with their peers regularly (Dammier et al, 2005). Dotson and Hyatt (2005), recommend to marketing professionals, that instead of going directly to kids and targeting them, they should rather focus on pester power, advertisers should also create action-plans which involve both the kids and their guardians, which would work in their advantage of motivating a purchase decision.

Generating brand awareness and image have been crucial goals in brand management, particularly in fast altering commodities. “Presently advertising surveys has moved into areas of brand relationship” (Esch et al, 2006:98). “However, the distinctiveness of the brand is crucial in structuring a brand image and knowledge, connection advertising focuses on brands as part of a psycho-social-cultural context where individuals produce emotional bonds towards brands, similar to relationships with other people” (Fournier, 1998:347). “Consumers do not create associations based on functionality or service level of a product, but more upon individual experiences” (Robinson et al, 2005:181).

“Creating brand image as trustworthy and accountable is a way of creating an emotional bond with the consumer. Creating trust and moral obligation in the long-term is part of creating and structuring emotional bonds with consumers. Utilizing methods of relationship advertisement, advertisers can be seen as structuring and establishing associations with consumers, which is necessary to achieve customer loyalty” (Robinson et al, 2005:182).

2.8 The BRANDchild Study

An influential trial on the topic of marketing a brand to Tweens is the research study conducted by Lindstrom and Seybold (2003:1) titled BRANDchild The BRANDchild survey involved over 600 individuals aged between 8 and 14, in fifteen countries. The BRANDchild survey effectively described tweens’ capabilities of brand identification, brand awareness, brand knowledge and purchasing behavior. This provided information to marketers on how to effectively position a marketing strategy to target the tween market. The findings in the BRANDchild survey have received approval from industry icons such as Philip Kotler, Stan Rapp and Martha Rogers.

Lindstrom (2004:176), proposed the following predominant differences when promoting goods or brands to tweens compared to adults: The 24/7 brand and Tween-Speak.

2.8.1 The 24/7 Brand Study

Marketers believe traditional advertising mediums are outdated when targeting the tween market. With the extensive nature of technology, strengthened by the saturation of media in societal life, tweens no longer expect to be knowledgeable by old-style mediums (Janoshka, 2004:17). Lindstrom (2004:17), states, “if your brand truly wants to survive with today’s tweens it will need to focus its operations around the life of tweens - not traditional business routines”.

Tweens have grown up in the information age; they are familiar with the use of modern technologies such as chat-sites, e-mails and social networks. In accordance, it has been established media literacy with regard to advertisements is evident in the tween market from the age of seven (Buckingham, et al., 2005:17), which is the start of the tween segment. With this in mind, Lindstrom (2004:176) concluded for a brand targeting tweens to be prosperous, it must function at similar times to when tweens are active; “so first and foremost, operating hours need to change to accommodate the audience. And this is an audience that expects its brands to be available 24/7” (Lindstrom, 2004:176).

2.8.2 Tween Language

Tween-Speak refers to the new, “language” which the tween markets use to communicate with one another. Due to the increased presence of interactive communication devices such as mobile phones, computer games and the internet, conventional grammar and sentence structure has been replaced with acronyms, icons, illustrations and phrases; “individuals are prepared to learn a totally new language to survive in a totally new world” (Lindstrom, 2004:178). Acronyms originally reserved for online chats or text messages are being adopted into conventional conversation by tweens.

As a result, Lindstrom (2004:178), believes in order to effectively position an organization to target tweens, marketers need to be aware of this new language. This language can be implemented in marketing and advertising communications to speak to this market in a more personal manner.

2.9 Consumer behavior in terms of the tween market

Wilkie (1986:8), describes consumer behavior as, “the activities that people engage in when selecting, purchasing and using products and services so as to satisfy needs and desires. Such activities involve mental and emotional processes, in addition to physical actions”. Consumer behavior in recent years has developed one of the greatest interesting parts of advertising particularly when targeting the tween market. Principally all advertising choices involved in a product, price, place and promotion are grounded on the level of information about the tween market, hence understanding the behavior of customers i.e. the tween audience has a constant focus and direction of how a product is advertised and how the marketing mix (stimuli) is applied.

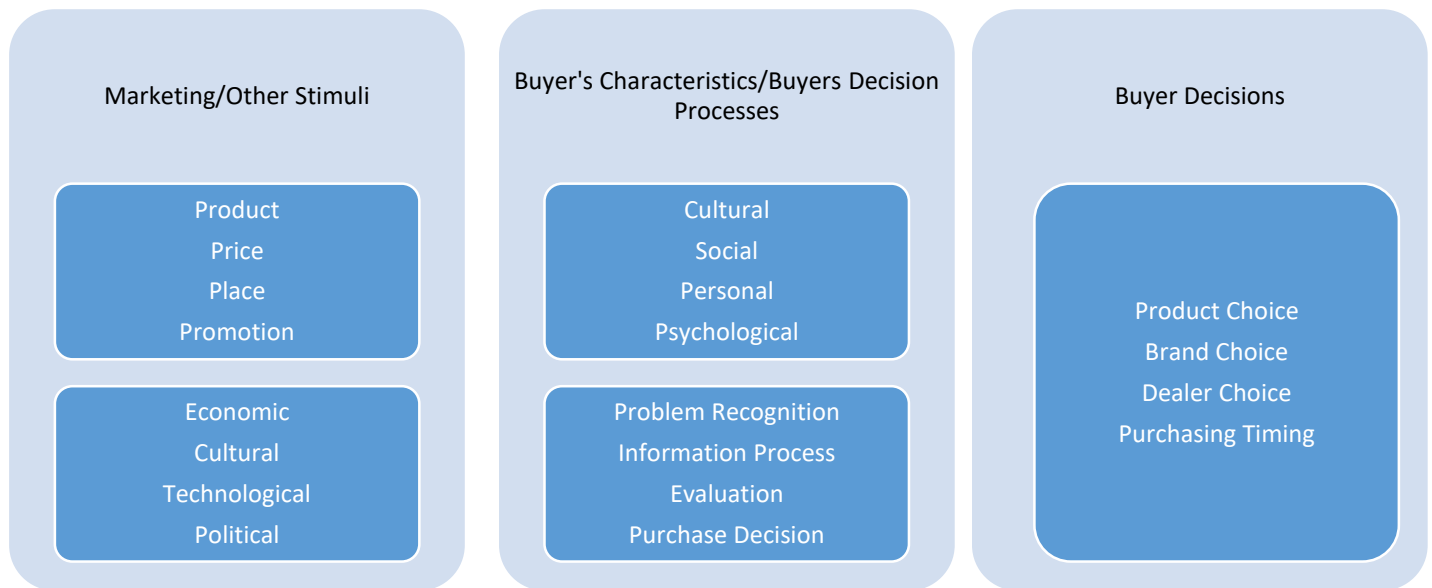
We focus on the main factors influencing consumer behavior in terms of the tween market. These are categorized into marketing stimuli, individual and environmental factors. Advertising incentives involve the development of an operative marketing mix for the specified tween market. The individual/environment

influencing factors are congregated into four broad variables. These are cultural, social, psychological and personal factors.

2.9.1 Stimulus-Response Model applied understand the tween market

Kotler (2000, 161), explains in order to comprehend customer behavior, an understanding of the below stimulus-response model is the starting point. This would provide a better understanding and assist when targeting the tween market.

Figure 2.1 Model of Buyer Behavior



Source: (Cziko, 2000)

The above model shows how marketing and environmental stimuli enter the tween mind and impact their appearances and choice process. These impacts, if optimistic will result in a buying of a product by the tween market and continue to influence future purchase decisions.

2.10 Marketing Stimuli Influence on the tween market

Advertising and marketing professionals apply various communication tools to target this audience and receive a positive response from them. These communication instruments can be described by Kotler (2000:15), as the marketing mix (stimuli). Waterschoot and Van den Bulte (1999:20), mention the marketing mix can be defined as the product, price, promotion and place which is given to the specific audience for particular products. The factors stated above will be explained in more detail in the below sub-section.

2.10.1 Product definition

A product is, “anything a consumer acquires or might acquire to meet a perceived need” (Hawkins et al, 2001:19). Product decisions are mentioned to by Wilkie (19994:31), as, “all aspects of the design, materials and quality offered by a product”. A crucial component in the marketing offering is the product because the first step in formulating the marketing mix is structuring the design on how to meet the consumers’ needs and wants. (Kotler, 2000:394), hence the main aim of the advertiser is to supply a product that is better than the competitor’s and fulfills the tween’s needs and wants. This will have a positive impact on the sales and growth of the company.

2.10.1.1 Packaging Description

Packaging can regulate the achievement of an advertising strategy because it endorses the product by making it easier to use as well as guard it from damage. (McCarthy and Perreault, 1991:192). For instance, in the USA, “toothpaste pump dispensers were able to capture twelve percent of the toothpaste market just because they made them more convenient and less messy” (Kotler, 2000:418). The size, color and other forms of packaging all influence the product. Different variations in packaging can serve as the basis for targeting different markets. Eventually the ultimate goal of packaging is to be able to communicate the communication to the customer so an acquisition will be made (Wilkie, 1994:34).

2.10.2 Promotion description

According to Hawkins et al (2001:19), promotion is a publicizing statement that comprises different marketing tactics as well as public relations on the organization and what it has to offer. Wilkie (1994:31), debates one of the main characters of a promotion is informing consumers about the product and pursuing them to purchase it. Another way of explaining a promotion would be to simplify the exchange of merchandise of an organization to its target audience (Skinner, 1994:580). “In summary, promotion is a communication process expected at notifying, urging and prompting the target customer about products and services in order to impact their purchase decision” (Lamb et al, 2000:302).

2.10.3 Place explanation

Hawkins et al (2001:21), mentions to a place or distribution as, “having the product available where target customers buy it”. This is very important to the success of the product. “This is supported by Wilkie (1994:34), who mentions distribution should be, “well-structured to meet consumers need”. “Therefore, marketers need to continuously study where consumers shop for their product in order to formulate an appropriate and effective distribution strategy. This would contribute towards directly speaking to the target audience in their comfort zones”.

2.10.4 Price Clarification

Kotler (2000:456), mentions price is the only marketing mix component that produces revenue while the other three are costs to the business. “He further explains price is one of the most elastic fundamentals which can be transformed more easily than other product features. Marketers must decide on the best price to charge consumers and this is dependent on factors such as competition, demand for the product and so on” (Wilkie, 1994:32). “Price can play an excessive part in a consumer’s awareness of superiority. A product that is low in price can be taken as being low quality” (Hawkins et al, 2001:21) Hence price can play a great role in the achievement or disappointment of a specific product.

2.11 Environmental Influences which contribute towards tween growth

There are four major individual/environmental variables that impact on the tween market: these are cultural, social, psychological and personal factors (Kotler, 2000:161). These factors shape and determine when the tween decides on a product and brand preferences. This can also affect the development of the tween and their cognitive abilities, which contributes towards understanding marketing and media.

2.11.1 Cultural Factors

2.11.1.1 Development of tweens and culture

“In the 1870s the anthropologist Edward Taylor defined culture as, that complex whole which includes knowledge, belief, art, morals, law, custom and other capabilities acquired by man as a member of society”. Hence culture impacts on the way a specific group consumes products and services. Cultural values influence consumption patterns (Assael, 1998:459), and in this context by values it is meant, “abstract ideas about what a group believes to be good, right and desirable” (Hill, 2003:89).

Culture defines our behavior in all parts of life and thus influences our outline of acquisitions. The level of influence depends on the capability the goods portray and how they communicate a specific cultural meaning (Mowen, 1995:703).

Hofstede (1980:21), well-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 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 the 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 imperative role in Chinese collectivistic cultural norms and values. It demonstrates clear hierarchies amongst elder and younger, male and female, and ruler and ruled (Abelman, 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 decision (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 to negotiation is often viewed as closed after parent's reject requests from their children.

Culture can provide broad and abstract guidelines for the conduct 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 affects interactions with socialization agents, especially in the context of Chinese families.

2.11.1.2 Norms Influence

Norms are ways culture determines behavior because norms govern people's actions toward one another (Hill, 2003:90). They are the rules and standards established by the group (Assael, 1998:542). According to MacDonagh and Weldridge (1994:175), these standards of behavior aim at fulfilling two basic functions:

- Setting the standard of behavior: This is determining what standards are acceptable and expected of a person. An example is when meeting a new person, the norm is to shake hands.
- Ensuring continuity: This is a situation whereby individuals with similar situations repeat certain behaviors. For example, if a person is a follower of the Muslim faith then the norm is to pray five times a day.

In general, norms serve as a guide for an individual to fit into a particular society and likewise influence the purchase behavior based on what society thinks is acceptable (Schiffman and Kanuk, 1997:245).

2.11.1.3 Value Influence

“Values form the bedrock of a culture. This may include a society’s attitudes toward such concepts as individual’s freedom, democracy, trust, justice, honesty, loyalty, social obligation, even die over values such as freedom” (Hill, 2003:90). Hence values shape the way people interact with each other (Solomon, 1996:142), defines, “values as a belief that some condition is preferable to its opposite”. Therefore, values determine and shape tweens consumption patterns, because purchases are made due to a belief they may help attain a value-related goal.

Accordingly, understanding of the characteristics of cultural values serves as the basis for pointing out the underlying influences culture has on consumer behavior. The following are common to all cultural values:

- Cultural values are learned
- Cultural values are guides to behavior
- Cultural values are permanent
- Cultural values are dynamic
- Cultural values are widely held

2.12 Social Factors influences on Tweens

A customer’s conduct is also inclined by social influences such as various groups, family and roles and status.

2.12.1 Group Definition

Scniffman and Kanuk (1997:320), outline, “a group as two or more people who interact to accomplish either an individual or mutual goal”. When an individual consumer looks to others in deciding which product to purchase, he/she in fact is indirectly asking them to perform the role of a consumption adviser. This then leads to the discussion of two main types of groups that influence consumer behavior. These are reference groups and membership groups.

2.12.2 Definition of Reference Group

Kotler (2000:163), explains an individual’s reference groups as consisting of all the groups that have a direct (face to face) or indirect impact on the individual’s attitudes or behavior. Du Plessis et al (1994:177) points out that the most persuasive groups are informal primary groups represented by family and peer groups. However, reference group impacts are not equally influential for all categories of products and consumption activities (Solomon, 1996:344). Hence, the degree of the influence these groups will have on the purchase behavior of a consumer will solely depend on the willingness of the actual consumer (user) of the product to be influenced by these people.

According to Solomon (1996:344), there are two dimensions that influence the extent to which reference groups, “can influence consumer behavior”. These are whether the purchase is to be consumed publicly or private and whether it is a luxury or a necessity (Solomon, 1996:344). Obviously for products consumed publicly, reference groups will have greater influence than for those used privately. Therefore, reference groups, by revealing an individual to new behaviors and routines as well as persuading attitudes and self-concept, will create burdens for conventionality that may distress actual product and brand selections (Kotler, 2000:164). For example, a research was done by Bearden and Etzel (1982), to investigate if group influence had an impact on purchase decisions. The outcomes specified there was a difference in the level of reference group impact amongst publicly and privately consumed products as well as luxuries and necessities.

2.12.2.1 Reference Group Construct

Reference group influence was originally described by Kelley (1947), as being either comparative or normative. The following table provides a brief description of these reference groups.

Table 2.3: Reference Group Construct

Comparative	Comparative reference groups (e.g. sports heroes, celebrities) consist of referents to whom the individual may aspire towards (Pentina, Prybutok, Zhang, 2008: 116).
Normative	Normative reference groups (teachers, parents, peers) consist of referents from whom the individual gains a set of personal norms, attitudes and values (Childers and Rao, 1992: 198).

Within these reference groups, there is a sub category which is a determinant of whether or not the child has physical contact with the endorser or not; proximal referents refer to influencers who the individual is in contact with (e.g. parents, teachers, peers) while socially distant referents refer to influencers who exist in a periphery sense (e.g. sports stars, celebrities).

Depending on the age of the referent, different reference groups may have a negative effect on purchase influence. For children, peers and family members are “undoubtedly” the most influential reference group followed by more distant figures such as sportsmen (Bachmann, John, Rao, 1993: 463).

The type of influence which reference groups exact on consumers can be classified as either credible, utilitarian, or value expressive (Childers and Rao, 1992: 199).

- Informational influence involves a perception the endorser has a presumed expertise and is able to provide valuable information;

- Utilitarian influence exists when the individual is likely to comply with the referent in order to either avoid punishment or get a reward;
- Value expressive refers to the act of complying in order to have a psychological affiliation with the referent.

2.12.3 Influence of Reference Groups on Electronic Consumption

Reference groups have become a determinant on whether to purchase an electronic good or not. Individuals who are connected socially are more influenced to consume products which are been consumed in their social group. Currently, social networks are becoming popular on a daily basis, which is starting to trigger a strong purchase influence. Individuals i.e. the tween market are being exposed more to this interactive activity- therefore they have a strong influence on their parents to purchase electronic goods.

2.13.1 Importance of Children (tween market) 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 of the tween market (Watne, Lobo, and Brennan, 2011). McNeal (1992), claimed as shoppers, buyers and consumers, the tween markets are an important market segment. In the study by Kaur and Singh (2006), tweens are able to contribute in three different markets: primary users, influencers, and future markets. Children are the primary users for certain products and services, they are able to influence the purchase of products used by other family members, and are considered as the buyers in future markets. Previous research shows children are able to influence family purchases actively and passively (Mikkelsen, 2006) and play an imperative role in the customer marketplace both directly and indirectly (Belch, Belch, and Ceresino, 1985). The tween market is starting to play an integral part in family decisions and can determine the future of various products and services.

2.13.2 Internet Generation known as Generation Z

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 such as the tween market, 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, tweens are able to experience purchasing and consumption of products earlier than previous generations (Ekstrom, 2007).

Development of the internet has brought unlimited information. Through the internet communication channels have been opened up through social media such as Facebook and Twitter; tweens are consequently more expressive and willing to teach their parents. “the Internet has potentially changed the decision-making roles or family members based on their interest in and expertise with the Internet” (Blech, Krentler, and Willis-Flurry, 2005:569).

Generation Z (a.k.a Tweens) is the newest peer group and these people are in their primary developmental years. They endure to experience the spread of “tweendom,” including marketable manipulation of undeveloped girls that is, assertively a Tween lifestyle hefty on teen determination to the cost of the damage of childhood (Binder, 2010).

In terms of appearances, lifestyles and behaviors, Generation Z are the innovative fundamentalists embracing traditional beliefs, appreciating the family unit, self-controlled, and more accountable. They are familiarized to high-tech and plentiful information sources, with communications interfering into their private lives. They have never lived lacking the internet (Langford, 2008). Generation Z values genuineness and ‘realness’. Being recognized by their peers is authoritative to Generation Z; they need to fit in. Their self-image is abstemiously perceived by the group to which the Tween fit in (Soltan, 2004).

They are a worldwide and miscellaneous age group who come from a wide assortment of upbringings with diverse knowledges and concepts. One of the main values for Generation Z is security, they highly value it, also they are very self-assured and very optimistic. They are confident that they can impact and cause change in globally, also they are considered as one of the most creative groups (Himmel, 2008).

2.14.1 Case Study 1: A deep dive into the marketing strategy utilized in children’s magazines

An article written by Dawn Cordy from Egmont Magazines, demonstrates through the reputation of children’s magazines and how this medium offers fantastic opportunities for brands to communicate and interact with children. The article also covers the size, shape and trends in the market, how magazines fit into children’s and parents’ worlds and offers insights on Disney, Barbie, Thomas the Tank Engine and Clifford.

- Children’s magazines have the best of both worlds. There are three sub-segments in the children’s market, as defined by wholesale and used by retail for display purposes: pre-school, comics and girls. They are explained as the following:
- Pre-school comprised loosely boys and girls of seven years and under.
- The Comics segment comprised titles aimed mainly at boys of seven years and over. Two-thirds of the titles are character based. The latest cool products, events and trends which affect boys’ lives are featured.

- Girls; as the name suggest, is aimed at girls seven years and older. Magazines targeting this age group feature needs and motivations of a girl eight years and older.

Plenty of product choice exists for the consumer in this market. All these magazine titles compete for the attention of very busy children who have plenty of choice on television, not to mention all those fantastic entertainment options, manufactured or otherwise. Trends come and go faster and consequently there are more launches and closures within the children's magazine sector than any other part of the industry-reflecting the rate at which children change and how quickly their obsessions come and go. Children like any other type of consumer in a competitive market, are given more and expect more. Cover mounted gifts now appear on almost every single issue of every single children's magazine, and sometimes not just one gift.

Research is part of Egmont's ongoing pursuit of greater consumer knowledge and the application of that knowledge to create and improve successful magazines. The research methodology is a mix of children quads, in-home depth interviews with child and parent and parent interviews with mothers and fathers.

Explanations of the stages of development:

- Early preschool - two to five year olds. At this early stage of a child's development, little independent play takes place and children tend to get tired or bored easily. Leisure is supervised and interactive with a strong element of parent-child interaction, and a key part of this involves, "active learning" exercises. Children want as much attention and recognition from their mothers as possible and so seek her out for play opportunities and "quality" time. By three years of age, children begin to develop their own preferences and desires for certain characters/toys and actively seek them out to broaden their knowledge of them. From three to five years, a huge growth spurt takes place and children develop their own repertoire of favorite characters, and consequently magazines. At this age, they also have a growing awareness of gender-specific material and may discriminate accordingly.
- Older preschool - five to eight year olds
- At age five to six, children become more independent and further develop their own preferences. A great deal of a child's playtime is spent with caregivers and they often play games within the family context instead of alone with friends. Their awareness of games and toys is dictated by family and school friends; at this age they are less aware of trends outside their immediate circle and tend to share or copy likes and dislikes with a close group of friends. "Belonging" appears more motivating than being "different" or individual. At six to seven years old, kids start to show more interest in same-age, same-sex peers. Playtime with friends and siblings starts to take on a new dynamic, with the emphasis shifting to competition and pitting one's strength and ability against others. Take-up of specific brands/toys is predominately led by peers, and there is a growing awareness of brands that are cool.

On many occasions, the mother makes the purchases on her child's behalf; she knows what the child likes and obviously it is in her interest to buy something that will be liked, and hence used. This also provides her with the opportunity to make a purchase that is educational/constructive. However, spontaneous purchases are also sometimes made with the child present. While parents will veto some choices, most decisions children make are sanctioned.

In conclusion some of the benefits of advertising in children's magazines are:

1. Self-development: magazines help with the social and educational development of a child. Children's magazines are all about entertaining the child in a fun way by stimulating imagination and creativity.
2. As research has shown, child and parent are using magazines as a form of quality time together.
3. Magazines provide the means for mothers to give their children an "alternative treat".
4. Magazines keep children occupied with a variety of content.

Overall, the magazine is a powerful tool in communicating with parents and their children. It is highly flexible, tangible - you can see it, feel it, touch it, read it and color it in. This tool is also used to communicate to the tween target market, using visuals which capture attention.

This case study was used as an example to illustrate how powerful magazines are, when they are used correctly in a marketing strategy, in this particular example, marketers took into consideration the cognitive abilities and development, which lead to them engaging in a media tool which would appeal more to the target audience.

2.14.2 Suggestions about Marketing Strategy to Generation Z

Advertisers are progressively aiming the tween market using social media, brands are now beginning to invest on this media and have now gained an 'online' presence. This gave birth to endless opportunities and possibilities for marketing and advertising over the internet for marketers. These opportunities developed into an unprecedented level of entrepreneurial activity for marketers and as a result the internet marketing and advertising business grew considerably (Treadaway and Smith, 2010). Social commerce, whereby purchasing decisions are directly influenced by other people and friends, emerged in 1999 over the internet (Treadaway and Smith, 2010).

According to Sorensen (2010), the voice of marketers can no longer be the formal statements that are reviewed by professionals. Presently the tween markets are uncertain of ‘spin’; they are suspicious of anything that looks corporate and commercial as they demand transparency and honesty. These markets want to know and be a part of all actions and activities taken by a marketer. The tween market wants to be assured marketers are aware of issues which they have raised and are actively working to solve them. Thus, marketers on social media podiums need to be authentic and crystal clear with consumers in order to gain their trust which can be leveraged in order to generate sales.

‘Online’ services were followed by instant messaging and discussion forums. According to Kumara (2008), discussion forums can be regarded as one of the longest time honored and age old forms of social media. Debate groups have played a major influence in the development and progress of social media and continue to do so presently as debate groups continue to be part of ‘online’ rituals for many individuals.

In addition, with regard to marketing and advertising on social media platforms, contemporarily Minnpost.com Real Time Advertisements allows a marketer to alter or change the message of an advertisement in real time (Lavrusik, 2010). Minnpost.com makes use of customized widgets in order to pull in messages from a marketer’s social media accounts. Marketers can purchase widget space for a specified amount of time rather than utilizing the traditional Cost Per Mille model of advertising.

2.15.1 Marketing to tweens: a planning framework

In the last decade or so the tween market has occurred as a sector that majority of the advertisers cannot manage to disregard. The sphere of persuasion of tweens has extended significantly to comprise of merchandise and facilities from a sub-sectional view of business and organizations, the tween market has shifted from accepters of parent consumption techniques to becoming influencers for daily consumption of everyday habits (McNeal, 1991). Investigations indicates tweens create a foremost customer marketplace, with straight-forward buying influence for nibbles and candies and secondary impact while spending for luxury items which are desired (Halan, 2002; Singh, 1998).

The increasing curiosity in the tween audience develops mostly from three features:

1. The increasing marketplace for kids’ products
2. The growing impact of kids buying of different merchandise across merchandise categories
3. The inclination of being accommodating to kids as co-decision makers in households.

In current times, growing kids have become substantial in families becoming “compromising households” (Du Bois-Reymond et al, 2001), which would influence the parent and kid relationship, (Bridges and Briesch, 2006), and parents have become more tolerant of tween’s favorites (John, 1999). As a result, the degree in which the tween individual grows has a strong influence on the marketing objectives resulting in more marketing teams wanting to focus on this specific market. Tweens are often influencers/co-deciders at the time of acquisition of individual products, consumables, educational, vacations and other products, while they are purchasers of household toiletries, and motivators or gatekeepers for acquisitions of domestic durables (Dhobal, 1999).

“Researchers are developing a theoretical framework for advertising to the tween audience, keeping in memory their levels of curiosity and grade of impact across diverse products and services. This framework classifies three zones of influence and recommends that advertisers can select the attention and course of their strategy dependent on which zone is most appropriate to their brand and the tween target audience” (Dhobal, 1999:66-67).

2.16.1 Children under Marketing lens (Three Zones of Influence)

McNeal (1998:12), “emphasized that kids create three diverse customer markets: primary, influence and future. The character of tweens, as a primary market for products like toys, snacks, clothes, etc., has been recognized and addressed by advertisers. However, the control and extent of this marketplace has now enlarged significantly”.

“Advertisers of grownup product groupings are also escalating efforts to persuade kids for their role as influencers and future consumers. Recent studies identify children play a part in family decision making” (Howard and Madrigal, 1990; Gram and Therkelsen, 2003:183), “where kids might drive the buying collect material about substitutions, advise merchandizing outlets and have a say in the ultimate verdict” (John, 1991:183). This would apply for the tween market as well.

“While verbalizing advertising policies aiming at the tween audience, it is vital to study whether the product grouping is unique in which this market might have an effect” (Bridges and Briesch, 2006:157). “The degree and nature of kids’ impact in turn depends on who is the user, what is the professed status of the product to the user (Beatty and Talpade, 1994; Foxman and Tansuhaj, 1988:170) and what is the degree of kids’ contribution in the buying verdict”.

Founded on perceptions from previous studies on the character of the tween audience as customers, influencers and decision makers, and on an examination of advertising practices aiming at tweens, makes it possible to develop a framework which can assist as a development instrument for marketers and retailers. The primary stage in developing the framework would be to classify different zones that take into account differences in these aspects.

2.16.2.1 Zones of influence

“It is liable on the degree of awareness and the level of impact kids have for diverse product groupings, three distinct zones of influence can be well-defined. These zones can be labelled as the preference zone, the pester zone and the purchase zone” (John, 1999:540).

“Each of these zones will involve a diverse advertising method. By examining the varieties of products and services enclosed in each zone and the part played by kids in the buying choice process, one can recognize the main focus areas and activities required for an effective advertising strategy - which can be implemented to communicate and target the tween market” (John, 1999:540).

2.16.2.2 Preference zone

In the preference zone, parents are the motivators, decision makers and buyers, but they may take into reason kids’ favorites. Early developed kids apply secondary and inactive impact by representing their loves and hates (John, 1999). The products and services enclosed in this zone will commonly be for adult or family purchasers, and will include the following:

- Products and services where children have moderate interest and low to moderate influence - this influence is likely to be indirect, in the form of a need or preference known to parents.
- Products and services for which the children are future consumers- which means both interest and influence could be low. It presents an opportunity for marketers to build brand familiarity and liking which can result in stronger brand loyalty as the brand grows (McNeal, 1998; Conner, 2006).
- Products and services for which children could have reasonable to high interest, but can exercise only restricted impact - these will naturally consist of exclusive adult/family things.
- Product and services where children have low interest, but parents would like to encourage their consumption, as in case of healthy foods. Here the marketer’s effort would be to make the brand/category appealing or at least acceptable to children.

In the preference zone, the advertising efforts focused on the tween audience should emphasize on generating brand awareness, knowledge and fondness. At the very slightest, the choice of brand should be adequate to the individual and at best he/she could grow a strong fondness and preference for the brand. In order to influence the preference factor, advertisers need to highlight features that appeal to kids or persuade parents about the suitability/appropriateness of the brand for tweens

2.16.2.3 Pester Zone

“In the pester zone, parents are the decision makers and consumers, but kids have very sturdy manipulating authority. They could even be motivators in some instances. The products and facilities enclosed in this zone could be for kids or for domestic acquisition, where parents are less involved and are not the individual users, and where monetary risk is low” (Jensen, 1995:20). “Pester power has a sturdy role to play in this zone. Negotiating and persuasion are employed as kids grow older, and demands for products turn into negotiations and concessions between parents and kids” (Rust, 1993; Palan and Wilkes, 1997:25).

The Pester zone will consist of the following:

- Products and services in which kids have a high curiosity and reasonable to high impact. This would consist of exclusive things for self-consumption like watches, video games, etc., as well as not so exclusive things which attracts the kid, but are professed as lighthearted or unwanted by parents. In this zone the choice and acquisition is made by the parents, but is an outcome of harassment by the child. Parents may make the acquisition even if they themselves have unsatisfactory information or are not in favor of it.
- Products and services in which kids could have reasonable interest and reasonable impact. This would consist of products for domestic acquisition like customer durables, technology products, soaps, choice of TV channels and programs, etc. Kids have not been pragmatic to have a large influence on influential choices such as how much to spend, but somewhat play a role while making sensitive choices such as color, model, brand, shape, and time of purchase (Belch et al., 1985).

Some of the product groupings comprised in the pester zone could also be positioned in the preference zone or the purchase zone. Age of the kid and impact of the kid in a particular family will determine the brand/category's exact position. As it is, influence of the children increases with age (Atkin, 1978; Darley and Lim, 1986). In the pester zone, advertisers need to principally generate pull strategies amongst tweens for their brand. Advertisers could speak only to tween market or to both tweens and adults. If the advertiser is speaking only to the tween market, then they may also want to certify if parents can access sufficient material to be assured the brand/product is not damaging to the individual.

2.16.2.4 Purchase zone

In the purchase zone, parents may be the consumers while kids are the choice makers or co-decision makers. In some instances, kids may be the consumers as well. While the stimulus was unintended in the preference zone, direct and determined in the pester zone, it is sturdiest in the purchase zone because kids play decision-making and/or purchasing roles rather than merely a persuading role.

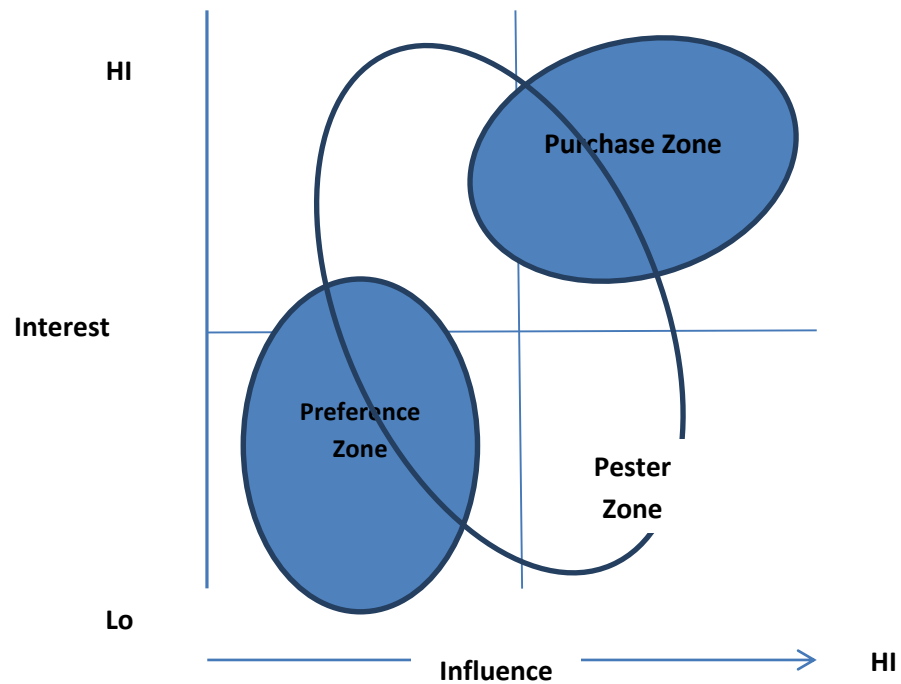
This zone will consist of the following:

- Products and services which are for kids' individual acquisition and which kids can purchase directly with their pocket money. The choice on what to purchase and when to purchase will be merely the kid's subject to certain strategies by the parents. These will characteristically be low value products like candy, soft drinks, etc.
- Products and services for which the purse strings are still with the parents, but kids are the decision makers or co-decision makers. These include choice of family holiday destinations, children's clothing, etc. For many of these groupings the parents may be the budgeters and the kids the choice makers for the brand.

In the purchase zone, tweens are the main target audience as well as the target market for kids' products which can be acquired with their pocket money. Advertisers need to certify their product/service contribution as well as the message which appeals to them. The emphasis of advertising efforts should be on moving the tween market from awareness to craving and persuasion.

For product categories in which tweens are co-decision makers, marketers will need to address both parents and tween highlighting product characteristics and value as well as creating excitement with creative themes and elements that attract them.

Figure 2.2 Zones of influence in marketing to tween



Source: (McNeal, 1991)

2.17. The significance of Trust to the Tween Market to influence purchase decision

Aiming at young children has long been apparent as debatable due to their undeveloped cognitive abilities and restricted shopping skills and knowledge. Minimal respect has been given on how this targeting impacts associations between companies and parents in tween markets or on the importance of responsible corporate behavior in such relationships. Trust is one of the major ethical dimensions to academic researcher, business practitioners and consumers (Hosmer, 1995), which is often mentioned as playing a dominant role in advertising relationships (Morgan and Hunt, 1994; Egan, 2001). “Trust, along with fairness, honesty and respect are key values in commercial as well as culture and business suffers in their absence” (Smith and Quelch, 1993:5).

Trust has become an important component for parents especially, because it provides them with an important basis for self-value and consuming a trusted brand which would give them self-worth and a sense of security in a situation in which they would find themselves fragile and vulnerable (Baier, 1994). An emotional state of parental weakness can be influenced through the targeting of kids, which would result in pestering for merchandise and the consuming of merchandise by families, lacking the impact of the child promotion, they may have not selected (Paine, 1996).

Even though kids are below the age of ten years are the foremost recipient of toys and have a strong influence of what to purchase and where to go to purchase these products, it is the head of the purchase decisions who

would normally approve of the purchase choices, the ultimate deciders, and the funders of the toy purchases (Key Note, 2004).

The approach taken for this research has been to adopt Hosmer's (1995) suggestion the best way to understand trust may be to link the topics of philosophical ethics - the issues of what is "right", what is "just", and what is "fair" - with the essence of organizational theory - the issues of what is "efficient", what is "effective", and what is "practical".

Various brands and children's (tween market) products have been criticized particularly for their absence of ethics in targeting tweens directly and manipulating their restrictions, in launching inappropriate products, and in bombarding them with marketing communications. These messages are targeting not limited through television commercials, but also through innovative, subtler, and less controlled approaches such as websites, children's clubs, and in-school activities (Seaford, 1999). Some corporations do not seem to face particular difficulty in building brand trust with the tween market because, as McNeal (1992) points out, tweens tend to be trustworthy and look for reliant on associations, for belonging (affiliation), for order and for avoidance of humiliation. Whilst parents are more cynical, cautious through involvement and media remarks, and the industry is conscious it has much to do in reversing a generally negative perception.

2.17.1 Definition of Trust in the context of tween audience

Flores and Solomon (1998) and Solomon (1992) argue trust is an attitude, feeling, emotion or effect that is linked with an individual's appeal. Trust, for them, is therefore a virtue and a central concept of ethics as it involves acting in admirable ways. Virtue ethics is new, not in the philosophical literature, but in its application to controlling advertisers' conduct (Murphy, 1999). Brenkert (1998), contends trust is not actually an ethical value in itself, but rather is an attitude or disposition to perform and answer in certain ways that can lead to something morally important beyond self-interest. Therefore, marketers have to apply trust principles to gain the consent/approval forms from parents and purchasers.

2.18. Definition of Social Network Sites (SNS)

Kaplan and Haenlein (2010), described social media as, "a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of User Generated Content". They have separated social media into combined projects, blogs, content communities, social networking sites, virtual game worlds, and virtual social worlds.

In order for advertisers to create long-standing associations with young consumers, they have to swiftly accept SNSs as a source. Since 2009, forty-three per cent of 500 rapid-expanding private campaigns in the

USA stated that SNSs were considered as vital, to their advertising approaches and sixty-eight per cent of those organizations commented they viewed their merchandise in the digital media space (Barnes and Mattson, 2009). Advertisers have become attracted and very interested in Facebook because of the quantity of users which they have as well as its admiration amongst undeveloped grown-ups. This digital platform caters a wide range of marketing possibilities which would drive traffic to a website or endorsing a Facebook page, event, or application. When it comes to advertising effectiveness on SNSs, academic theories state advertiser trustworthiness, consumer engagement and advertising efficiency was looked at in detail.

2.18.1 Advertising effectiveness on social network sites

Customers have become increasingly concerned regarding the dependability or trustworthiness of marketing in general (Zanot, 1984). Marketing trustworthiness refers to the consumer's prospects about the equality and factualness of marketing. Hovland and Weiss (1951-1952:151), "customers have a preference when it comes to communication material, some are viewed as more dependable than others". "Customers also regard certain types of information sources as more credible, or trustworthy, than others" (Johnson and Kaye, 1998, p.325). Studies have revealed SNSs can be perceived as a more reliable source for product messages than others. Lee et al. (2011, p.289), "discovered consumers feature more selfless motives to customers generated SNS brand communication than marketer-generated SNS brand communities".

Krugman (1965), states that various media mediums involve a diverse degree of individuals. For example, print is an engaging platform because it requires pages to be turned and text to be read. Television which is the opposite reaction, is a low-involvement platform because no participation is required from the audience. On the other hand, the digital medium required a high percentage of demand from users in terms of required response, the need to make choices all the time, and the subsequent choices that would result from the decisions made Ruggiero, 2000). Ha and James (1998:459) "determined the goal-driven nature of most internet usage also increased user involvement. It has also been proposed the media context affects involvement in the advertising".

Investigations conducted recently states that SNSs provides a connecting atmosphere for marketing professionals. Muntinga et al. (2011), examined the level of customer connection differed across different types of SNSs. A social advantage of SNSs, it provides an appealing communication atmosphere for branded content. "A study regarding determinants of involvement in electronic word-of-mouth of SNSs indicated social relationship factors such as a tie strength, trust, and normative beliefs were key factors in consumers' decisions to engage in the activity" (Chu and Kim, 2011, p.263). "The notion online advertising provides different types of engagement is empirically supported by" Calder et al." (2009:269).

“While there are no definitive measures of advertising effectiveness, advertising recall, attitudes toward the brand, and purchase intent have been widely accepted among academics and practitioners as indicators of advertising effectiveness” (Stewart, 1999:39). “It has been suggested, however, the traditional measures provide inadequate assessments of online advertising effectiveness due to the emphasis on outcomes” (Pavlou and Stewart, 2000:62). “Because the interactive nature of online advertising shifts control to the consumer from the marketer, online advertising assessments should also incorporate process measures such as personalization, participation, comprehension, and feedback. A more recent study related perceived gratification from SNS advertising to increased advertising effectiveness. Specifically, the study focused on factors that facilitate or inhibit receptivity to advertising on SNSs” (Taylor et al., 2011:1749).

2.18.2 Social Networks engaged by the tween market

Social networks, specifically, have grown immense power and assists as an influential marketing and communication techniques for marketers in order to influence, generate and increase purchasing behavior of consumers. Since their introduction, social network sites have fascinated masses of users around the world, many of whom have combined these sites into everyday practices (Boyd & Ellison, 2007). There are universal social networks with user bases larger than the population of certain countries demonstrating the possibility of social media as a marketing and communications platform for marketers (HC Company, 2009). The growth and evolution of social networks has led to the conception of more tailored connections between customers and marketers making communication and engagement much easier than before. Although traditional social networks were predominately accepted by the tween market - this affects prospects and opportunities for marketers to take gain benefit in terms of positioning their products and brands.

Coca Cola is a case of a brand that has fruitfully utilized social networks to reach their target market. This company has achieved this by willingly granting their users the driver’s seat in engaging with the brand and empowering them and allowing their voices to be heard (Lange, 2010). Coca Cola has a fan page on Facebook, which is driven by consumer-generated content and the brand has added a wall feed by default (Lange, 2010). This decision by the marketing team of the brand demonstrated the importance Coca Cola placed on getting their fans engaged and involved with the brand ‘online’, as Coca Cola did not shy away from the potential repercussions that negative content by consumers could have on their reputation. Marketers of this brand realized social media is unrestricted and in the public sphere where consumers have the right to make negative comments. Social media serves the purpose of listening, interacting and engaging with consumers.

There are hundreds of social networks each with their own technological proficiencies which sustain a selection of practices with user beliefs, which vary across them (Boyd and Ellison, 2007). These social networks distinguish themselves on organizational differences around discernibility in their features. Some social networks have photo sharing or video capabilities such as Facebook, whilst others are built around blogging such as Twitter or instant messaging, MXit. The following examples of social networks will be discussed in more detail; these play a substantial part in the tween marketplace as it engages with these on a daily basis.

2.18.2.1 MXit

MXit is an instant messaging system and mobile social networking application that was developed in 2003 (Mxit Lifestyle, 2010). This social network was primarily developed with the core function of permitting users to connect with each other via messages which are low-priced than sending an SMS. MXit processes an exceptional 250 million messages per day with each message having the capacity of 1000 (Ambient Media, 2011). It permits users to send and receive text messages in real time, gain access to various chat rooms and pay for services through facilities such as Tradepost and Chat rooms. Tradepost can be regarded as a MXit version of Junkmail, as users can buy, sell and even swop items. Several marketers have already created profiles, branding their products and delivering different types of services on MXit in an effort to reach consumers. To target the tween market, marketers can create sponsored 'skins' or develop their own chat rooms and competitions in order to reach consumers through these branded profiles so as to increase profile traffic (Ambient Media, 2011).

MXit is a powerful marketing tool as it is an affordable, lucrative and instant means of communication. South African marketing teams such as Cadbury, Edgars, Meltz, Quicksilver and Roxy have been actively using the Tradepost option on MXit marketing their products and brands (Mxit Lifestyle, 2010).

2.18.2.2 MySpace

MySpace emerged in 2003 and by the year 2006 it had become the most popular social network among individuals worldwide (Boyd & Ellison, 2007). This social network proved to be profitable and received 900 million dollars in a three-year deal with Google in 2006. This social network differentiated itself from other social networks by allowing customized profiles, music and video content to be uploaded on the site and blogging, which appealed to users at the time.

This social network is consumed by the tween market and those who have an interest in the music industry (Mabry, 2008). Many music brands use this network to promote their music; currently there are over 300 million bands and musicians registered on the social network (Kumara, 2008).

2.18.2.3 Twitter

Twitter was established in 2006 and has gained immense popularity and recognition on an international level (Twitter Company, 2011). Twitter is projected to have two-million users, producing one hundred and ninety million tweets a day and handling over 1.6 million search queries per day (Twitter Company, 2011). According to Mitra (2009), Twitter can be considered as one of the most rapidly growing social networking tools. Tweens are able to communicate and read responses from others in real time. These messages are known as ‘tweets’. Tweets are text based posts of maximum 140 characters which are displayed on a user’s profile page (NewBlaze LLB Company, 2011).

The simplicity of Twitter makes it easy to use for the tween market, allows them to network with friends and family, keep up with the industry as well and their favorite celebrity tweeters (Geho, Smith, Lewis & Stephen, 2010). Marketers can also leverage from the personal and immediate consumer service Twitter provides. PepsiCo made use of Twitter as a communication platform in order to reach many users, especially the younger market. They strengthen their brand image and brand loyalty by listening to their consumers and providing customer service.

2.18.2.4 Social Life

This development in social networking sites was created to allow users to register and download gaming software. Users such as the tween market are termed ‘residents’ and are allowed to network with each other through avatars as the social network encourages a sense of community and social interaction. Second Life is a marketing tool for clients such as BMW, Sony, MTV and Renault (CM Simple, 2010).

2.18.2.5 Blog

Social media has encouraged, empowered and equipped the tween market to build and shape their opinions. According to Kumara (2008), there are now more individuals’ blogging, commenting than before, through browsing the internet and various websites, the hype currently surrounds blogs and continues to increase. According to research by Social Media Examiner Company (2011), nearly two thirds of marketers considered an increase in search engine rankings as a benefit of social media marketing.

2.18.2.6 Content Communication

The tween market engages with YouTube which based on structural variations such as video hosting and sharing capabilities (Kumara, 2008). YouTube was the initial key audiovisual hosting and distribution site

launched in 2005 (Boyd & Ellison, 2007). This site is the primary feature for video creators and has a significant impact on shaping and influencing consumer purchase preferences, patterns and behavior.

2.19. Description of Facebook

Facebook was established in 2004 as a Harvard only social network, a rather niche network, but by 2006, it had expanded worldwide (Boyd and Ellison, 2007). Facebook is now amongst one of the most prevalent social networking sites and currently has 600 million active users (Facebook, 2011). This social network hosts several social applications, which have been the market leader since April 2008 and whilst the social network keeps its financial information private, the company generates revenue from sponsored advertising, self-serve advertising and virtual gifts (Treadaway and Smith, 2010).

Facebook allows tweens to create personal profiles, upload photos, videos, and send out invitations to events, status messages and personal information in addition to allowing instant messaging, private messaging and taking 'online' quizzes and competitions. Often with social networks such as Facebook, there are user profiles which provide a useful insight to marketing teams when positioning their products and brands to consumers.

According to Levitt (2010), South Africans were among the early adopters of Facebook and currently this social network is changing the way marketers market their products, communicate with customers and sustain long-term relationships. Consumers place great interest on these social platforms and using them to participate and connect with marketing teams.

Causal games on Facebook are another application that has proven to be effective. For a marketing professional, a causal game has the ability to communicate with consumers for a longer time period on Facebook. This creates an opportunity to generate attention and exposure towards brands. These games also provide multimedia, interactive and gaming experiences that give the user useful exposure to the product or brand (Smith & Treadaway, 2010).

2.19.1 Role of Facebook when marketing to the Tween Market

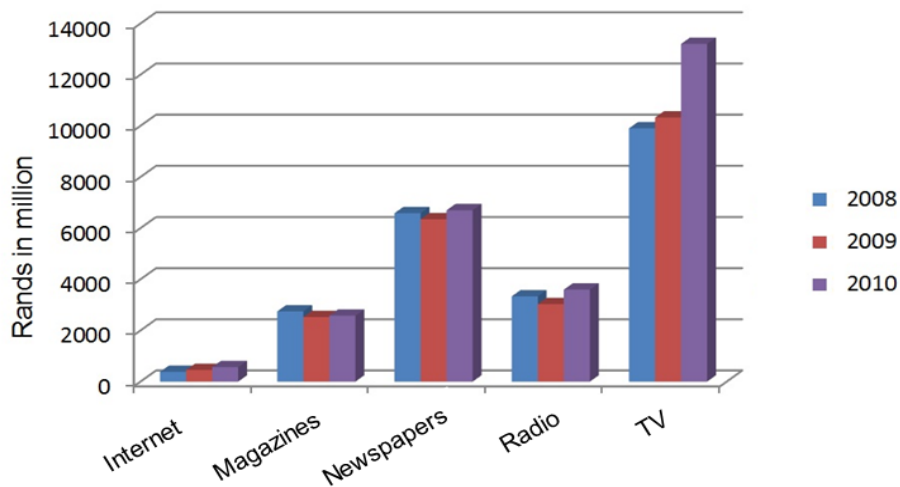
The primary purpose of marketing is to build and influence relationships between a company and its stakeholders, that is current and prospective consumers, employees, shareholders, the government etc. (Weber, 2009). Marketing is less about marketing to someone, but about building relationships and getting consumers involved (Macias and Vasquez, 2010). Safko and Brake (2009), noted once the needs, wants and desires of the target market is understood, then the company needs to deliver products or services that meet that need. Traditional techniques to reach the target market will be less effective in the future, according to

Weber (2009). According to Hosea (2011), Royal Mail of London said their usage of social media is in a tactical sense and it would grow and get better. However, trying to monetize in isolation is incorrect; rather the whole engagement with the consumer is important. Spanning not only the job of just marketing, but extending from the salesperson through to content creator.

According to Weber (2009), 90 percent of people who can avoid television adverts will do so, and he further posited there was only an 18 percent positive return on investment of television advertisement campaigns. Therefore, people are doing their best to avoid television advertisements; as they, “do not want to be sold to”. Whilst Safko and Brake (2009) were of the opinion adverts via internet and social media platforms allowed the user to be connected with information that avoids traditional marketing communication. They further posited traditional advertising is not setting a company apart, but rather is being ignored and is becoming irrelevant. However, these findings and opinions of authors are based on the US market.

South African media spend for the period 2008 to 2010, across the major advertising media (newspaper, television, radio, internet). Analysis of traditional media tools reflected there was a decline in spend across magazines, newspapers and radio between 2008 and 2009 however, growth in all 3 media for 2010 was mostly attributed to the 2010 Soccer World Cup. Newspaper circulation figures in South Africa in 2009; experienced a decline of 2.57% of daily newspapers, weekly newspapers declined by 8.92% and the weekend newspapers declined by 2.55% (Benjamin, 2009). Television spend in South Africa has reflected growth, as well as internet spend.

Figure 2.3 South African Media Spend 2008-2010



Adapted from Nielsen’s SA; Carol (2011). Share of Voice power point presentation, Durban, March 2011.

Vel and Sharma (2010), said there has been rapid change in communications tools. No longer can an assumption be made traditional promotional tools are the most effective form of communication. The digital environment has showed high growth, and exposed new opportunities and challenges to marketers. In South Africa there are 8.5 million online browsers, and currently 4.1 million Facebook users. At the same time there are 34 million unique active mobile SIM connections, with 9 million browsers using the mobile internet (Rhoda, 2010). There is evidence this medium is cost effective, versus that of traditional advertising media. Nike's chief marketing officer, is of the belief Facebook, "is the equivalent for us to what TV was for marketers back in the 1960s. It's an integral part of what we do now" (Rifkin, 2010).

Current media used in marketing is categorized as broadcast (television and radio), outdoor, print, digital, in-store and others like cinemas, exhibitions, and product placement (Vel and Sharma, 2010). They further posit social marketing media is revolutionizing communication and presents marketers with the decision to either use these tools or perish. Vel and Sharma (2010), further noted effective use of these platforms, by marketers, can be used as a catalyst for new product introduction, viral marketing, obtaining feedback from the market and varied other marketing objectives. Weber (2009:36), noted; "marketing on the social web is not about you getting your story out; it's about your customers". Basically one needs to earn trust, credibility, and be more transparent. He further posited building brand equity is moving away from brand essence and brand recall to the brand being a, "living, changing thing", particularly where the brand is founded on the interchange you have with your clientele and prospective customers; the sturdier the dialogue the sturdier the brand. Weber (2009) highlighted the importance of the social web as it allows for dialogue to be more efficient and less expensive.

In order to effectively communicate with a digital audience, marketers need to learn to market to the social web in a new way (Weber 2009:3). Therefore, rather than talking at customers in a monologue via traditional media (such as magazines, newspapers, TV adverts, and radio) where the communication is to a large extent one way; social media allows for dialogue, but on a large scale (Weber, 2009:4-5). According to Hosea (2011) this would require a completely different mind-set from brands, which is out-side-in, entails being driven by customers and involves giving up control. The power of, "words, pictures, video and audio can inform and inspire; just as they can influence and incite" (Safko and Brake, 2009). Therefore, Web 2.0 could be considered, "a social phenomenon characterized by decentralization of authority" (Adebanjo and Michaelides, 2010). Whilst TNS (2010) are proponents of, "Digital is big news with untold riches on offer for the victors". Businesses have created Facebook pages to get nearer to their target marketplace (Safko and Brake, 2009). In a business context, the basic goal of social media is to engage with people. Engagement,

according to Safko and Brake (2009) leads to a desired outcome; these could be a strong recommendation from a customer to a friend, or an additional purchase. They noted the four behaviors to involve individuals with social media is through communication, collaboration, education and entertainment. Handley (2010), suggested as users spend more time on social networks, so too will this space become more important to brands.

2.19.2 Facebook (Non-traditional media) vs Television (Traditional media)

Media explosion has intensely affected the technique marketing communications are distributed and acknowledged. The price of distributing to a larger portion of audience has become ridiculous, advertisers are starting to drift away from the singular consumption of television and participating in alternate media such as social network sites (SNSs), to influence their target customers (tween market). “Investigation on online marketing efficiency proposes customers’ an inclusive response to online marketing (i.e. banner ads) is gradually undesirable as they become more savvy and doubtful about the morals of such advertisements” (Cho, 2003 and Cheo, 2004:5). As a result, SNS marketing is becoming an ever more prevalent instrument for advertisers to test with as part of their online media mix. In media terms, television can be categorized as traditional media. Facebook can be segmented into the non-traditional media category and considered as digital media in the marketing world. This type of media is starting to grow at a rapid pace in the market, especially among the tween market, digital is becoming more aggressive and often applied in communications to this target audience.

Even though marketing on SNSs is theoretically online marketing, it offers an integrally diverse experience for customers compared to the online banner marketing that has been the topic of academic investigation throughout the previous period. The SNS context permits customers to dynamically cooperate with marketing. Unlike banner marketing, marketing on SNSs deliver customers with the chance to “like” specific ads, follow them on Twitter and share them with friends. SNSs allow customers to see which networks like the advertisements. Importantly, SNSs are gaining a share of online advertising spend.

“Investigation concerning the precise usage of SNSs has defined user behaviors and inspirations for use” (Ross et al, 2009:578); “dimensions of used and gratifications” (Bonds-Raacke and Raacker, 2010:578); “and customers’ response to branded communication on the sites in terms of advertiser credibility” (Chatterjee, 2011:578), “involvement” (Chu and Kim, 2011:579), “effectiveness” (Calder et al, 2009:580) and likeability (Taylor et al., 2011). Current SNS advertising relies upon established attitudinal and behavioral measures that may not fully reflect the impact of the SNS media context.

Research has been done concerning customers' sensitivities of the worth of marketing on Facebook, the dominant SNS, representing over eight-hundred and forty-five million utilizers linked by one-hundred billion relationships (Hoffman and Novak, 2012). The advertising value model (Ducoffe, 1995, 1996) has been utilized to evaluate television marketing and internet marketing, representing measures can be utilized to associate marketing in diverse media.

2.19.3 Increased consumption of SNS compared to Television

Females signify an ever-growing segment of the SNS user population and many SNSs have a mainstream of feminine users, including Facebook (fifty-eight percent), MySpace (fifty-seven percent) and Twitter (sixty-four percent) (Hampton et al., 2011). In addition, a new SNS called Pinterest has established in the previous year and claims a user base that is upwards of eighty per cent female. Females signify an uneven number of SNS users (fifty-six percent) as well as users of email (fifty-two percent), instant messages (fifty-five percent), blogging (fifty-four percent), and photo sharing services (fifty-eight percent) (Hampton et al., 2011). Females are consuming SNSs to relink with old networks as well as support close social ties with friends and family across the globe. It is these activities that may clarify the inverse relationship between female and male usage of SNSs. Since male users of SNSs have gradually decreased from forty-seven to forty-four per cent, while female users of SNSs have steadily amplified from fifty-three to fifty-six per cent (Hamptons et al., 2011). "Research showed the importance of female users for SNSs is increasing and hence, it is significant for academics and practitioners to comprehend how women evaluate advertising value within the realm of SNSs versus a more traditional medium such as television. This would be a dynamic exercise for marketers to consider as females serve as household purchasers".

2.20. Advertising on online social networks (OSNs)

Online social networks (OSNs) create one of the most defining social medial platforms which permits an abundance of opportunities for social interaction and engagement, this contributes towards creating and handling social influences and associations (Kaplan and Haenlein, 2009). Beginning as principally social vision, OSNs are capturing an ever-growing segment of organizations' publicity spend. Although, doubts have been a concern because of the unnecessary commercialization of OSNs and the undesirable influence on the demand of OSNs for users (Taylor et al., 2011).

There are several advantages why individuals engage with OSNs, especially the tween market. Amongst the most imperative are revealing a communal or semi-public profile on various social networks (e.g. Facebook, LinkedIn, MySpace, Twitter and the like); customizing a list of users with whom they share an association observing and directing their list of networks and those made by others within the organization (Boyd and

Ellison, 2007). Some individuals may also liaise with OSNs to increase their emotional state of self-value or since their individuality is powerfully connected with a specific community of interest. As people take part in these simulated societies, they construct innovative ties with others who share similar interests and, eventually, they become members of that social group or community. Therefore, social influence variables establish an essential feature of contribution in OSNs. Individuals may originate part of their individuality from the networks they are connected with, adopt group-oriented behaviors and develop collective intentions. “Recommendations and referrals from close and trusted friends and colleagues are also important factors in deciding whether to click on specific advertisement or not. The major constructs of OSN are namely: perceived enjoyment, social influence variables (social identity, group norms), advertising-related variables (group intentions towards advertising, advertising relevance and value) and response to advertisements in OSN” (Taylor et al., 2011:246).

2.20.1 Perceived enjoyment of online social networks (OSNs)

The difference between utilitarian and hedonic products has vital consequences for customer behavior (Hirschman and Holbrook, 1982). While utilitarian products are typically connected with tangible, objective and practical characteristics, hedonic products are associated to the senses and are linked with self-fulfillment and enjoyment. This is an enormously applicable discrepancy for web usage in overall, and OSN in particular. The utilitarian use of the internet has been comparatively well studied. Under perceived enjoyment we emphasis on the hedonic dimension. Social networks are fun to use, deliver entertainment, inspire the imagination and provide users with relief from a stressful life (van der Heijden, 2004). Venkatesh (2000), “defines perceived enjoyment as the extent to which the use of a specific technology, in particular OSNs, is perceived to be enjoyable in its own right, regardless of any performance consequences anticipated. He also found perceived enjoyment, as an intrinsic motivation, influenced the perceived usefulness via ease of use”. “Studies have revealed the greater the perceived enjoyment, the higher the perceived ease of use and the greater the perceived usefulness” (Pinho and Soares, 2011). The tween market has a high percentage of perceived enjoyment, which has increased the consumption of social networks - thus providing a platform for advertising. Marketers have to take into consideration hedonic purposes when constructing marketing campaigns for the tween market.

2.21. Social influence variables on the tween market

2.21.1 The influence of social identity on tween market

“Social identity theory is a model entrenched in social psychology, rendering to which individuals categorize themselves and others in diverse clusters and assess these groups” (Tajfel, 1978, 1979:33-47). “This theory,

therefore clarifies how belonging to a group moulds individual behavior, as it opposes people express themselves as associates of groups and originate their individuality moderately from group membership (Ashford and Mael, 1989). Social identity is well-defined as, that part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups) together with the value and emotional significance attached to that membership" (Tajfel, 1978:33-47).

Ellemers et al. (1999:27), "have distinguished three components of social identity: cognitive, affective and evaluative". The cognitive dimension captures self-awareness of OSN membership, a self-categorization component including, "both similarities with other members, and dissimilarities with non-members" (Dholakia et al., 2004:25). "The affective component pertains to emotional attachment and loyalty to the group. Finally, the evaluative component refers to the, "individual's group-based or collective self-esteem" (Dholakia et al., 2004:25).

"The tween market identifies themselves as a specific social group, this would categorize them into different behaviors, attitudes and their interaction with others who may be members of a different social group. For instance, learnings have shown the role of social identity in explaining individual behavior such as attitude and health behavior" (Chatzisarantis et al., 2009:234), "exposure to media content and entertainment media" (Trepte and Kramer, 2007). "Social identity plays an important role in the formation of group intentions".

"Relevant to OSNs is the contribution of Papacharissi (2011), who acknowledged these new communication platforms reinforce social affordances within online contexts, upon norms of everyday interaction adapted to online setting".

2.22. Paradoxes and strategies of social media consumption

Learnings of the relevance of digital media have become widespread through the 2000s, predominately in the sector of connecting and connection technology (Barket, 2009). Nevertheless, recently, insecurity has been on an increase over the impact of these media on purchasing habits and their ability in the creation of connecting and advertising strategies (MSI, 2010, 2012). A specific interest in this study of these media has been the high impact on the consumers lives, in particular those who relate and belong to Generation Y. Young individuals currently indicate the original group exposed since the birth of digital media, and the original to develop in a period of global interactivity (Batat, 2008). Moreover, they have enthusiastically incorporated the internet and digital channels as a means of accomplishing connectedness and handling connections with friends and acquaintances (Boyd, 2008).

While the emergence of this generation creates a wealth of opportunities for marketing through social media, the development of relevant strategies has been hindered by an often incorrect understanding of how young people really adopt and use social media. The widespread image of the “hyper connected” tween, results show positive consequences of social media consumption are as common as those indicating negative ones (Bjarnason et al., 2011).

Understanding how adolescents choose to approve or abandon social media, and how they elect how to use each one according to their personal background, would be of great relevance to marketing strategies, given the organizational features of social media, while certainly significant are not the only feature defining whether young people accept and engage with them online. A sound knowledge of tween behavioral strategies in the consumption of social media should be the starting point for businesses planning marketing initiatives. Social media does not have an exclusively positive or negative consequence, but actually reflects the paradoxes of technology (Mick and Fournier, 1998).

2.22.1 Tweens’ motivations and activities in social media

Tweens are a life phase characterized by a growing focus on identity development and socialization (Livingstone, 2007), because tweens tend to identify strongly with each other and tend to associate in groups. Hundley and Shyles (2010) and Kilian et al. (2012), suggest digital media offer tweens social functions such as, interaction and keeping in touch with peers. McMillian and Morrison (2006), claim the involvement in simulated societies is firmly entrenched in the real world and online social life imitates offline associations in numerous ways. SNS, for example, allow young people to stay in touch with their friends even when they are not able to gather in unmediated situations (Boyd, 2008). Moreover, this took also offer a way for the tween audience to associate to the other social groups, look for individuals who they identify with and commence on identity experiments (Barker, 2009). The socialization in media use is an important entertainment for young individuals.

There are several types of social media which are widely available for tweens via cell phones and other mobile media (Tufte and Rasmussen, 2010). Weisskirch (2011) suggests cell phones are also important mechanisms by which young people connect with their parents and improve self-esteem. Grant and O’Donohoe (2007), indicate they become the constant companions of tweens, serving as a convenient form of entertainment and a way to redefine social space. It is common for tweens to use many forms of media simultaneously, for example they may do their homework with the television on while talking or text messaging on their cell phone, and checking their Facebook or MySpace pages, all at the same time.

2.22.2 Consequences of social media consumption for tweens

While many studies have investigated the tweens' motivations for social media consumption, the impact of these media on the welfare of tweens has remained a matter of debate. For some academics, the internet and social media subsidize towards developing and maintaining social relationships, permitting tweens to encounter new people, stay connected with their families and maintain geographically dispersed social networks (Franzen, 2002). According to Baiocco et al. (2011), digital methods can accompany non-virtual connections, and thus, contribute to friendships among young individuals. This "online disinhibition effect" (Suler, 2004), is connected to the decrease of social presence in online communication, for example the level of sensory contact attained among individuals through a given communication medium (Short, et al., 1976). Tweens are often very concerned about the way they are perceived by others (Auty and Elliott, 2001), the capability to control details of their self-presentation online is particularly important to them. Bargh and McKenna (2004), new media are contributing to the individualization for leisure time and to a reduction in time spent in offline relationships with friends and family members. Hlebec et al. (2006) also argue relationships developed online are more artificial than offline relationships. Assuming this to be true, the reduced quality of online relationships would have particularly serious implications for young tweens who use the internet more intensively (Milani et al., 2009). According to Pechmann et al. (2005), tweens are also particularly vulnerable due to their brain's plasticity and proneness to risky and impulsive behaviors. Wu and Cheng (2007) call attention to an increased risk of addiction associated to some social media, while Acquistio and Gross (2006) warn there is frequently a conflict between young individuals' desire to protect their privacy and their actual behavior on SNS.

2.22.3. Group Norms Influences on the tween market

Group norms can be described as, "a set of goals, values, beliefs and conventions shared with other group members" (Dholakia et al., 2004:245). "Group norms arise in clusters through communication and collaboration over a period and have an influential and reliable stimulus on group associates' attitudes and behaviors" (Hogg and Terry, 2000:121). "After linking the community, the new member dynamically pursues out the group's goals, morals and resolutions. Another opportunity is the individual acquires the society's norms in advance and links the community on account of his/her perceived overlap with the community's norms" (Bagozzi and Dholakia, 2002:18).

Performance enjoyment may be a pertinent measurement to comprehend group credentials, association and fitting in. Relational exchange theory proposed feelings support and strengthen group membership (Lawler and Thye, 1999).

2.22.4 Advertising- related variables

Advertisers are deeply concerned in learning from OSN potentialities. To continue a permitted facility for users, OSNs resort to marketing. OSNs are providing marketers with the capability to hyper-target crusades utilizing profile material and by appealing to communal members. Social network sites are progressively fluctuating from a push medium to a pull medium when it comes to marketing (Gruber, 2006) as numerous, such as Facebook, allow users to form unidirectional connections as “fans” or “followers”.

The benefits of such networks are twofold:

1. Although users are restricted in the quantity of friends, the quantity of fans can be limitless and
2. Users who “fan” a corporation or a brand may want to follow it without granting the firm access to their profile (Taylor et al., 2011).

Marketers can utilize their information about a definite marketplace section to design customized advertisements because they know the profile and the characteristics of these detailed societies. According to Tucker (2011, p.389), “customers might see modified advertisement content on OSNs as more interesting and tied to their benefits, but they might conversely see it as, “not only creepy, but off-putting” if they felt the firm has violated their privacy” (Stone, 2010). Therefore, to not isolate customers, it is imperative to balance advertising.

2.22.5 Group intentions to accept advertising in online social networks

Bagozzi and Dholakia (2002:28), “suggest the allure of belonging to and partaking in OSN develops a group sensation in associates, which may lead them to form intentions to get involve in cooperative activities as a group”. The concept of group intents has been the object of some attention in social sciences under labels such as, “collective intentions”, “we-intentions” and “shared intentions”. Bagozzi and Dholakia (2002:30), “reflect the extent the associate’s morals and goals are compatible with those of the public, his/her we-intentions will rise. This interpersonal impact takes place through two mechanisms: compliance and internalization and identification processes. Compliance refers to behaving according to subjective norms, i.e. the professed social pressure to participate in a specified conduct. Internalization and identification have a more appropriate character in community influence”. Internalization happens when the public morals are professed as compatible with the person’s ethics. “Social networks enable individuals to build a personal profile, connect to known and potential friends and view other members’ connections” (Boyd and Ellison, 2007:56).

According to Quinton and Harridge-March (2010:59), social network is the marker involved to any consumer-initiated message with other customers who share an interest and use the World Wide Web as a platform for creating community. They foster social networks by encouraging communication amongst associates, and permits both self-identity appearance and community building. Consistent with Zeng et al. (2009:2), “online community members with a strong community identity should find it is easier to internalize the notion that community advertising is vital for sustaining the community site”. The relationship building process within OSNs is based on founding networks with friends, friends of friends and companies/organizations pertinent to the individual classified as a community of interest development process.

2.22.6 Perceived advertisement relevance

Campbell and Wright (2008), have maintained in an internet setting, the individual significance of marketing is an imperative influence to emphasize a user’s awareness in online interaction. Advertisement significance deliberates to the degree to which the marketing is self-related or, to some extent, instrumental in contributing to the customer’s goals and ethics.

2.22.6.1 Perceived advertisement value

Advertisement value refers to the, “overall representation of the worth of advertising to consumer” (Ducoffe, 1995:22), and has been anticipated as a degree of marketing efficiency mutually for traditional marketing (Ducoffe, 1995) and on the web environment (Ducoffe, 1996). This idea is rooted in the assumption marketing communications are potential communication connections amongst advertisers and customers, in which an acceptable exchange may take place. Ducoffe (1996), recommended the informative value of advertisements influences positively on an advertisement’s value. Within the online environment OSN advertisers can utilize what they know about a precise section, predominantly linking to demographic and psychographic characteristics and apprehend advertisements that efficiently generate value. For example, Facebook and MySpace can target associate profiles founded on filters such as location, gender, age, workplace, interests and the like (Shih, 2009). Advertisers can, therefore be more well-organized by aiming their market segments and by providing custom-made commercials with effective value for their users.

2.23. Definition of Brand Communication

Brand communication programmes form a structure in the marketing message action-plan of the organization. Marketing communication is vital when it comes to informing, clarifying, inspiring and promoting consumers about the merchandise they have on hand. This sort of communication serves as a

“voice” for the brand and is one way to create relationships and build associations with customers (Kotler and Keller, 2007). Marketing communication clarifies to customers what the corporation and its brand stand for, it is a way to link brands to other individuals, places, events, brands, experiences, feelings, and things. Thus, it is vital for companies to communicate with present and potential stakeholders and the general public.

2.23.1 The impact of brand communication through Facebook

By taking advantage of Web 2.0 technologies, corporations are consuming social network sites to endorse and communicate material about their brands (Kaplan and Haenlein, 2012). With the quantity of individuals utilizing the internet over and above thirty-four per cent of the world’s population (Internet World Stats, 2013), and 1.2 billion monthly active users accessing the social network site Facebook (Facebook, 2013), brands such as Starbucks, Zara and Orange seek to link with consumers and improve their brand communication consuming social media channels. Social media is shifting traditional marketing communication. Internet users are gradually persuading brand communication previously controlled and managed by marketers. The traditional one-way communication is now multi-dimensional, two-way and peer to peer communication (Berthon et al., 2008).

The fast growth in acceptance of social media across customers and corporations has unlocked a vast investigation field for academics. For the previous few years’ academics have been examining the behaviors in which social media impacts the customer’s observations of brands by learning appropriate subjects such as electronic word-of-mouth; eWOM; e.g. (Bambauer-Sachse and Mangold, 2011), social media advertising, online reviews, brand communities and fan pages and user-generated content.

2.23.2 Social media and brand communication

Modern communicating skills are starting to cause movement in lifestyle behaviors and business innovation praxis. Companies have now realized the importance of the internet and have taken advantage of it, indication both interest and involvement in other groups (Berthon et al., 2012). The supremacy of Web 2.0 technologies has led internet users to a wealth of online exposure, the most imperative of which is social media (Chen et al., 2012).

Social media networks provide companies and customers with innovative techniques of interacting with each other. Organizations aim to associate with trustworthy consumers and influence people’s perceptions about products, communicate different material and learn from and about their audience (Brodie et al., 2013).

Amongst the traditional practices of communication techniques, social media has been reports as a mass phenomenon with a broader spread of audience (Kaplan and Haenlein, 2010). One of the main reasons for

this is the speedy approval of social media amongst businesses is the virus-related delivery of material via the internet. “An advantage of this media is, social media delivers prospects for internet users to produce and share content” (Kaplan and Haenlein, 2012:59). “The content created by internet users comprises of different topics, including brands and products, making companies no longer the primary source of brand communication” (Berthon et al., 2008:31). Learnings have revealed customers consider social media as more reliable sources of information than the traditional instruments of advertising communications used by businesses (Karakaya and Barnes, 2010). Social media channels are lucrative and a substitute method for businesses.

2.24. The integration of advertising and entertaining content

The new millennium has created dramatic fluctuations in the marketable media environment because the borders amongst marketing, entertaining and facts have become progressively distorted (Balasubramanian et al., 2006). “In particular, kids’ media environment has been saturated with integrated advertising techniques, including advergames, branded Web sites and brand-integrated magazines” (Buijzen et al., 2010:30). This incorporation amongst marketing and entertainment has powered debates in both academia and society. It is commonly expected kids are easily influenced by these delicate formats, which frequently include integrated advertising, because kids are likely to be less conscious of the influential intent of these formats. Therefore, critical mechanisms are thought to remain inactivated (Nairn and Fine, 2008).

“Even though children’s awareness of advertising’s persuasive intent has gained increased attention from both academics and policy-makers over the past few years, much remains unclear about the actual role of this awareness in children’s processing of advertising messages” (Rozendaal et al., 2011:77). Several studies have focused on children’s awareness of the intent of advertising, including integrated advertising formats (An and Stern, 2011).

“Brand-integrated magazines are print formats are retained by advertisers and specifically created as a vehicle to encourage advertisers’ products, thereby growing behavioral loyalty, or repeat purchase behavior” (Bronner, 2004; Haeusermann, 2013). Although print accounts for substantial quantities of the total integrated advertising volume (Bhatnagar et al., 2004), print has mainly been disregarded in the literature on kids and advertising (Cordy, 2004; McMahon, 2002).

There are two motives for this gap, firstly branded-integrated magazines targeted toward kids are very common and highly attractive to kids (Jones and Reid, 2010). Secondly, consequences from other studies on the effects of brand integration on kids primarily focused on digital media. Brand-integrated magazines

fluctuate from most digital integrated advertising format in terms of the cognitive capacity needed for processing, which may affect the role of persuasion of the cognitive capacity needed for processing, which may affect the role of persuasion knowledge in children's responses (Buijzen et al., 2010:428-430).

2.25. Persuasive Nature of Advertisements

"Children's comprehension of the persuasive nature of advertisements has been described by researchers as a developmental milestone for both marketers as well as policymakers" (Moore and Lutz, 2000:32). Research conducted by Priya et al. (2010:153), "found as children develop their understanding of advertisements persuasive nature changes. Priya, et al. (2010:153), found a total of twenty-five percent of their respondents aged 8 years old were able to identify advertising had a persuasive nature, compared with thirty-six percent of children aged 10 years old". This is in conformity with Carter, et al. (2011:963) who found children aged approximately 7-8 had an elementary knowledge of advertisements selling intent, but lacked the knowledge of the persuasive nature of advertisements. Carter, et al. (2011:963) concluded there was a developmental progression from understanding the selling intent to understanding the persuasive nature.

It is believed children are more susceptible to advertisements until they are aware of the inherent persuasive nature; the ability to discern persuasive intent requires one to view advertising from the advertiser's perspective (John, 1999:186). Children may become confused if an advertisement provides information which differs from their personal experience, which may result in trust in advertising being undermined (Moore and Lutz, 2000:32). Only once children have experienced this confusion they look at advertisements skeptically and become more capable of resisting the advertisements appeal. Consequently, researchers believe persuasive intent is better than selling intent, it is the critical factor signifying children's capability for cognitive defense.

This type of advertising works in favor of the marketers, because the younger individuals are unable to understand the message of the advert, but due to the visuals displayed they begin to demand the product. For example, a young individual may not understand the functions of a mobile device, but because of the messaging on the advert mentioning gaming and Facebook - this drives demand which leads to a purchase decision by the parent.

2.25.1. Children's awareness of persuasive intent

"Awareness of the persuasive intent of an advertising message, which is the understanding a specific message attempts to impact purchasing behavior by shifting attitudes and cognitions about the product or advertisement" (Rozendaal et al', 2011:77), argues to be an imperative constituent of persuasion knowledge (Friestad and Wright, 1994). Persuasion knowledge incorporates diverse forms of information concerning

the purposes, plans and strategies of detailed advertising formats and advertising in general, which kids start to grow during childhood (Moses and Baldwin, 2005).

Numerous learnings on kids' persuasion knowledge concerning traditional television marketing have revealed at approximately eight years of age, kids become gradually conscious of the intent of television advertisements, but consciousness of persuasive intent does not completely mature until the age of twelve (Boush et al., 1994; John, 1999). "When associated to traditional television advertising, it is rumored kids are less mindful of the persuasive nature of integrated advertising arrangements, because the foundation of the material and the persuasive communication are disguised by amusing content" (Narin and Fine, 2008:178).

Only one learning openly compared kids' mindfulness of the persuasive intent of integrated advertising formats with traditional formats. Owen et al. (2013), examined and equated children's (age six to seven and nine to ten) alertness of the intent of traditional television commercials and of numerous forms of integrated advertising. Researchers found kids of these ages are less conscious of the persuasive intent of all integrated forms of advertising than of traditional television commercials.

2.26. Children's Understanding of Advertisements

Based on the premise children may have trouble distinguishing between regular television programs and commercials, they therefore require a cue to alert them when the material they are viewing is an advertisement. These guidelines remain in place for children's Saturday morning programming, but are no longer present in many other television programs viewed by children. Regardless, even without these clear breaks, children as young as four appear to be able to distinguish between commercials and other programming in experimental settings (Levin, Petros, & Petrella, 1982; Bijmolt, Claassen, & Brus, 1998), although some researchers have suggested older children may have trouble correctly identifying commercials all of the time (Palmer & McDowell, 1979). This suggests by age four or five, children are able to identify advertisements as such when dealing with television as the medium. However, it remains unclear how well children can identify advertisements in other mediums. The recent rise in children's access to the world wide web and most popular websites for children now include "advergames" – electronic games that incorporate advertising messages – is of particular concern (Moore, 2006) These advergames may be more difficult for children to identify as advertisements, as they blur the boundaries between entertainment and advertising, and it remains unclear how much influence they exert over children's opinions of the products.

Once children become proficient at recognizing advertisements, they may still fail to understand the purpose of advertising. Advertising can be described as having two main purposes. First, advertisements offer information about a product or characteristics of a product the viewer may not have previously come across. Second, advertisements aim to encourage the viewer the product is one they should adopt or purchase. When considering what children understand about advertising messages, it is imperative to keep in mind these dual, yet balancing, purposes of advertisements (Oates, Blades & Gunter, 2001).

One way to measure children's understanding of the intent of advertisements is through direct questioning. For instance, as part of a study of exposure to pre-Christmas advertising of toys and its relationship to the items British children requested from Father Christmas; Pine, Wilson, and Nash (2007), asked participants whether they knew what a television advertisement was and gave them the opportunity to elaborate. Fifty-two percent of the six to eight-year-old children in this sample showed some understanding of the educational nature of commercials with statements such as, "they [advertisements] tell you if there is something new in the shops," yet only one of the ninety-eight participants in this study discussed the motive of the advertiser to sell products, stating, "It's about what people want you to get. It tells you where to buy toys and things." This suggests children in this age group fail to comprehend advertisements are not objective sources of information. Conversely, there are a few studies that found children capable of identifying the persuasive intent of advertisements in an explicit manner. For example, in a study where Chinese children were asked a more structured question about the intent of advertising ("what do commercials want you to do?"), researchers reported the majority of children ages seven and eight recognized the advertiser's intention to convince viewers to purchase the product (Chan, 2000). One possible explanation for this disparity lies in the way the questions are presented. Young children often have difficulty verbalizing explanations to complex questions. When children are asked a completely "open" question, such as what advertisements are for, they may find it more difficult to verbalize their thoughts and explain the sometimes subtle profit-seeking motives that underlie advertising. It is also possible children's responses are skewed simply because persuasion does not strike them as the most salient aspect of many advertisements, even if they are aware of its presence (a possibility which may also be true among adults for some advertisements). In simple terms, the tween audience's cognitive abilities affect the way in which advertisements are understood. Sometimes, the message in the advertisements are missed and interpreted incorrectly which can have an effect on sales.

2.27. Impact of celebrity endorsement on brand image

Celebrity endorsement can be referred to as a shared marketing communication action-plan which is utilized for creating brand image. Advertisers have become confident in the usage of a celebrity, which focuses on

advertising effectiveness, brand recall and recognition, as well as buying intents and follow-through (Spry et al., 2011). Numerous studies have been found in the recent years (Hakimi et al., 2011; Hung et al., 2011). Some of these learnings have critiqued the influence on celebrity endorsement on the younger age-groups (Hakimi et al., 2011), celebrity worship on buying intents (Hung et al., 2011), and the celebrity's reliability on the brand's consumer-based equity (Spry et al., 2011). Most of studies conducted have not looked at only the tween market, although many advertisements targeting tweens employ celebrity appeal (Chan, 2010). Understanding tween consumers' perception of celebrity endorsement appeals in advertising helps marketers to develop effective communication with the tween market.

2.27.1 Celebrity endorsement description

Scholars have projected numerous concepts endeavoring to clarify how celebrity endorsement in advertising works. McCracken (1989), has anticipated a three-stage meaning transfer model. It suggests that an endorser's reliability and capability first transmission meaning to his or her public image, the endorser then handovers the meaning to the brand being sanctioned. Lastly, the meaning is moved to customers. Celebrity endorsement develops the professed superiority of the brand and is associated with intention-to-use (Kamins et al., 1989). Yoo and Donthu (2001:63), "well-defined consumer-based brand equity as a grouping of brand loyalty, brand awareness, perceived quality of a brand and expressive memories connected to a brand. Celebrity endorsers who are trustworthy, expand brand credibility, and better credibility rises consumer-based brand equity". The positive association between the endorser's credibility and consumer-based brand equity is facilitated by the brand credibility (Spry et al., 2011).

"According to McCutcheon et al. (2002:286), customers' associations with celebrities can be classified into two categories. Entertainment-oriented individuals enjoy learning about celebrities and discussing the information with others casually, while intense attachment based individuals think continuously and associate para-socially with the celebrities". Hung et al., (2011:608), "found entertainment-oriented consumers superficially assess the sense allocation elaborated in a celebrity endorsement, while intense-attachment based customers evaluate it carefully with detailed considerations". "Another previous study delineated gender differences in attitudes toward celebrity endorsements. Female consumers responded more favorably to celebrity endorsements than males, and they preferred female celebrity endorsers to males" (Klaus and Bailey, 2008:54-55). "Celebrities can be an influential reference group and therefore a powerful asset for marketers. Celebrities can give testimonials about the benefits of using a product, endorse a product, or act as a spokesperson for a brand for an extended period" (Blackwell et al., 2006:70). "Marketers often choose celebrity endorsers who are attractive, credible, or who have expertise while at the same time match up with the desired brand image (Hakimi et al., 2011:52-53). "Physically attractive celebrity endorsers can improve

a brand's image and encourage consumers to purchase that brand" (Hakimi et al., 2011:54). "Celebrities who are credible can persuade consumers to believe claims about a brand if they have relevant knowledge, skills or experience and are perceived to be unbiased" (Ohanian, 1990:39).

"Knowledgeable and skillful celebrity endorsers who are perceived to have expertise in a particular area can make consumers more willing to purchase the advertised brand" (Ohanian, 1991:46). The trustworthiness of the celebrity is a supportive element underlying source credibility, but research has shown it is not a factor in increasing consumers' intention to try a brand (Hakimi et al., 2011; Ohanian, 1991). Research has shown consumers expect congruity between a celebrity endorser's image and the brand being endorsed (O'Mahony and Meenaghan, 1997). Categorically linked endorsements have greater brand meaning consistency than unconnected endorsements (Chien et al., 2011). In conclusion, the efficiency of advertisements consuming celebrity appeal depends on four factors: attractiveness, expertise, trustworthiness of the celebrities and congruity between image of brand and the celebrity.

2.27.2 Tweens and celebrity endorsement

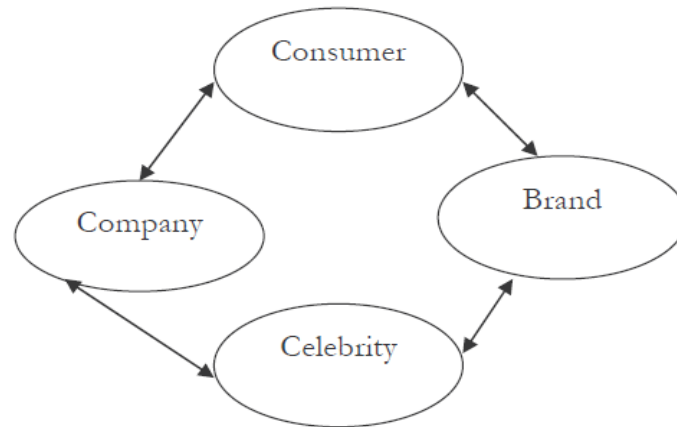
Tween consumers have significant consumption power in the market (Bush et al., 2004). This market is classified as Generation Y, which is an age-group that differs from Generation X (their families) in terms of value and conformity. Erikson (1968), debates an individual tween creates key attachments to their family and peers, and secondary attachments to celebrities which included all types of famous people. In the younger tween years, celebrity figures become role models in self-concept growth (Adams-Price and Greene, 1990). This market views a celebrity as their ideal self-image and endeavor to establish personality traits, attitudes, value and physical appearance comparable to those of their idols (Boon and Lomore, 2001; Caughey, 1994).

This audience continues to grow to appreciate influential intention of advertisements. They form critical and doubtful perceptions towards marketing communications. This audience are mindful of grown-up and youth brands as well as fundamental cues of brand. The tween market tends to understand purchasing representation for different merchandise categories (John, 1999).

A theoretical model to consider is shown in Figure 2.3, depicted is the celebrity endorsers characteristics, which consists of physical appearance, expressions and talent, combine with characteristics of the advertisement including the dialogue, the persuasiveness of the message and the jingle to help establish a favorable brand image among tweens. The result of the brand image is positive, which plays a vital role in progressing brand awareness, driving trial and improving purchase confidence. The model stated below,

mentions celebrity endorsement can assist with brand image and creating a positive and clear image by combining attractive offers in media celebrity with creative ad content.

Figure 2.4 Celebrity Endorser Model



(Chabo & Saouma, 2005).

2.28. Gifts purchased for the tween audience

We explore the purchase behavior of adults giving gifts to tweens. Gifts are a significant part of retail sales, much of that involves the purchase of gifts for tweens, which may influence tween's consumption behavior, social development and learning. It is possible through an understanding of gifts-for-tweens purchase behavior, marketers can better appreciate how the products sold to adult's subsequently consumed by tweens, have the potential for contributing to the future wellbeing of the child, and society at large. Marketers may also appreciate the nuances of how gifts are chosen, and thus better tailor their marketing mix.

Parsons (2002), observed there has been little research on why a specific gift is selected. Most research has instead examined the relative monetary gift value (e.g. Belk, 1979; Garner and Wagner, 1991), and who gifts are acquired for (e.g. Heeler et al., 1978). The majority of this research has looked at who the gifts are purchased for from the perspective of relationship development, with the focus on the gift giver and their motivation.

Given the intimate nature of most child/gift giver relationships, and the direct and indirect expenditure on tween's gifts, there are few studies directly examining children and gifts. Caron and Ward (1975) examined requests to Santa and whether they were fulfilled by parents. While Banks (1978), suggested gifts are strongly linked with social exchange and identity formation, particularly the socialization of children. The decision-making literature suggests tweens are most influential on adult's decisions when they are the primary consumer (e.g. Atkin, 1978; Beatty and Talpade, 1994). This influence is strongest during the recognition

and information search stage, implying tween's preferences with regard to gifts will influence adults' choice sets (e.g. Beatty and Talpade, 1994).

Researchers also focused on levels of kinship, or the closeness of a relationship, and examined differences in gift giving. For example, Komter and Vollebergh (1997) showed gifts to tweens (and parents) have strong affection attachments, whereas gifts to acquaintances, colleagues or neighbors have obligation attachments. Parsons (2002), demonstrated kinship status would affect a brand chosen for a gift, in part because of the symbolism attached to gifts (Wolfenbarger, 1990), and the closeness of the situation. Otnes et al. (1993), suggested, in comparison to older or more distant relatives, tweens are easier to buy gifts for because the giver finds it easy to express a specific social role (through the exchange) when purchasing for tweens.

Belk and Coon (1991), saw gifts as expressing the giver's personality, rather than the end consumer's. While Belk (1991), suggested different gift situations lead to different levels of involvement, and consequently different consumer purchase strategies; the generally accepted approach is of Sherry (1983), leading to some realignment of the giver/recipient relationship. Sherry (1983), proposed a model of the process of gift-giving behavior, which postulated three stages, with the giver and the receiver interacting. The first stage, the gestation state, is about the situation enabling a gift to be given. It is at this stage where the tween as a receiver may be able to influence the giver as to the gift purchased. It is also at this stage the actual gift is purchased. The second stage, the presentation stage, is about the time, place and mode of giving. The third stage, which is the reformulation stage, is where the relationship is strengthened, conformed, or even severed through the consumption, display, storage, exchange or rejection of the gift.

Despite gifts to tweens playing a major part economically in the marketplace, and potentially contributing to the socialization and education of tweens, research has focused on the general nature of gift giving and has failed to ask what specific gift types are given to tweens.

2.29. Stress, gender and compulsive buying among tweens

O'Guinn and Faber (1989:147), describe compulsive buying (CB) as, "Chronic, repetitive purchasing that becomes a primary response to negative events or feelings". Dittmar et al., (2007), summaries the meaning of purchasing for compulsive shoppers, is a method of handling their mood states. Eccles (2002), discusses to her subjects as, "mood repair addicts". Compulsive buying was utilized as an enduring mechanism to handle the pressures which are large and minimal. These females, notes Eccles, accepted what might be considered a male-based coping mechanism - doing something rather than ruminating about their problems.

Shopping, a familiar, enjoyable and socially acceptable activity, became their primary response to negative events and feelings.

“An everyday routine should be developed to deal with the exigencies of life whilst shopping and spending, this would allow for a short-term coping strategy to be changed into a long-term addiction” (Eccles, 2002:30). The routines which was utilized to support some sort of control in their lives now controls them. This transformation from the occasional use of shopping to a daily strategy used to cope with negative events and feelings, highlights a second important aspect of compulsive buying - it is a chronic condition.

Obsessive shoppers in theory are supposed to respond to stressful situations with higher levels of anxiety than non-obsessive buyers” (Desarbo and Edwards, 1996:231-240). In order to avoid anxiety, escape becomes a primary motivation for these shoppers. Arya observed, “an unpleasant event or mood may operate as a trigger for shopping. The stress raised by the event/mood is displaced onto the shopping experience and the anticipation that mounts - this is characterized by an increase in physiological and emotional arousal” (Arya, 2009:166). Feelings of euphoria and delicate arousal that are part of the shopping experience are rapidly substituted with feelings of guilt, worry, shame and even depression. Shopping online may aggravate swings in emotions because the purchase cycle has been shortened.

Research conducted recently by Roberts and some follow team members utilized the tween compulsive buying scale in studying the impact and influence of family interruptions such as divorce on the compulsive buying influence on adolescents (Roberts et al., 2006), and the influence of friends and families influence on tween compulsive buying (Roberts et al’, 2008). The increasing tide of materialism in various countries surges the possibility of growing stages of compulsive buying with each succeeding group.

2.29.1 Tweens, stress and compulsive buying

Specified in O’Guinn and Faber’s (1989), a classification of compulsive buying is the growth in response to unwanted events or emotions. The practice of compulsive buying as a persisting technique is well-known amongst the adult population (Dittma, 2005). Shopping and spending have become a sort of self-solution for the compulsive buyer. The practice of compulsive buying as a resort of mood repair, has created insignificant attention amongst the tween population. A ground-breaking learning among tweens found a predisposition to anxiety was positively correlated with compulsive buying. The theoretical basis positioned anxiety as the core reason of compulsive buying. Stimuli such as family environment, genetics, situational variables, advertising and culture were demonstrated as antecedents of anxiety. Compulsive buying was understood as

a try to help decrease the anxiety levels. Various studies discovered that adolescents did utilize compulsive buying as a coping mechanism when dealing with their parent's divorce.

2.29.2 Gender, stress and compulsive buying

As a coping strategy, compulsive buying may be measured as a type of mental disengagement (Carver et al. 1989). The behavior of an individual who is distraught would participate in a variety of activities to create interruptions which would support one's mind and help relieve the stress of his or her difficulties (Carver et al., 1989). An individual who is experiencing stress difficulties to escape such emotions by limiting his/her attention to a single activity. Getting involved in shopping assists an individual in coping stressful or worrisome feelings. Compulsive buyers have found to score higher than general population on measures of absorption (Faber, 2004).

“Research relating to the impact of gender on the choice of coping strategies among the tween market has become impulsive and unsettling. Several investigations have discovered that gender has minimal or no impact on the choice of coping strategies in tweens, while others found girls are more likely to seek social support; boys will use exercise or passive diversions such as TV viewing to cope with stress” (Hutchinson et al., 2006:50).

2.30. Role of children in family purchase across Indian parental clusters

Advertisers have long recognized the family as the most substantial decision-making and consumption unit (Assael, 1987). Subsequently, the role of contemporary families in enacting, planning and socializing consumption activities is currently driving marketing practices (O'Malley and Prothero, 2007). However, the early 1980s saw researchers (Dunsing and Hafstrom, 1975; Burns and Granbois, 1980), questioning the hitherto popular dyadic models involving the inter-spousal dynamics to study family purchases. The gaps in the dyadic models were supplemented with the more relevant triadic models that viewed children as intrinsic to the decision-making unit in family consumption (Guner et al., 2009). Consequently, the interface of the tween with other family members and the substantial role of the child consumer from the context of consumer socialization process gained ground (Mehrotra and Torges, 1976).

Trends are also observed in the developing market (Wimalasiri, 2004), as tweens are no longer unreceptive spectators in the marketplace Indian children establishing around one-fifth of the world's children population. Global players, like McDonald's offer a fine example where the lure of collectible toys has proved to be a great advertising tactic to attract children in manipulating purchase decisions of their parent's time and gain entry to the Indian market. The NFO-MBL India survey in the year 2001 displayed the mounting impact of

children in purchase choices or product categories other than the obvious ones like chocolates, noodles, ice-creams, snacks or soft drinks (Vasudev, 2002). Classic advertisements for popular fast moving commercial goods (FMCG) brands like Pepsodent and Lifebuoy, showcase children eulogizing about product benefits and bank commercials showing kids as smart investors all reinforce Chaudhary and Gupta's (2012) research findings that indicated the real effect of children on their parent's buying and shopping behavior across a wide array of exclusive and non-exclusive children's products in the Indian market.

2.30.1 Parent attitudes toward child rearing

The advent of television and other forms of media like the internet have transformed kids into customers in their own right (Hadjikhani et al., 2011), marking a shift from their status of being just an extension of their parent's purchasing power (Wimalasiri, 2004). In developing marketplaces like India, children as the most vulnerable segments of the population are still subjected to cultural hybridization being inundated with America television and advertising (D'Silva et al., 2007). Children and parents need to learn consumption-related behaviors to adapt to the new marketing practices (McNeal and Ji, 1999). Researchers in the context of the technologically advanced marketplaces regularly fail to address and assess the specific ground realities pertaining to emerging markets like India (Chaudhary and Gupta, 2012).

The consumer socialization process of children has been defined as, "the process by which young people acquire skills knowledge, and attitudes relevant to their effective functioning as consumers in the marketplace" (Ward, 1974:2), but it is inadvertently assumed this acquisition happens through the immediate family (Foxman et al., 1989). Family schemata and the family's pattern of functioning influence the judgment, choice and action of its children. The energetic character of the parents as information disseminators, initiators of consumption-related discussions or in terms of encouraging the child to learn through experiential learning is crucial to the overall development of the rational child consumer (Ward et al., 1977; Lawlor and Prothero, 2011).

2.30.2 Parental clusters and child rearing: the demographic and psychographic antecedents

Studies across the world have shown household income and the mother's employment status (Isin and Alkibay, 2011), significantly impact the level of acceptance of the child's influence in family decision-making. Today, the changing attitude of more educated and affluent parents towards child rearing (Torrance, 1998), coupled with a growing concern to deliver their kids with superior alternatives to select from (McNeal, 1987; McNeal and Yeh, 2003) give stimulus to their increasing acknowledgement and receiving of the validity of their kids' requirements and wants (Cook, 2009). Demographic factors like the number of children in the family also seem to have considerable influence on parenting style (Isin and Alkibay, 2011). For

instance, it is observed in smaller families, the child's socialization process is much easier as compared to families with more children. There is significant correlation between parental modernity and child rearing practices, with those high on modernity encouraging independence and effectiveness among their children.

2.30.3 Role of child in family purchase decisions

The ubiquity of the market place in the lives of today's children is strongly felt through their experience, exposure and their overall engagement with the commodities world (Hadjikhani et al., 2011). In the new world, consumption is associated with happiness and consumerism is the new religion where children are its most devout followers (Unnikrishnan and Bajpai, 1996). Marketers therefore attempt to lure young consumers and their parents into increased consumption (Ironico, 2012). Also, promotion tactics to woo the children, who are increasingly viewed as current and future customers or even exploiting their vulnerabilities, are becoming common in the modern marketplace (Hemar-Nicolas and Gollety, 2012).

The increasing importance of kids as an imperative market (McNetal, 1992), and their vital role as influencers in the marketplace (Valkenburg and Cantor, 2001), has led to studies on children's consumer behavior within the paradigm of consumer socialization (Blazquez and Bonas, 2013). With the maturation of the child as a consumer in the modern market, the participation of the child in purchase decisions are being taken seriously like never before (Foxman and Tansuhaj, 1988). Also, the evolving child-parent purchase interface is increasingly influencing parents' buying behavior and purchase decisions (Nicholls and Cullen, 2004). The role of children as merely contributing to pester power is now highly debated (Nash and Basini, 2012), and a fresh perspective on the marketer-child-parent relationship in contemporary society is called for. Behavior patterns of children, including considerable product knowledge, forming coalitions, negotiating and persisting when potential purchase decisions are changing the dynamics of the family purchase process (Thomson et al., 2007).

It is meaningful to consider the development of the child's decision influence would vary according to the cognitive development associated with their physical age (Young, 2005), with increasing parental yielding to influence older children (Levy and Lee, 2004). Demographically the child's age, social class, number of siblings and family income are moderators that impact their influence on family purchase decisions (Flurry and Veeck, 2009). Researchers have attempted to establish the nuances of the relationship between cognitive capabilities and the child's age that enables children to influence purchase decisions across product categories (Mehrota and Torges, 1976). It is believed they tend to influence more when products are less expensive (Foxman et al., 1989 or less risky (Isin and Alkibay, 2011), or more relevant (Mangleburg and Tech, 1990),

like cereals, candles, toys and family vacation. Earlier studies suggest minimal child influence for big-ticket family purchases.

It is now established children, as soon as they can communicate (Gunter and Furnham, 1998), constitute a huge secondary market by influencing family purchases (McNeal and Ji, 1999).

2.31. Communicating across age-groups

Successful marketing communication incorporates insights from consumer perceptions, and behavior. If marketers have more than one age group in their target segment, they need to know whether perceptions and attitude to their brands vary with the age of the consumer. Marketers also need to analyze the perceptions and attitudes of the influencers and users, as the target audience may be wider than the target segment and in some cases it could include multiple age groups.

Overt family communication can and frequently does impact young customers' attitudes toward buying and their consumption pattern (Moschis et al., 1983). Changes in knowledge structures, as a result of technological advancements, have also led to the increasing power of youth in family purchase decisions (Marshall and Reday, 2007). For most children's products, parents have always played an integral role as influence, decider and/or purchaser. Today, increasingly impact may travel in either direction between parent and child (Bridges and Briesch, 2006). In fact, tweens often influence purchases besides confectionery, cereals, and parents appreciate their input (Embrey, 2004). With all their purchases ahead of them, and with their ability to pull their parents along, tweens have joined the target audience of virtually every consumer-goods industry, including adult and family products (McNeal, 1998). As the extent of tween's influence increases, they are becoming a part of most of the marketer's target audience, even if they are not part of the target market (Sharma and Dasgupta, 2008).

This segment is more exposed to and aware of brands; they also have the spending power or at least pester power which can affect performance or brands across product categories. McNeal (1998), highlighted tweens constitute three distinct consumer markets: primary, influence and future. Therefore, marketers' efforts at building brand awareness and associations cannot be restricted to one age group alone.

2.32. Using Children as Brand Ambassadors

This section briefly describes the manner in which children can be utilized by organizations as brand ambassadors to drive demand. It starts by elaborating on the, "fish streaming" phenomena described by

Lindstrom (2004: 176), and finishes by providing literature relating to child-parental influence, with a focus on the “nag factor”.

2.32.1 Peer Base Social Endorsement

A brand ambassador refers to an individual who acts as a representative of an organization and is able to channel marketing messages (Davidson and Rogers, 2006: 137). An empirical experiment was conducted on the social media platform Twitter™ to determine the manner in which information is diffused by brand ambassadors (Elango, 2012: 8). Early adopters were provided with access to an early release of Google Hangouts, and then their online activity regarding this software was tracked on Twitter™; applicants provided feedback to Google

In 2004, the estimated expenditure on media based advertising and other marketing to children was approximately US\$15 billion (Heitzler, Asbury and Kusner, 2008: 188), and children in the United States were exposed to between 20,000 – 40,000 advertisements (Lindstrom, 2004: 175). However, evidence suggests traditional marketing techniques are no longer as effective when targeting the youth market (Elango, 2012: 10; Lindstrom, 2004: 176). This is in accordance with Heitzler, Asbury and Kusner (2008: 188) who state, “major businesses and commercial brands have shifted a large portion of their advertising dollars away from traditional forms of advertising (such as television and print), toward new, innovative forms of marketing”. One of these forms of innovative marketing is the use of children as brand ambassadors through social network marketing.

The findings of this experiment which shows the two categories of social endorsers, and the manner in which information flows. Tween social endorsers can be described as belonging to one of two categories; either a popular user or an influential user (Elango, 2012: 10).

- Popular User: refers to a socially popular individual who other people interact with. They are generally discussed by other users, but do not disseminate a lot of information.
- Influential User: refers to a social endorser who broadcasts a message to a significant number of individuals.

These findings are in accordance with previous research (Lindstrom, 2004: 176; Hoffman and Novak, 1996: 46), which stated the antiquated technique of targeting a single tween has made way to a more diverse marketing paradigm whereby, “not one but several tweens, interlinked, decide the direction, the brand preferences and trends” (Lindstrom, 2004: 176).

2.32.2 The Nag Factor/ Pester Power

The current generation of children is considered to be both the richest and influential generation of children to date (Lindstrom, 2004: 175). Although marketers are interested in the comparatively high disposable income from the current generation, it is the influence on parental consumption which is of paramount concern (Gunter, et al., 2005: 2). Anecdotal evidence suggests in 2000, the youth located in the United States of America consumed twenty-eight billion dollars of their personal money, and impacted influenced a further \$250 billion of parental consumption (Gunter, et al., 2005: 2). By 2004 Lindstrom (2004: 175), estimated the tween influenced parental consumption had increased to approximately \$1.18 trillion. Cardwell-Gardner and Bennett (1999: 45), acknowledge the disposable income of children is growing at a faster rate than inflation, making them an attractive market to target. Cardwell-Gardner and Bennett (1999: 45) also acknowledge, “Children are becoming increasingly important as a focus for marketing strategies as a result of not only their purchasing power, but also because of the influence they exert on parental purchasing decisions”.

Consequently, research has been conducted in order to determine the effect which child-parental endorsement of a product has on propensity to consume by the parent. This is referred to as, ‘Pester Power’, or alternatively as ‘The Nag Factor’ (Idell, 1998: 7). Pester Power is described by Procter and Richards (2002:3) as the repeated delivery of unwanted requests by children which influence parental purchase intent. Hamilton (2006: 8) states in an empirical survey, it was found the majority of parents were influenced by their children’s requests. Specifically, Idell (1998:7) found at least half of the 12 – 13 year surveyed stated they were usually successful in persuading their parents to buy an advertised product despite their parents not wanting them to have it. When parents were interviewed, it was found approximately 70% of parents

purchased goods due to nagging by their children (Schor, 2005: 61); Lindstrom (2004: 175), stated in the BRANDChild survey, it was established children were responsible for up to 80% of all brand decisions.

Idell (1998: 8) identified two (2) types of nagging by children:

- Importance Nagging: refers to the perception by the child the product has augmented importance; Marketing targeting children may intensify their perception of the product and cause them to believe the product is intrinsically a need rather than a want (Tato, 2005: 5).

- Persistence Nagging: The incessant repetition of an ideal by the child, with the belief sufficient nagging will result in the parent or guardian purchasing the good in order to subdue the nagging (Idell, 1998: 8).

- Idell (1998: 9) also documented four (4) different types of parental reactions with regard to nagging and classified them into the following categories:

- Bare Necessities: Generally affluent parents who are resistant to whining, and require a justifiable reason to purchase a product. By virtue, bare necessities parents only respond to importance nagging, and require their children to make a valid case for the product in question before making a purchase decision.

- Kids' Pals: These are usually younger parents who associate with their children on an entertainment based level. Kid's Pals will often purchase products for their children as it gives them a degree of satisfaction too; for example, Sony PlayStation (Tato, 2005: 5).

- Indulgers: Described by Idell (1998: 9), as working parents who spend little time with their children, indulgers feel in order to assuage their children, they must purchase capital goods. Indulgers are especially disposed to persistence nagging.

- Conflicted: Conflicted parents are parents who are hesitant to purchase superfluous goods, but ultimately do. Conflicted parents are predominantly swayed through persistence nagging; however, importance nagging may also influence their purchase decision. Conflicted parents appreciate informative advertisements, as they justify their frivolous purchases (Tato, 2004: 5).

This is in accordance with Schlosser and Wilson (2006: 7), who found with certain parents, it is important to provide parents with credible information during advertisements to influence a purchase decision.

2.33 Convenience to the Internet User

Digital media signifies an incredible convenience for digital consumers who can inexpensively look and connect merchandise, and the outcome, have the opportunity to consume merchandise without going to their brick and mortar counterparts (Lal and Sarvary, 1999: 485). A review which was put together by Jupiter Research during the festive season of 2001, stated that convenience was the main reason why digital consumers shopped online during that period (Haeberle, 2002: 74). "Market analyst Data Monitor illustrated

that convenience was one of the most vital trends for British consumers in 2001. From prepared meals, to online banking and shopping, consumers, it said, are trying to make their time pressured lives simpler” (Laura, 2002, p.1). Laura (2002:1) “substantiates this view by providing the example over 7.5 million British people bank online, while sales of prepared meals reached £2.24 million and grocery sales were close to £400 million in the UK alone”.

“The implication of convenience shopping is more and more digital users are realizing the internet is a simple tool to utilize to purchase almost any item. Almost 80% of those surveyed by Data monitor, cited factors such as the ability to shop at any time and the convenience associated with buying online as reasons why they prefer to use the internet to shop” (Laura, 2002:5). In an example cited by Naudi (2002: 13), a recent request for all single-family homes for sale, in Perry Township Indianapolis America, on the web site www.realtor.com brought up nearly 500 homes. By limiting the search to homes with three or more bedrooms, took the list to 417 homes. Eliminating the homes less than 1 400 square feet brought up 288 homes and by further limiting the price of homes, between US\$ 100000 and US\$ 125000, brought the search to a more manageable 100 homes. These 100 homes could further be reduced as most homes have anywhere from one to six photographs on them. Some listings also featured a virtual tour in which every part of a home could be scanned using a digital video camera. Naudi (2002: 15) go on to point out some house hunting web sites even offer internet users one click access to other web sites that provide demographic, cultural, social and even crime statistics of the geographic area where the house is located.

2.34. Factors which influence Online Shopping for the future tween market

2.34.1 Changing Lifestyles

The driving forces when it comes to making an online purchase decision are time constraints, price, quality, emotional wellbeing, and socio demographic factors (Bosnjak et al 2007). Lian & Lin (2007), acknowledged high product involvement as a determinant towards consumer characteristics that positively influence online shopping acceptance. Online buying is very convenient in today’s fast paced world. Shopping online allows the user to shop from the comfort of work or home environment and get the items delivered at a convenient time, which allows the user to use his time for other tasks, which have a higher priority. In addition to easily comparing prices, online shopping web sites offer advance information about sales at stores and from online merchants. As an incentive to lure shoppers to make use of online shopping facilities, many e-retailers offer online buyers free delivery (Online shopping South, 2005).

2.34.2 Virtual Assistants

Chau et al (2007), states that consumers may depend on third party scores, consumer feedback groups, and merchandise scores to protect their digital purchase choices. This is considered as true particularly for those who are first time online shoppers and is not familiar with a particular website. Just as there are sales assistants when making physical visits to retail outlets, Jones et al (2008) suggest having online sales agents, aptly named 'avatars', increases consumer's levels of satisfaction with the online retailer, which results in a "knock-on" effect with improved attitudes towards the product, and ultimately improves the consumer's intention to purchase. Senecal et al cited in Bosnjak et al (2007), however disagreed, stating even though brand suggestions, "result in making the decision process more difficult", this would have no influence or outcome on online buying behavior.

2.34.3 Fast Internet Access

According to Farag et al (2007), those who are well versed in internet browsing and those with a faster internet connection are more inclined to increase online shopping. This translates to people living or working in urban areas, who have access to the internet making more online purchases than those further away from the city that have inferior internet access. Even though currently several online shoppers, and studies reveal the potential for online consumers are growing, online consumers have proclaimed seventy-six percent of their shopping is still done the old fashioned way i.e. by physically visiting retail outlets (Consumers keen to ...2009). Goldstuck (2007), made two predictions: with increases in the rollout of broadband more online users will make online purchases, and only when users have been online for around six years will they be comfortable with making purchases on the internet.

In the past dialup was a problem. Users were pressured for time and cost and therefore could not spend much time browsing. With broadband implementation and usage, users are able to browse at their leisure, conduct more product research, and then make informed decisions. As of July 2009, there were 700 000 South African dialup users still to migrate to broadband technologies (Dingle 2009). The second prediction: initially users have to become familiar with the internet and to determine how to fit the internet into their world.

2.34.4 Social Media

Nielsen Global Online Survey (2009) states, that an interactive tool named as Facebook and Twitter have become influential instruments that have an impact on what individuals would or should purchase. Statically, it is stated that three out of four individuals globally who utilize the digital world, have visited a social network or blog. Online product reviews are the third most trusted source of information, coming after recommendations from friends and family when deciding whether to purchase a product. Social media is big,

is growing very quickly, and in un-predictable ways everywhere in the world, (Facebook, Twitter powerful ...2010). Social media is here to stay and advice is for this media to be taken seriously by the broader business community (Facebook, Twitter powerful ...2010). Businesses cannot sit on the sidelines and observe the social media phenomenon, they need to embrace it and make themselves part of the action (Facebook, Twitter powerful ...2010). Young people's purchasing decisions however are still more inclined by traditional media such as television, rather than new media according to the latest research by the Bureau of Market Research at Unisa (Mochiko 2010).

2.34.5 Improvements to Infrastructure encourage Online Purchases

As stated earlier, South Africa is experiencing growth in terms of improvements to infrastructure which will promote acceptance and adoption of internet technologies. Some of the reasons for this growth are: granting of network service licenses allowing companies to operate as internet service providers, companies upgrading to ADSL, more employers giving employees the choice of working remotely, and new fiber-optic networks laid in urban areas by various third parties, which is leading to robust competitive online business. Development is predictable to surge over the next five years to reach nine million users who will be online, boosted by the installation of undersea cables like Seacom (Mochiko 2009). This growth in the number of internet users means the number of online buyers will grow exponentially.

2.35. Chapter Summary

By demonstrating how advertising is an important component of the promotional element of an organizations marketing mix, this chapter showed how an organization could utilize dynamic advertising channels to either drive institutional advertising (to grow the product category) or product advertising, (to grow demand for an individual brand within the product category). They could also focus more on non-traditional media i.e. social networks to speak to this market and the factors which influence the tween market's purchase decisions. This chapter also outlined the different relationships which occur between the tween audience and the purchase of electronic goods. We can deduce the purchase of electronic goods are more of a pester zone influence, which would drive a purchase decision. Also by focusing more on media tools such as social networks, the tween market is able to engage with these advertisements and the marketers would be able to target their audience more directly.

Based on the information provided, we are able to understand what factors influence the purchase decisions of tweens towards electronic goods. This chapter also provides insights on the digital aspect of the tween markets' media consumption, which is a primary reason for purchasing electronic goods. The reasoning behind selecting electronic goods in this study is the tween market is a digital audience and engage with these

devices on a daily basis. Therefore, understanding the background of this market and their reasons for purchase is vital.

In the next chapter, we look at cognitive theories and tween's cognizance. We also focus in detail on Piaget's Hierarchy of Cognitive Development and Roedder's Information Processing Theory. We also discuss the 'building blocks' theories which provides insights into the development theories. These are the theories which played a vital role in understanding the tween markets thinking processes and understanding.

Chapter 3

Cognition Theories and Tween's Cognizance of Advertisements

3.1 Introduction

This chapter expands on Chapter 2 regarding the marketing of goods solely concerning the tween market by providing an outline of the predominant cognition theories, which guide this study. These theories will play a supporting role in the argument relating to consumption and advertising.

Also discussed are two established cognition theories; namely Piaget's Hierarchy of Cognitive Development (Piaget, 1960: 135) and Roedder's Information Processing Theory (Roedder, 1981: 145). The chapter concludes by providing a brief summary of advertising literacy and the method in which it affects tween's propensity to consume.

These cognitive theories provide a guideline for marketing professionals to understand the cognitive abilities and developments of the tween audience. This will provide an understanding of how advertisements are interpreted and how to formulate advertisements that create persuasive intent towards a purchase decision.

3.2 Different Cognition Theories

The phase at which tweens mature their cognitive competence to comprehend advertisements has been a common argument among researchers. There are two common theories regarding the development of tweens' cognition is the Piagetian Hierarchy of Cognitive Development (John, 1999:184).

Early research adhered to the Piagetian hierarchy of cognitive development (Valkenburg, 2000:52) to document the conception of advertisements by the tween market; Jean Piaget acknowledged the cognitive development of children and segregated them into 4 formal classifications, namely sensorimotor (birth until 2 years old), preoperational (2 years old until 7 years old), concrete operational (7 years old until 11 years old) and formal operational (11 years and older) (Santrock, 2008: 221-223). During the diverse phases, children's comprehension and interface with the world develop in a hierarchical manner.

Academics such as Roedder (1981:144), believe the Piagetian hierarchy of cognitive development was too fundamental when evaluating children's knowledge of advertisements, as it did not deliver reasons why they lack the capability to process information. Roedder (1981:144), found some children in the formal operations stage (older than 11) had the capacity to think conceptually about ideas without using all the information contained in a stimulus whereas younger children, (such as the concrete operational stage) lacked the aptitude

to make theoretical connections. Consequently, Roedder (1981:145), suggested information-processing capacity of the tween plays a more vital role than simply age.

In order to determine in what manner tween's cognition progresses, both the Piagetian Hierarchy of Cognitive Development and the Information Processing theory, which were discussed above as two common theories, will be looked at in further detail.

3.2.1 Piaget's Hierarchy of Cognitive Development- Theory 1

Piaget's theory of cognitive development suggests tween's are active seekers of knowledge, and as a result, they progress in hierarchical manner. Blake (2000:59) states Piagetian theory is based on that tween's development of information by connecting it with frontal knowledge or experiences. Consequently, as they mature their cognitive competencies increase accordingly. Piagetian theory supposed all individuals develop cognitive abilities in the same order, but at differing rates (Swan and Hendrix, 1991:3). Piaget hypothesized there are four stages a tween passes through before gaining sufficient cognitive capability to be considered an adult; these are described in the below Figure 3.1:



(Piaget, 1960:135).

3.2.1.1 Sensorimotor- Stage 1

The Sensorimotor stage of Piaget's hierarchy of cognitive development talk about children from birth until approximately 2 years old (Santrock 208:221). Throughout this stage, children act impulsively rather than from knowledge of the stimuli. Children in the sensorimotor stage (also referred to as infants) tend to learn using their 5 years (Blake and Pope, 2008:60). Traill (2006:80) defines constituents of the sensorimotor stage as individuals who lack schemata (internal symbols) and consequently lack an understanding of the durableness of objects. The reactions of children in the sensorimotor stage of cognitive development are physiological in nature as they tend to be in the 'pre-attention' level of involvement (Costley, 1986:19), consequently, due to their lack of cognitive functioning and incapability to hold a permanent view on a product there has been little research shown involving the effects of advertising on children in the sensorimotor stage. Children in the sensorimotor stage are not considered tweens, as the tween bracket only extends from the ages of approximately 8 to 14 (Lindstrom, 2004:175).

3.2.1.2 Preoperational - Stage 2

The preoperational stage of cognitive development monitors the sensorimotor stage, and is comprised of children aged approximately between 2 and 7 years old (John, 1999:184). Young children in the preoperational stage of cognitive development are considered to be egocentrically oriented (Blake and Pope, 2008:60); during this stage, they can only recognize their personal opinion and do not have the cognitive capability to synchronize their thoughts with others. Preoperational children lack the ability to be mindful of the perception of external agents and consequently see advertisements as an informational broadcast (O’Sullivan, 2005:375).

During the preoperational stage children begin to develop language (Blake and Pope, 2008:50); however, they are still, “perceptually bound” to stimuli which is readily recognizable to them (John, 1999:184). In accordance with the idea preoperational children are perceptually bound, children in the preoperational stage distinguish commercials perceptually rather than conceptually (Costly, 1986:19). By virtue of this, children in the preoperational stage focus on prominent features rather than cognitive intellectual; this process is known as ‘centration’ (Calvert and Wilson, 2011:270).

An example of how centration affects advertisement is the manner in which preoperational children perceive items; Singer and Singer (2001:211), found children observe less danger in a picture of something which is dangerous, but looks harmless, than a picture of something harmless, but looks threatening. In some cases, preoperational children are able to determine the difference between an advertisement and the regular program because of a visual change of image (perceptually), but they may not make the abstract connection between the product and commercial itself (Costly, 1986:19). By the age of 7 children are technically not yet tweens, (as defined by Lindstrom, 2004:175; Anderson, et al. 2007:31, Hulan, 2007:31).

3.2.1.3 Concrete Operations- Stage 3

The third stage in Piaget’s Hierarchy of Cognitive Development is the concrete operations stage, which involves children from 7 years old to children 11 years old (Blake and Pope, 2008:60).

Moore and Lutz (2000:44) state in the concrete operations stage, children’s cognition becomes multi-dimensional, comprises both concrete and abstract representations, and becomes more relative and less absolute in nature. During the concrete operations stage, children develop conceptual awareness, which simplifies their cognition of messages (Costly, 1986:19). Because of this, some constituents of the concrete operational stage are able to distinguish the persuasive intent of advertisements (O’Sullivan, 2005:375). This is in conformity with John (1999:185) who states, “the concrete operational child can consider several dimensions of a stimulus at a time and relate the dimensions in a thoughtful and relatively abstract way.”

Children in the concrete operational stage of Piaget's hierarchy of cognitive development have more processing capability than children of preoperational stage, and as a result abstract messages in commercials can be stored in memory resulting in better recall of commercials (Costley, 1986:19).

Valkenburg (2000:52), states as shoppers become aware of the misleading and persuasive nature of advertisements, their preference for the advertised product weakens. Consequently, children in the concrete operations stage begin to display adverse responses towards advertised products which they believe are deceitful.

3.2.1.4 Formal Operational- Stage 4

The final stage of Piaget's hierarchy of cognitive development is the formal operations stage, which comprises children older than 11. Swan and Hendrix (1991:12), state the formal operations stage is categorized by the capability of the child to make networks based on both intellectual thought, perceptive thought, as well as on the real level. Consequently, members of the formal operations stage progress to a more 'adult-like' thought pattern. John (1999:185), describe tweens in the formal operation stage as being "capable of even more complex thought about concrete and hypothetical objects and situations."

During the formal operations stage, there is still a certain grade of, "lingering egocentrism" (Blake and Pope, 2008:60). However, Costly (1986:20) found a vital development during the formal operations stage was children's capability to make self-relevant comparisons developing both personal knowledge as well as vicarious knowledge. Consequently, children in the formal operations stage appreciate the motives of advertisers, which results in growing cynicism to advertisements (Calvert, 2008:215). The ability of children in the formal operation stage is to think vicariously, which acts as a cognitive defense against advertising (Costly, 1986:20).

The manner in which children in the formal operations stage process information is described as being "hypothetico-deductive" in nature (swan and Hendrix, 1991:12; Haley and Good, 1976:408). Hypothetico-deductive refers to the individual's ability to postulate various hypotheses, which may or may not be valid, and envisage what may happen if they were valid (Swan and Hendrix, 1991:12). In accordance, Haley and Good (1976:408), found members of the formal operations stage first visualize possible solutions to a problem and subsequently test them systemically through experimentation and logical analysis.

Costly (1986:20), found as children progressed through the stages of Piaget's hierarchy of cognitive development, they would begin to base their attitudes on the content of the message rather than the perceptual

characteristics of the communication. During the Formal operations stage the perceptual dependence evident in earlier stages (John, 1999:184) is replaced by more complex semantic processing (Costly, 1986:20).

3.2.1.5 Comparison of the Four Stages of Cognitive Development

Piaget’s Hierarchy of Cognitive Development is summarized in the following table:

Table 3.1: Piaget’s Hierarchy of Cognitive Development and Comprehension of Advertisements

Stage	Age (years)	Description
Sensorimotor	0-2	<ul style="list-style-type: none"> • Reflex Based Actions (Presnell, 1999:2) • Lack Schemata and do not understand the permanence of objects resulting in poor advertisement recall (Traill, 2006:80)
Preoperational	2-.7	<ul style="list-style-type: none"> • Egocentrically Orientated (Blake and Pope, 2008:60) • Only see advertisements as a source of information (O’Sullivan, 2005:375) • Do not yet understand persuasive intent of advertisement (Preston, 2004:366)
Concrete Operational	7-.11	<ul style="list-style-type: none"> • Have an elementary understanding of advertisements persuasive intent (O’Sullivan, 2005:375) • Are able to consider multiple stimuli simultaneously in both a real and abstract manner (John, 1999:185) • Being able to make abstract connections results in increased recall of advertisements (Costley, 1986:19) • Begin to exhibit adverse reactions towards advertisements which they believe are deceitful (Valkenburg, 2000:52)
Formal Operations	11<	<ul style="list-style-type: none"> • Adult-like thought pattern • Increased cynicism of advertisements (Calvert, 2008:215) • Are able to make self-relevant comparisons utilising both personal knowledge as well as vicarious knowledge (Costly, 1986:20) • Hypothetic-Deductive information processing (Swan and Hendrix, 1991:12) • Movement from perceptual dependence to complex semantic processing (Costly, 1986:20)

3.2.2 Roedder's Information Theory - Theory 2

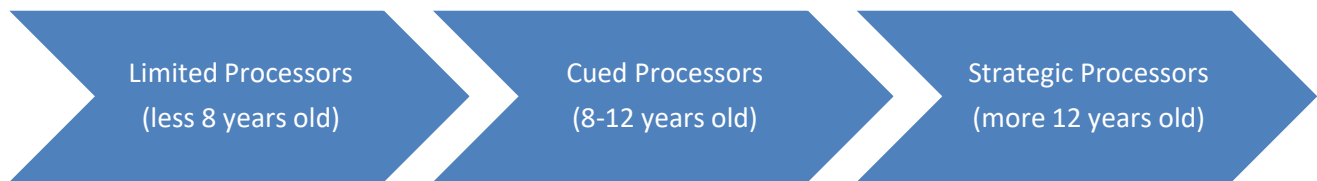
In some cases, Piaget's framework has been criticized as being too rigid and does not account for the development of the child within different social-cultural environments (Lawlor and Prothero, 2003:416). Although Piaget's model recognizes children in different stages of cognitive development, have different capabilities to process information, it does not explain how (or why) children have these restrictions (Roedder, 1981:144). Consequently, Roedder (1981:145) communicated the information processing theory approach of assessing cognitive development, to address the aforementioned structural limitations.

The information processing theory expands on Piaget's hierarchy of cognitive development; it states that information derived from an advert is initially stored in short term memory (STM), which has a limited capacity. Consequently, if it is not transferred to long term memory (LTM), the information will decay and the child will not be able to use it to make future abstract connections (Roedder, 1981:145).

Roedder (1981:146) described the 3 prototypical processing categories in terms of cognitive capability: (i) Limited processors; (ii) Cued processors and (iii) Strategic processors. The information processing theory of cognitive development implies more efficient processors (strategic processors) are able to infer all information contained in a message whereas less efficient processors (Limited and Cued Processors), are only able to discern elementary themes (Costly, 1986:18).

The three stages of Roedder's information processing theory are illustrated in Figure 3.2, and discussed respectively:

Figure 3.2: Roedder's Information Processing Theory



Roedder (1981:145)

3.2.2.1 Limited Processors

Limited processors refer to children younger than 8 years old (Lawlor and Prothero, 2002:485). Roedder (1981:145), described limited processors as children with mediational deficiencies who lack the competence to apply storage or retrieval methods even when prompted to do so.

Children in the limited processors category have not established efficient information processing capabilities and consequently lack the capacity to differentiate between fundamental and peripheral content of a message (Moore and Lutz, 2000:32). Limited processors also do not have the capability to utilize operative storage and retrieval strategies to convert STM to LTM, and consequently rely more heavily on STM (Lawlor and Prothero, 2002:485). Consequently, they are rarely able to make abstract connections and have a lack of understanding with regard to advertising intent. Preston (2004:366), states at approximately 7 years old, children begin to question the objectivity of advertisements, especially with regard to their persuasive nature. By virtue of this, The American Psychological Association believes advertising to children under the age of 8 should be restricted as they do not understand the persuasive nature of advertisements (Preston, 2004:366). This age is in accordance with both Piaget's Hierarch of Cognitive Development (at approximately 8 years old the child enters the concrete operations stage), as well as Roedder's information processing approach (the child enters the cued processors approach to formal thinking at approximately 8 years old), (Blake and Pope, 2008:60; Roedder, 1981:145).

3.2.2.2 Cued Processors

Cued Processors are children aged between 8 and 12 years old (Lawlor and Prothero, 2002:485). Cued Processors are children who have the cognitive capability to utilize storage and retrieval techniques, but only when prompted to do so (Roedder, 1981:145).

As mentioned in Section 3.2.2, the information processing method of assessing cognition amongst children is based on the child's ability to translate short term memory (STM) into long term memory (LTM), and consequently make abstract networks (Roedder, 1981:145). There are 2 possible reasons why children may lack the cognitive ability to transfer memory from STM to LTM:

1. Production deficiencies happen when children have the ability to utilize storage and retrieval strategies, but only when they are provoked to do so by external stimuli.
2. Mediation insufficiencies occur when the child can follow instructions to use storage and retrieval strategies, yet it does not enhance their ability to remember (Roedder, 1981:146).
3. John (1999:185) states although cued processors have a rudimentary understanding of advertising, their ability to retrieve and utilize this knowledge is still emerging. Unless their advertising knowledge is explicitly activated by an external cue, they may neglect to exercise critical thinking or employ cognitive defences against the persuasive nature of the advertisement (Moore and Lutz, 2000:32). As a result, "cued processors exhibit production deficiencies, referring to the fact that they have the ability to use processing strategies, but do not spontaneously produce these strategies when needed" (John, 1999:185).

4. Moore and Lutz (2000:32), also state cued processors may overlook the different between the peripheral and central content of an advertisement; however, if there is an applicable prompt they are likely to utilize relevant information. Consequently, it has been found cued processors benefit significantly from, ‘Aided learning’ whereby processing efficiency is enhanced through the use of cues which provide strategic processing suggesting (Roedder, 1981:147).

3.2.2.3 Strategic Processors

Strategic processors are children older than (approximately) 12 years old who possess a knowledge of persuasion, the abilities to make abstract links and the ability to recover and use this knowledge (An and Stern, 2011:44).

Children within the strategic processing stage of information processing are fully independent and are able to utilize strategic strategies to transfer information from STM to LTM, and utilize retrieval techniques to make abstract connections (Lawlor and Prothero, 2002:485, Moore and Lutz, 2000:32). John (1999,185), states strategic processors use an array of strategies to store and retrieve information. These strategies include, but are not restricted to verbal labelling, use of retrieval cues, and rehearsal to assist in retention.

When initially describing strategic processors, Roedder (1981:145), stated because strategic processors act autonomously, they do not involve special regulatory consideration. This is in agreement with the ‘Central Incidental Paradigm’ which indicates until the child becomes a strategic processor, children are unable to overlook periphery content of messages and consequently may not focus on the core content (Roedder, 1981:145). For example, unless there is a specific prompt, a cued processor may focus on the music or visuals in an advertisement rather than the product being advertised, the price of the product or any other core element of the advertisement. Strategic processors would not require the prompt in order to focus on the core component of the advertisement (Moore and Lutz, 2000:3), which results in greater recall of the core element of the message (Roedder, 1981:146).

3.2.2.4 Comparison of Roedder’s 3 Stages of Information Processing

Roedder’s stages of information processing is summarized in the following table:

Table 3:2: Roedder’s Stages of Information Processing in Children

Stage	Age (years)	Description
Limited Processors	<8	<ul style="list-style-type: none"> • Lack the capacity to distinguish between fundamental and peripheral content of a message (Moore and Lutz, 2000:32)
		<ul style="list-style-type: none"> • Do not have the capability to utilize effective storage and retrieval strategies to convert STM to LTM (Lawlore and Prothero, 2002:485)
		<ul style="list-style-type: none"> • Rely more heavily on STM (Lawlor and Prothero, 2002:485)
		<ul style="list-style-type: none"> • Advertisement targeting Limited Processors should be monitored/restricted (Preston, 204:366)
Cued Processors	8-12	<ul style="list-style-type: none"> • Have the cognitive capability to utilize storage and retrieval techniques, but only when prompted to do so (Roedderm 1981:145)
		<ul style="list-style-type: none"> • Demonstrate production deficiencies (John, 1999:185).
		<ul style="list-style-type: none"> • May overlook the difference between the peripheral and central content of an advertisement (Moore and Lutz, 2000:32).
		<ul style="list-style-type: none"> • Benefit from ' Aided Learning' (Roedder, 1981:147)
Strategic Processors	12<	<ul style="list-style-type: none"> • Fully autonomous and are able to utilize strategic strategies to transfer information from STM to LTM (Lawlor and Prothero, 2002:485)
		<ul style="list-style-type: none"> • Utilize retrieval techniques to make abstract connections (Moore and Lutz, 2000:32).
		<ul style="list-style-type: none"> • Greater retention of advertisement due to the ability to focus on the core element of the advertisement and focus out periphery content (Moore and Lutz, 2000:32; Roedderm 1981:145)
		<ul style="list-style-type: none"> • Do not require regulatory consideration (Roedder, 1981:145)

(Table adapted from Roedder, 1981:145)

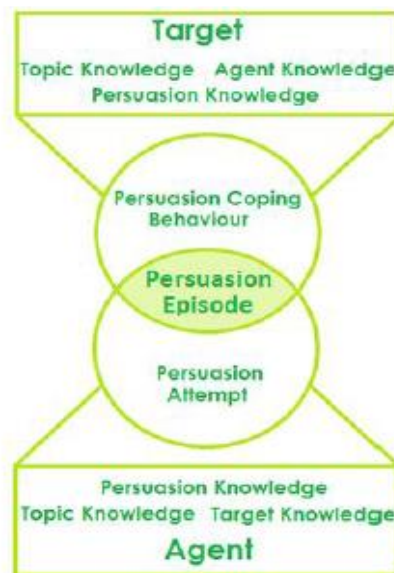
3.2.3 The Persuasion Knowledge Model - Theory 3

The Persuasion Knowledge Model (PKM), suggests children assess and respond to the persuasive influence of advertisements through personal, “persuasive knowledge” based upon their own life experiences (Carter, et al., 2011:963). The PKM is a model, which shows persuasion is dyadic collaboration between the advertiser (persuasion agent), and child (target) in which the tween markets have three types of knowledge. Three types of knowledge are:

1. **Topic Knowledge:** the set of beliefs which the child (tween) has about the product the agent is promoting. (Kirmani and Campbell, 2009:298).
2. **Agent Knowledge:** This targets knowledge about the agent’s traits; these may include the agent’s abilities, competencies, motives and goals (Friestad and Wright, 1994:3). Agent knowledge may include both stereotypical knowledge and specific knowledge about a particular agent (Kirmani and Campbell, 2009:298).
3. **Persuasion Knowledge:** This type of knowledge is consisting of beliefs on how the advertiser (agent) utilizes tactics to persuade the child (tween) to consume (Friestad and Wright, 1994;5). Persuasion Knowledge includes beliefs about agent’s motives, strategies and tactics; the appropriateness of tactics used, psychological mediators of persuasion (such as peer endorsement); and reciprocal tactics (Kirmani and Campbell, 2009:298).

Friestad and Wright (1994:1) state as a consumer progresses, they communicate a personal knowledge of the persuasive intent. This knowledge helps them address how, when and why marketers try to influence consumption; in the PKM this is referred to as the “the Persuasion Attempt”. Once targets have the cognitive capacity to determine the reasons behind the persuasion attempt, they are able to utilize their own topic knowledge, knowledge of persuasion and knowledge of the agent to combat the persuasion attempt; this is referred to in the PKM as the target’s ‘Persuasion Coping Behavior’. Consequently, the manner in which the persuasion episode occurs is determined not only by the agent’s persuasive nature, but the manner in which the target perceives the agent.

Figure 3.4: The Persuasion Knowledge Model



(Friestad and Wright, 1994:2)

3.3 Advertising Literacy

Macklin and Carlson (1999:3), raise the argument, advertising to tweens is characteristically “unfair” as they lack the cognitive processing to appreciate the intent of the advertisement. In accordance, Carter (2011: 962), states children only begin developing cognitive defense against the persuasive nature of advertisements from about eight years old. This is in union with the information model which specifies tweens are either inadequate or cued processors and subsequently lack the cognitive capacity to transfer information from short term memory to long term memory without specific prompts (Lawlor and Prothero, 2002:485).

The consensus among researchers is in order to accurately measure the degree to which a child understands the commercial nature of advertisements, four core components of “advertising literacy” must be addressed (Priya, Baisya and Sharma, 2010:154). These four core components of advertising are:

1. The point to which tweens can distinguish advertisements from regular television (Macklin and Carlson, 1999:6).
2. Whether or not tweens understand advertisements have a capitalistic selling intent (O’Sullivan, 2005:374).
3. Understanding the persuasive nature of advertisements (Moore and Lutz, 2000:32).
4. Understanding advertisements are intrinsically biased towards the product being advertised.

3.4 Cognitive Development Theories contribution to the study

Piaget’s Hierarchy of Cognitive Development Theory provided an insight into understanding the development of the tween audience’s cognitive ability. The two key stages in this particular study are the Concrete Operations - Stage 3, and the Formal Operations - Stage 4, as they fall within the specified age of a tween (8 to 14 years). In these stages, we are able to assess the understanding of advertisements and if they are able to recall advertisements - which provides valuable information for a marketing team. Overall, this theory is valuable to the study because it provides an in-depth understanding of how a tween develops their cognitive ability. It allows the marketer to understand the developmental stages, which are applied during marketing advertisements. The only disadvantage would be Piaget’s Hierarchy does not provide information within the different social-cultural environments (Lawlor and Prothero, 2003:416). Therefore, Roedder’s Information Processing Theory was applied and looked at in more depth.

In Roedder’s Information Processing Approach, Cued Processors were considered as most valuable - because it looked at children aged between 8 and 12 years old. In this section, we were able to determine the understanding tweens have towards advertisements and how they process information given to them. We are able to conclude they have cognitive ability, to retrieve techniques when needed. In this study both Cognitive

Development theories played a positive role in understanding the tween market, as well as why they respond in the manner they do towards advertisements.

The Persuasion Knowledge Model (PKM), provided an insight as to how children evaluate and react to the persuasive influence of advertisements, based on their life experiences. It showcases the interaction between the advertiser and the child, illustrating how the consumer would formulate a personal knowledge of the persuasive intent. This theory is vital when constructing marketing and advertising communications, because elements can be used to relate in a personal manner towards the tween market.

From the above explanations of these three cognitive developments, Piaget's Hierarchy is aligning with this study. It provides an understanding of the tween's audiences cognitive ability, which provides an insight of how this target audience interprets media and marketing communication. The three stages help the researcher understand on what cognitive developmental level the tween is at. Another theory which provides significant information in this study, is Roedder's Information Processing Approach. This approach explains the processors which are developed as the tween individual grows older. This provides information on how the tween would interpret the marketing and media communications which influences their purchase decision. These two theories allow insights to the tween audience when it comes to advertising to them; we can assess if the correct advertising methods are implemented when communicating to this specific audience.

3.5 Key cognition theories associated with endorsement amongst children

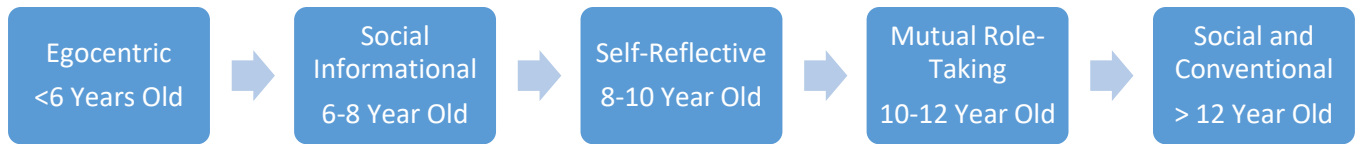
To help simplify the theories amongst endorsement with children, the following cognitive models will be discussed; Selman's Role-Taking theory of cognitive development, which states as individuals gain the ability to think vicariously they become aware other individuals may assess their purchase decisions and consequently infer peripheral information about them (Selman, 1981:463). Barenboim's impression formulation, which states as children mature they gain the ability to infer knowledge from psychological descriptors in addition to conventional perceptual cues (Shaffer and Kipp, 2007:500); and Erikson's psychosocial development, which described the role which conflict resolution plays in determining children's identity (Cooper and Pervin, 1998:67).

3.5.1 Selman's Role-Taking Ability

Wilcox, et al. (2004: 7), stated role-taking is a gradually developed skill, which is in agreement with Selman's theory of role-taking. Selman (1971: 1722), describes role-taking as, "the ability to differentiate another's view from one's own", which is in agreement with Bachmann, John and Rao (1993: 463), who state role-taking involves the cognitive ability to understand other individual's thoughts and feelings, and consequently predict the other individual's response versus their own.

Selman (1981: 403), identified 5 developmental stages of cognitive development with regard to role-taking ability; these 5 stages are described in the figure below.

Figure 3.5: Selman's Role-Taking Stages



(Selman, 1981:403)

The first stage of Selman's model of role-taking ability is referred to as the egocentric stage and occurs until the child is approximately 6 years old (Selman, 1981: 402). During this stage, the child is unaware of any other perspective other than their own (Bachmann, John and Rao, 1993: 464).

The second developmental phase is referred to as social-informational role-taking and occurs when children are between approximately 6 to 8 years old. During this stage, children may realize people have different perceptions from their own. However, they have trouble predicting what the differences may be (Shaffer, 2009: 201). The third stage occurs when the child is between approximately 8 to 10 years old and is referred to as self-reflective role-taking. During self-reflective role-taking, the child can perceive and deliberate another individual's perspective; however, the child is not capable of considering both the perspective of the other person and their own perspective simultaneously (Bachmann, John and Rao, 1993: 464). The fourth stage in Selman's role-taking model occurs when children are between roughly 10 and 12 years old and is referred to as mutual role-taking (Selman, 1981: 403). During mutual role-taking, the child gains three key developmental processes which aid in role-taking. Firstly, the child is able to consider both their own perspective and another individual's perspective simultaneously. Secondly, the child recognizes the other party involved can do the same. Thirdly, the child is able to assume the perspective of a disinterested arbitrator to predict how each party involved would react to the perception of the other individual (Shaffer, 2009: 201). The final stage, social and conventional role-taking, occurs when the child is older than 12 years. Social and conventional role-taking encompasses all key concepts evident in mutual role-taking as well as incorporating situational context (Bachmann, John and Rao, 1993: 464).

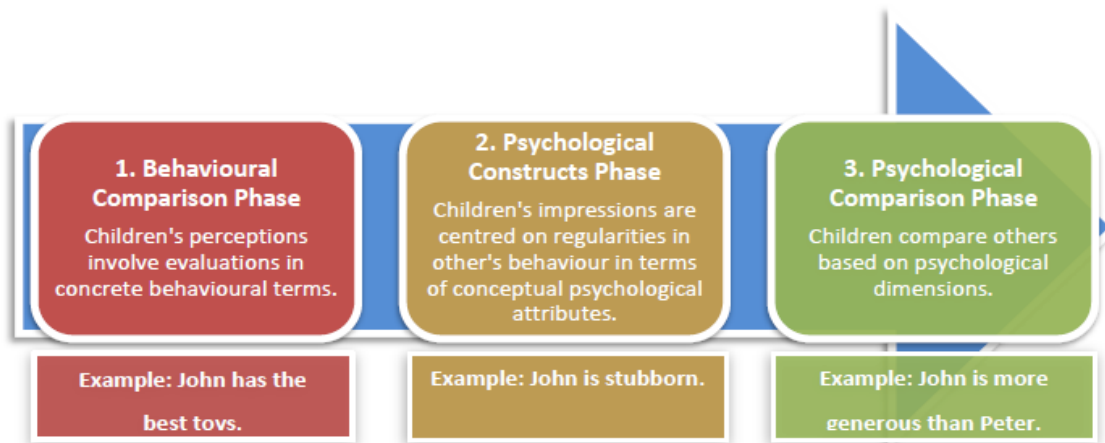
3.5.2 Barenboim's Impression Formulation

The second 'building block' to consider when evaluating the effect which reference group influence has on propensity to consume, is whether the child has knowledge people infer characteristics about each other based

on impressions (Bachmann, John and Rao, 1993: 464). These impressions may include which products the individual purchases and utilizes.

Barenboim formulated a 3 stage developmental sequence which illustrated the changes in children's impressions of others. The three stages of Barenboim's Impressions formulations are described relative to the developmental process in which they occur in Figure 3.6.

Figure 3.6: Stages of Barenboim's Impression Formulation



(Adapted from Barenboim, 1981:130)

As children mature, they rely less on tangible attributes and more on psychological descriptors to characterize their friends/acquaintances (Shaffer and Kipp, 2007: 500). This is in accordance with Roper and Shah (2007: 714), who state, “young children relate to brands on a perceptual basis, whereas older children relate to brands on a conceptual basis”.

Barenboim found by 7 years old, children were capable of making psychological constructs. However, until the age of approximately 11 years old, children were unable to make psychological comparisons. Barenboim also found as children use psychological descriptors to infer information about peers, the use of behavior comparisons diminishes. Consequently, according to Barenboim's (1981: 134) model, children older than 7 should be able to infer people formulate characteristics about each other based on product choices and possessions. Thus, children older than 7 years comprehend other individual's perceptions of them are influenced by the products which they purchase. This facilitates the 2nd 'building block' described by Bachmann, John and Rao (1993: 464).

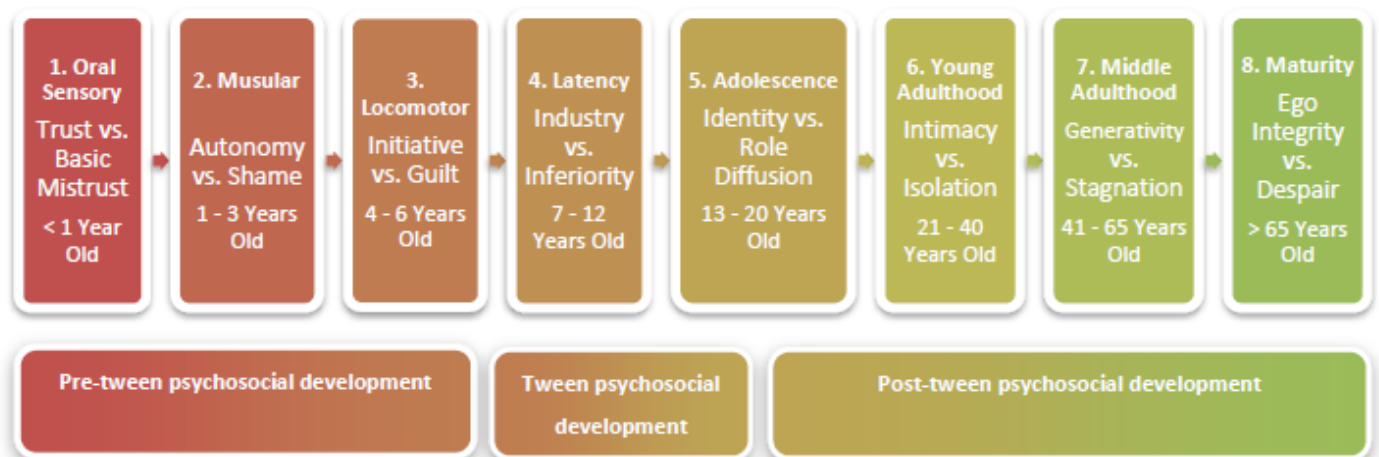
3.5.3 Erikson Psychosocial Development

The final “building block” of reference group influence, as described by Bachmann, John and Rao (1993: 464), is that the aforementioned impressions must be important to the child when forming their identity.

To elucidate this, Bachmann, John and Rao (1993: 464) propose Erikson’s model for psychosocial development. Erikson (in Cooper and Pervin, 1998: 67) believed humans are adaptive beings who progress through 8 phases of social conflict in their psychosocial lifetime. During these conflicts, the individual is faced with two choices on how to cope with the conflict, an adaptive or a maladaptive choice (Schultz and Schultz, 2005: 223). Erikson stated the individual could only progress to the next phase of development once the conflict had been resolved, which involved a change in the individual’s disposition (Schultz and Schultz, 2005: 223).

Erikson’s 8 stages of psychosocial development and their inherent conflicts are shown in Figure 3.7:

Figure 3.7: Erikson’s Stages of Psychosocial Development



(Adapted from: Cooper and Pervin, 1998:67-76)

Of these phases, two stages of psychosocial conflict, (industry versus inferiority, and identity versus role diffusion) occur during the period when children are considered tweens; one stage (initiative versus guilt) may also impact tweens who mature at a younger age. The primary social agents involved in resolving the conflict is dependent on the stage which the individual is in (Cooper and Pervin, 1998: 72).

3.5.4 Summary of Development Theories

Table 3.3 (next page) provides a summary of the key developmental theories which relate to endorsement amongst tweens, as discussed above.

Age (Years)	Selman's Role-Taking Ability	Barenboim's Impression Formulation	Erikson's Psychosocial Development
5 – 6	Egocentric	Behaviour Comparison	Locomotor (Trust vs. Mistrust)
6 – 7	Social Information Role-Taking		Latency (Industry vs. Inferiority)
7 – 8			
8 – 9	Self-Reflective Role-Taking	Psychological Constructs	
9 – 10			
10 – 11	Mutual Role-Taking	Psychological Comparisons	Adolescence (Identity vs. Role Diffusion)
11 – 12			
12 – 13	Social and Conventional Role-Taking		
13 – 14			
> 14			

(Adapted from: Bachmann, John and Rao, 1993: 464)

3.6 Contribution of Cognitive theories associated with Endorsement

These three theories provide psychosocial development insights in this study, it allows us to understand the different psychosocial stages which an individual goes through. As the individual grows, they start to form insights and develop an individuality, which is a factor when making purchasing and other decisions. All three of these theories provide information, which supports how individuals interpret communications i.e. advertising messages. Erikson's Psychosocial Development theory provides insights on how an individual's identity is formed, which influences the thought process.

3.7 Chapter Summary

This chapter revealed the predominant cognition theories and the manner in which they affect tweens' comprehension of advertising.

By assessing Piaget's Hierarchy of cognitive development and Roedder's information processing model (the dominant cognition theories used in this study), we are able to form an understanding of how the tween market develops their cognitive ability, which would contribute towards creating marketing and advertising campaigns. We are also able to understand the interaction between the consumer and the marketer, which creates persuasive intent in advertisements.

In order to recognize the way in which reference groups impact propensity to consume, marketers must take into consideration the three "building blocks" of endorsement. By this measure, children should be able to think vicariously, be aware other people form impressions of them based on their possessions, and the

aforementioned impressions must be of significant importance when children form their identity. These “building blocks” were explained (respectively) through the use of Selman’s role taking ability; Barenboim’s impression formulation; and Erikson’s psychosocial development.

The next chapter will discuss the research methods implemented in this study and the process by which data collection followed. Also mentioned will be the research objectives and the research problem which was established in this study.

Chapter 4: Research Methodology

4.1 Introduction

This chapter represents the research methods used in this study. It explains the research objectives and a suitable methodology to achieve the objectives. The research problem is to understand how marketing media influences tween markets' purchase decisions, influencing their consumption on goods - especially electronic goods. Research objectives were structured to gather further understanding of the different advertising and media tools implemented and to understand what factors influenced these purchase decisions.

Leedy and Ormrod (2005:12) stated, research methodology is, "the general approach the researcher takes in carrying out the research project; to some extent, this approach dictates the particular tools the researcher selects". Babbie and Mouth (2006:75), continue by affirming research methodology, "centers on the individual (not linear) stages in the investigation development and the utmost "objective" (unbiased) measures to be discovered". Therefore, in the researcher's interpretation, research methodology discusses the measures or a step-by-step procedure followed when conducting research.

This chapter delivers a detailed clarification of the data collection processes and methods applied, which were used to collect data in the study. The central aim of the study is to understand the tween market propensity to consume electronic goods as well as the influence of marketing media on the tween market.

4.2 Research Design

In this study, the main focus is on tweens and their propensity to consume in the market. The reason for selecting electronic goods was due to the rise in digital consumption by this particular Generation, who are now referred to as Generation Z. This target audience have grown up in a digital environment and do not know life without it. The researcher adopted a quantitative approach. Polit and Hungler (1993:36), term a research design as a complete proposal for attaining responses to queries under the study and handling complications which come across during the study.

"A complete plan for seeking responses to the queries being studies and a method to handle the snags which can occur during the research process is referred to as a research design" (Polit&Beck 2004:49). "This sort of design was created to meet the unique requests of a study". According to De Vos (1998:123), "a research design is any comprehensive or detailed plan for how a research study should be conducted". Polit and Beck (2004:209), and Wood and Haber (1998:157), stipulate that a decent research design should be carefully

considered, and all factors should be taken into consideration like the design does the best promising job of providing dependable answers to the research question.

“Quantitative research has to be conducted in order to attain the research objectives and to address the research problem. A quantitative research produces quantifiable data. This type of study is focused predominantly with observable and measurable phenomena regarding individuals, events, or things, and building the strength of the relationship between variables, generally by numerical tests” (Couchman & Dawson, 1995:40). “A quantitative research is an exercise which examines phenomena that involve precise measurement and quantification, frequently linking a rigorous and controlled design” (Polit & Beck, 2004:729).

“Quantitative design tends to be fairly organized to enhance objectivity. This type of research relies upon figures aggregated into statistics, to enable the researcher to interpret data and reach conclusions” (Cormack, 199:113). The benefits of this research study are in agreement with the quantitative research paradigm. Its focus was concise and narrow. The researcher exercised control when improving the external validity of the study. A structured questionnaire was applied, which enabled her to calculate the responses and to conduct statistical analysis. The researcher maintained objectivity through data collection. Furthermore, an in-depth literature review, which served as a basis for the development of the data-collection instrument, was conducted. According to Wood and Haber (1998:157), “objectivity in the conceptualization of the issue is derived from an evaluation of the fiction and the growth of a theoretical framework. A literature review enables the researcher to assess the depth and breadth of available knowledge concerning the research problem”.

A descriptive design tool was selected because of its high score of representativeness and the comfort in which the research would be able to reach out to participants’ opinions and thoughts (Polit&Beck, 2004:50). Bless and Higson-Smith (2000:156), define quantitative research as, “research conducted using a range of methods, which makes use of measurement to record and investigate aspects of social reality”. Mark (1996:210-211), “defines quantitative methodology as the study of phenomena using numerical means. In these methodologies, there is a prominence on counting, unfolding and consuming standard figures, such as means and standard deviations. Additionally, when trying to authenticate whether a cause produces an effect, quantitative methods are likely to be used”.

4.3 Research Approach

Bless and Higson-Smith (2000:156), define quantitative research as, “research conducted using a range of methods, which makes use of measurement to record and investigate aspects of social reality”. Mark (1996, p.210-211), “terms a quantitative approach as the study of phenomena using arithmetical means. In these approaches, there is an emphasis on counting, describing, and using standard statistics, such as means and standard deviations”.

According to Leedy and Ormrod (2005:94), quantitative research is generally used to, “answer questions about relationships among measured variables with the purpose of explaining, predicting and controlling phenomena. This approach is sometimes called the traditional, experimental or positivist approach”.

4.3.1 Sampling Method

Bless, Higson-Smith and Kagee (2006:100), “differentiate amongst probability or random sampling and non-probability sampling”. Babbie, Mouton, Vorster and Prozekey (2006:166), “specify numerous conditions in social study call for non-probability sampling, when probability sampling would not be suitable, even if it were possible”. Babbie et al. (2006:166), “further differentiate between four types of non-probability sampling, specifically reliance on available subjects, purposive or judgmental sampling, snowball sampling and quota sampling”.

Quantitative methods are applied when the research problem is measurable, as this technique allocates importance, as conflicting to qualitative methods, to the collection of large amounts of hard data and information that can be evaluated and enumerated. Generally, data is characterized by means of statistical methods and results, which can be obtainable statistically as well as the method necessarily involves one-way communication. This study is on the researcher’s terms, where a questionnaire is sent to a group of respondents, reading and answering the questions themselves and returning the answers to the researcher, who processes the answers statistically and subjectively. The research utilized non-probability convenience sampling to select respondents for the correlation experiment.

Respondents were carefully chosen from various schools situated in the Kwa-Zulu Natal province. These schools consist of primary and secondary schools, as the students who school in these schools are aged from eight to fourteen years. Inhibiting factors which disregarded other schools when choosing the sample, included lack of understanding of the purpose of the experiment, lack of parental/guardian consent, and inability to communicate effectively in English. Consequently, despite that non-probability sampling relies on the judgment of the researcher making it only as representative as the researcher’s skill (Loubser, Martins

and Van Wyk, 1999: 253), convenience non-probability sampling was still selected. Convenience sampling implies the respondents were chosen based on their convenience of availability (Loubseret al., 1999: 253). This was selected due to the data collection taking place in primary and secondary schools. Questionnaires were distributed to students during life-orientation class. Students who were present during the hand-out of the questionnaires participated as this was a non-probability and convenience sampling study.

In quantitative research, non-experimental design was selected. Non - experimental design can be defined as the correlation between two or more variables without using an intervening variable (Welman, 2005). An administered questionnaire was used as the research tool, which was distributed at schools as a life-orientation class. The purpose of selecting life-orientation class was due to a teacher been present as well as support, whilst the questionnaire was being completed. Some of the individuals who participated were as young as 9 years old and did not fully understand the purpose of the questionnaire, nor the questions asked - therefore the teacher been present was able to assist with their queries.

The non-probability sampling method will be utilized to select respondents in this study. Due to potential inhibiting factors when dealing with this target market (tweens), it is not practicable to attempt to conduct a random sample. Inhibiting factors are the lack of cognitive receptiveness to understand the questionnaire amongst tweens, no parent/guardian permission or sample can be replicated (Welman, 2005).

4.4 Research Objectives

The objectives of the study are:

1. To identify the different marketing and media channels used to communicate and gain a high awareness amongst the tween target market.
2. To investigate the tween market propensity to consume goods.
3. To evaluate and investigate how advertisers and marketers communicate to the tween market through non-traditional and social media channels.
4. To identify what factors, motivate the tween market to look at a brand before making a purchase decision.
5. To determine if tweens understand the advertising messages and purchase what they see in advertisements.
6. To consider the different communication methods and insights which would help contribute towards sales amongst the tween market and help the marketers/companies better communicate to this audience.

4.5 Research Questions

The following research questions will be addressed in this study, which is aligned with the research objectives:

1. What are the different marketing and media channels used to communicate and gain a high awareness amongst the tween target market?
2. What is the tween market propensity to consume goods?
3. How do advertisers and marketers communicate to the tween market through non-traditional and social media channels?
4. What are the different factors which motivate the tween market to look at a brand before making a purchase decision?
5. Do tweens understand the advertising messages and go on to make a purchase decision?
6. Which communication methods and insights/advice would help contribute towards sales amongst the tween market?

4.6 Research Hypothesis

From the above research questions, the following hypotheses were identified as feasible for the study:

Hypothesis 1 (H1): There is a strong relationship between the tween market's propensity to consume and advertisements on television, which influences purchase of goods.

Hypothesis 2 (H2): There is a negative relationship between propensity to consume and cognitive ability to acknowledge discernment in the selling of an advertised product.

Hypothesis 3 (H3): As the tween market becomes older, they are able to understand adverts and their cognitive skills are more developed with time.

Hypothesis 4 (H4): As children become older and consequently develop cognitive functions, the effect of peer endorsement of an advertisement decreases.

All hypothesis was tested using the t-value calculation to confirm the reliability level of this study.

4.7 Data Collection Instrument

The data collection tool selected was a questionnaire. This tool can be defined as a published self-analysis report, which is established to produce material that can be attained through printed answers by participants (Burns & Grove, 1993).

Questionnaires were carefully chosen based on the following motives:

- They guarantee a high response rate, as the questionnaires will be circulated to the participants to fill-in and be collected by the researcher.
- They require a reduced amount of time to manage.
- They offer the likelihood of secrecy since individual titles are not mandatory on the finished questionnaires or for the research to be conducted.
- There is less chance for preconception as questions were presented in a consistent manner.
- Most of the questions and responses in the questionnaire are personal, which makes it easy to compare answers.

Each data collection instrument has a negative side to them as well, for a questionnaire; there is a question of accuracy and validity (Burns & Grove, 1993). Participants may not answer the questions accurately, but might answer as to what they think will create a positive imprint with the researcher, and valuable information will be misplaced, therefore these responses will not contain adequate information, which would be valid data in the study.

The objective of using a questionnaire was to obtain the participant's true emotional state concerning the vast assortment of products and related issues. The figures collected from this tool, can be measured as a critical point in gaining understanding and certainty about determined components of a distinct problem answer (Bush, 2000:25).

This questionnaire was modified using questions comparable and suitable for the research topic. Since the questionnaire was adapted from previous studies, it was already tested. The questionnaire was tested amongst 10 random individuals for the phrasing order of the questions, to establish if the questions were easily understood by the participants (target audience) and were adapted from other tween market dissertations, lastly if the questions were answered correctly in line with the phrased questions.

Questionnaires were circulated by the researcher to various Primary and Secondary Schools – the reason for the different level of schools was due to the target audience. The finished questionnaires were analyzed for any faults. For analysis on closed-ended questions, a computer programme titled Statistical Package for Social Sciences (SPSS), was used. The opened questions were analyzed through quantitative content analysis by the researcher, with the objective of measuring developing appearances and notions. Concept analysis is a method of using verbal or printed communications in an organized manner to measure variables quantitatively.

The questionnaire consisted of three segments, namely demographics, advertising and product endorsement. The demographics consist of a socio-demographic structure which consists of the age, gender, grade of the pupil and race. The survey section is about different advertising channels, and how well the individual understands advertising. It then goes on to focus, on their perceptions about brands and how they are perceived by their social circle. These questions will generate answers to substantiate whether tweens understand marketing media, and their propensity to consume. Some of the questions have an open-format structure, whilst the remainder of the questions are nominal and likert – scale format, where participants are provided with five suitable answers.

This instrument provides the researcher with an opportunity to carry out the quantitative approach resourcefully with the use of statistics, facts, and figures for interpretation. Once the questionnaires are completed, these tools will be prepared and organized. For examination on close-ended questions, a computer-programme named Statistical Package for Social Sciences (SPSS) will be used (Polit & Hunger, 1995).

In order to guide this research study, it involves honesty and integrity, which assists to distinguish and guard the human moralities of these individuals. To focus on ethical learning, the constitutional rights to independence, secrecy, privacy and informed consent will be perceived during the data gathering (Strydom, 1999).

4.8 Population and Sampling

According to Mark (1996:105), a population is, “the collection of all individuals, families, groups, or organizations, communities and events that will participate in the study”. McBurney, as cited by Strydom and Venter (2002:199), states the population as, “the sampling frame; the totality of persons; events; organization units; case records or other sampling units with which the research problem is concerned”. According to Bless and Higson-Smith (2000:85), a population is, “the set of elements that the research focuses on and to which the obtained results should be generalized”.

Research was limited to schools which have pupils of the age group 8 to 14 years old, which consisted of Primary and Secondary schools. Research was conducted in Kwa-Zulu Natal. StatsSA (2001), states between the ages of 8 to 14 years, there are 6, 045, 444 scholars registered in South Africa. With an increase in the scholar population, 7, 314, 987 scholars were registered in 2011. Kwa-Zulu Natal accounts for 21% of the national population, making the population of the report 1, 536, 147.

Brink (2001:133), describes a sample as, “a part or fraction of a whole, or a subject of a larger set, selected by the researcher to participate in a research project. A sample consists of a selected group of the elements or units from a defined population”. Leedy and Ormrod (2005:199), refer to, “a subject of a population as a sample”. According to Neuman (2000:518), a sample is, “a smaller set of cases a researcher selects from the larger pool, and generalizes to the population”. In conclusion, according to the investigator, a sample can consequently be labelled as a constituent of the general population under study.

In order to gain a survey with a strong validity, the researcher hopes to achieve a confidence level of at least 95 % with an interval of 5. The following size was calculated:

$$((1.96) \text{ squared} \times 0.5((0.5) / (0.5) \text{ squared}) = 384$$

Based on Krejcie and Morgan, the table of determining sample size of a population states any population of 1 000 000 has a sample size of 384; therefore, we can conclude the sample size is 384. Age is a criterion which is also based on Lindstrom’s (2004) definition of a tween, which is an individual who fits into the 8 to 14-year-old age bracket. There are no restrictions based on race, color, religion and social class.

4.9 Data Analysis

According to De Vos, Fouche and Venter (2002:223), “data analysis in the quantitative paradigm entails that the analyst breaks down data into constituent parts to obtain answers to research questions and to test research hypothesis. The analysis of research data, however, does not in itself provide answers to research questions. Interpretation of the data is necessary”. Bless and Higson-Smith (1995:143), suggests, “a statistical analysis is performed in order to infer some properties of the population from the sample result”.

There are two stages in the data analysis process. 1. Data preparation, where the data is edited, coded and captured. Data will be broken into a level, where by it can be converted into statistics, and loaded into the statistics management package. Statistics Package known as SPSS will be used for electronic processing and analysis techniques. The SPSS version was used for the statistical analyses. Coding of variables in quantitative research is very critical for better interpretation of results. Step 2 is data analysis, which involves using techniques such as ratio’s, percentages and cross-tabulations. Reliability and Validity will be applied in the data analysis process.

“Therefore, as indicated by the abovementioned authors, in the case of this quantitative study, data obtained from questionnaires completed by the research subjects were firstly coded and broken in constituent parts in order to obtain answers to research questions; then analyzed in order to infer some properties of the population from the sample results, and interpreted by the researcher in the light of her own views and the

literature, as indicated by Chapter 2". The results will also assist with answering the hypothesis questions; data will be presented by means of tables, graphs and charts.

4.10. Problem Statement

During post-modern society, the purchasing capabilities of tweens has shown strong growth (Gunter, et al., 2005: 90), with tweens being described as the, "richest generation of children" (Lindstrom, 2004: 175). However, there are both psychological and socio-ethical problems which arise when marketing products to children. Peer pressure is rampant amongst tweens and influences their willingness to adopt a new product (Roper and Shah, 2007: 713). Preston (2004: 366), believes peer pressure plays a bigger role than advertising in generating demand from the child segment.

However, there has been little research conducted in South Africa which documents the degree to which children perceive the function of advertisements (particularly with regard to the selling intent, persuasive nature and intrinsic bias), nor the relationship between peer endorsement of advertisements and propensity to consume. Thus, from a marketer's point of view, it is important to determine the tween market's propensity to consume electronic goods and what influences their purchases. This would contribute to improving sales in the tween market, which is positive for advertisers and marketers.

Understanding tween's propensity to consume goods and what factors influence their needs and purchases, which would lead to increased purchase decisions would be considered as the problem statement of this study.

4.11 Ethical Clearance

The sample involved children, known as the tween market; therefore, ethical codes adhere in order to conduct the study. Research could only be conducted once ethical clearance was granted by the University of Kwa-Zulu Natal, the Department of Education, the heads of the selected primary and secondary schools and the parents/guardians.

An informed consent form was attached with each questionnaire, for the parents/guardians to complete, in order for their child to participate in the study. Respondents had the option to withdraw at any time if they desired too, all questions were optional. The questionnaire was based on anonymity and confidentiality.

Before the questionnaire was distributed to the sample schools, the researcher's supervisor, the Department of Education and the University research board assessed it, to ensure no questions are probing or too personal.

The promise of confidentiality was guaranteed, and information was not publicly reported in a way the participant's identity was exposed. Confidentiality was ensured verbally and in the informed consent. (Attached in Annexure).

4.12. Limitations

Limitations which occurred in the study are the following:

1. Ethical Clearance approval from UKZN took two months.
2. Schools did refuse to participate as some parents did not give consent for their child to part-take.
3. Some questionnaires were not completed.
4. The researcher believes despite children being told the research is completely anonymous, some still answered in a manner which would appear 'favorable'. This may account for all age groups the mean response indicated children are more likely to be influenced by their parents into consuming goods than by their peers.

4.13. Scientific Integrity

"The truthfulness of scientific information was secured by applying the principles as stipulated by Babbie and Mouton" (2001:526-528). The measures taken of scientific integrity were applied by the researcher:

- The researcher avoided duplicating statistics and, reporting on information, which did not exist nor was it significant in the study.
- The academic presented her own work and ideas to avoid plagiarism
- All sources consulted and persons who contributed to the study were recognized.
- The researcher desisted from misrepresenting findings to support biased views.
- The participants were not influenced in their responses to support views held by the researcher.

4.14. Reliability and Validity

"Reliability means the probability of gaining the same results when the investigator measures the same variable more than once, or when more than one person measures the same variable (Brink, 2000:157). Reliability therefore relates to the measurement accuracy of the data collection instrument (questionnaire). An instrument can be said to be dependable if its measurement accurately reflects the true scores of the attributes under investigation" (Polit & Beck, 2004:416). Questionnaire was selected because it is more reliable when compared against other research tools. Participants are able to fill in and answer these questions based on their opinion and understanding of the questions.

“The Cronbach’s Coefficient Alpha was considered to test the dependability of the questionnaire, with precise reference to its internal reliability. It is the most extensively utilized statistic for evaluating internal reliability, and its scores communicate reliability statistics. It measures the extent to which the performance on any one item of an instrument is a good indicator of the performance in any item in the same instrument” (Brink, 1991:160).

“Descriptive research is low in terms of internal validity and high in terms of external validity. This category of research permits for limited control over the research variables and the research setting. Control over sample selection is, however, possible and it is necessary to involve a larger representative sample to enhance external validity” (Brink & Wood, 1998:291). “External validity is defined as the degree to which the study results can be generalized to other people and other research settings” (Brink, 2000:209). Validity was strong in this study, as the researcher was able to control when the questionnaire would be given out to and to which individuals in terms of age-groups. Also these questionnaires were administered by the class teacher during life-orientation class, to also assist individuals should they have any concerns or queries.

4.15 Chapter Summary

A quantitative, descriptive research was conducted to determine the views of the tween market and how they view advertising. Data was collected by means of a structured questionnaire comprising mainly of closed-ended questions. The raw data was submitted to descriptive statistical analysis. Various measures were implemented to enhance data quality and to ensure ethical principles were complied with. Like many studies, limitations also occurred in the study.

In the next chapter, the research findings will be discussed and charts will be used to illustrate the data collected. Data will be split into descriptive and inferential statistics.

Chapter 5: Data Analysis and Presentation of Results

5.1 Introduction

Chapter 4 explained the research methods and data collection process which was implemented in this study. This chapter details the findings gathered during the data collection process using a questionnaire, which was distributed to primary and secondary schools. The aim of this study was to gather an understanding of the marketing media used on the tween market and how it influences their propensity to consume goods, but more especially electronic goods.

Data will be presented as descriptive and inferential statistics. The first portion of the questionnaire consists of demographics, which would be presented as descriptive statistics. Hypothesis statements have been structured as well to assist with the research problem statement. The hypothesis statements have been tested utilizing t-tests.

5.2 Sample Profile

As stipulated, the sample was comprised of tweens (defined as children aged 8-14 years) from primary and high schools in Kwa-Zulu Natal. The surveyed population comprised of 400 learners, from which there were 390 valid respondents. The sample profile was broken into age, gender and school - this provides a background insight on the sample of individuals selected.

5.3 Questionnaire

The following details the sample profile of the purposive questionnaire, which was submitted to schools in the KwaZulu-Natal area who consisted of individuals between the age of eight and fourteen years, which is defined as the specified age for the tween market.

5.4 Age

The sample comprises of children aged between 8 to 14 years. This resulted in ages being separated into 7 different age groups. No eight year olds participated in the study.

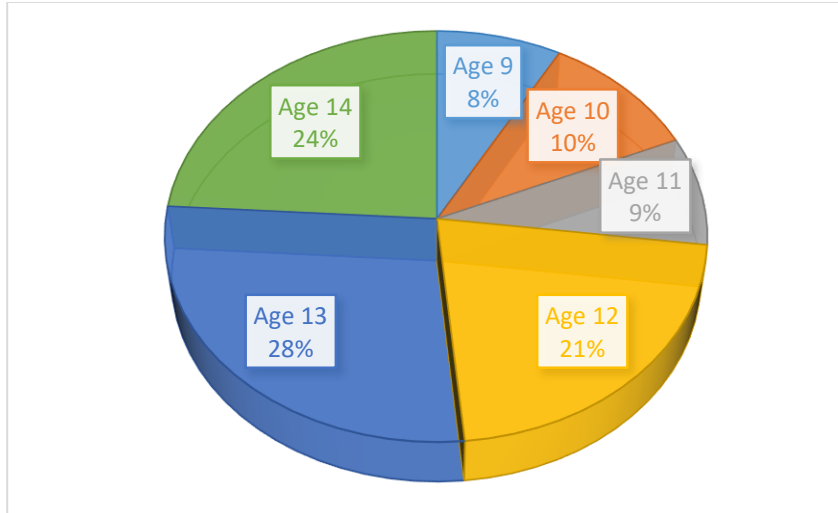
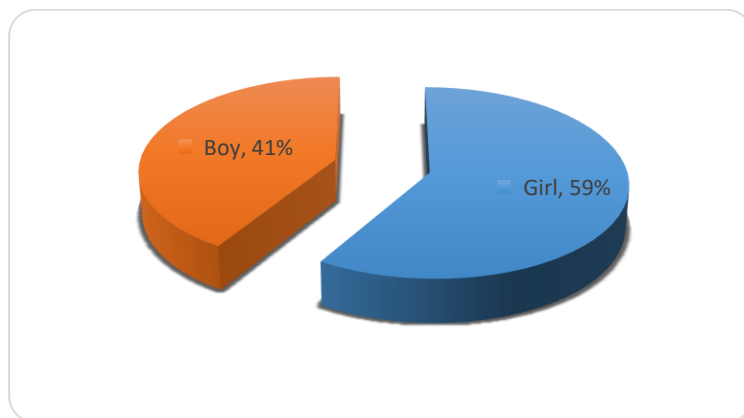


Figure 5.1 Pie Chart of Ages of Respondents

The results show a relatively a high spread between the age groups of 12, 13 and 14 (21%, 28% and 24% respectively). There are slightly fewer respondents from the 9-year-old age group with only 8%. No 8 year olds participated in the study due to classes at schools not been available. The variance between the smallest group (9-year-old, 8%) and the largest group (13-year-old, 28%) was 20%, which shows the questionnaire was well-received by the older age groups (12, 13 and 14-year-old). The mean age of respondents was 12.22 with a standard deviation of 1.556.

5.5 Gender

Figure 5.2 Pie Chart of Gender Split

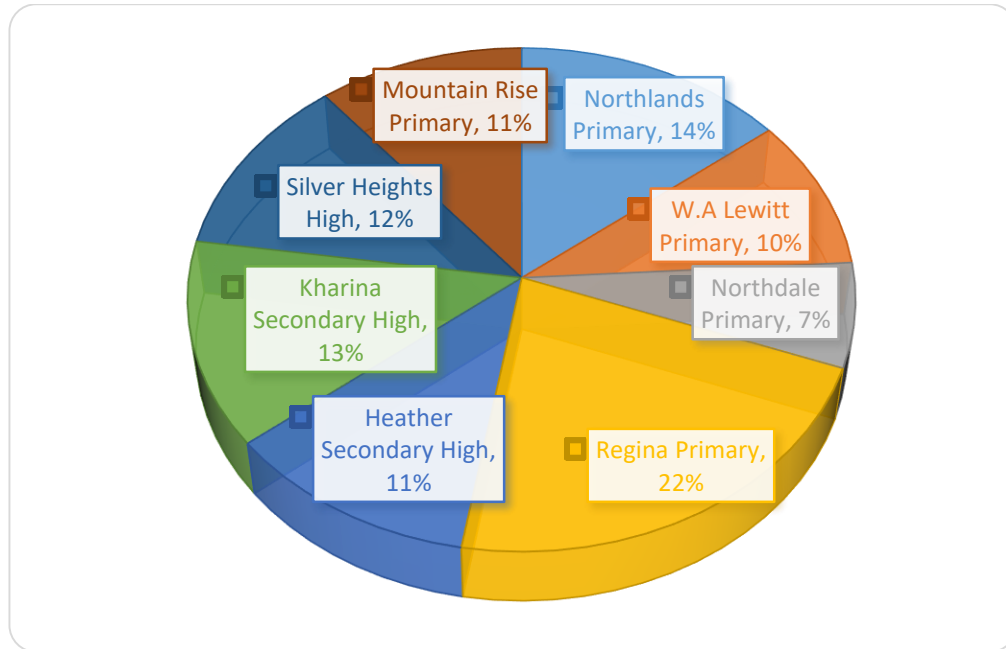


The results showed there were more girls than boys who participated in this study. Females accounted for 59% of the survey, while males accounted for the remaining 41%.

5.6 School

Eight (8) Schools were selected from the KwaZulu-Natal area due to some of the pre-selected schools not willing to participate in the study.

Figure 5.3 School



The following details the number of respondents from each school.

- Regina Primary is a government school, and accounted for 22% of the sample population.
- Northlands Primary is a school who services mid-lower LSM, and accounted for 14% of the sample population.
- Kharina Secondary High represents mid-lower LSM situated in a residential area, and accounted for 13% of the sample population.
- Silver Heights High represents mid-level LSM, and accounted for 12% of the sample population.
- Mountain Rise Primary is representative of a typical mid-level LSM school servicing an urban/commercial area, and accounted for 11% of the sample population.
- W.A Lewitt Primary is a lower LSM school, situated in the lower income area, and accounted for 10% of the sample population.
- Northdale Primary is a government school, and accounted for 7% of the sample population.

5.7 Viewing Frequency

The purpose of this section is to establish the frequency which respondents watched television in order to gauge whether there is a correlation between viewing frequency and advertising literacy.

Table 5.1: Cumulative Table of Viewing Frequency

All Respondents: Viewing Frequency				
	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 hours a day	55	12.7	12.7	12.7
1-2 hours a day	107	24.7	24.7	37.4
2-3 hours a day	117	27.0	27.0	64.4
More than 3 hours a day	154	35.6	35.6	100.0
Total	390	100.0	100.0	

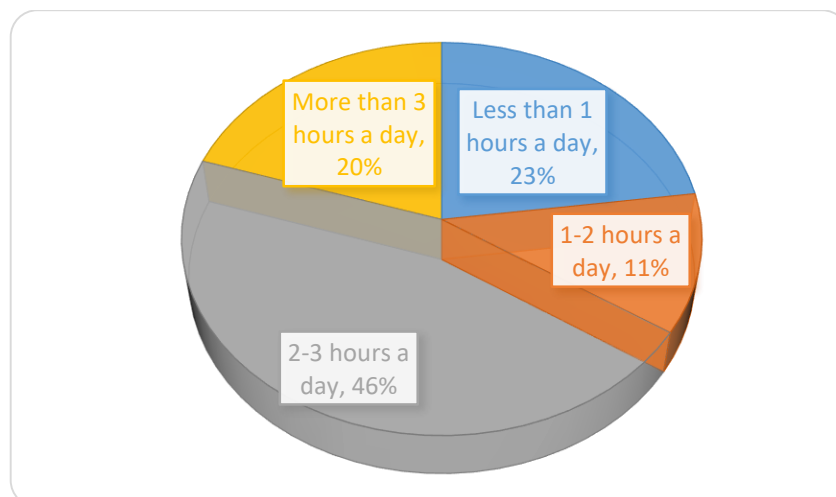
This table describes the frequency respondents watched television, and were hence subjected to televised advertisements. In descending order from most respondents to least respondents; 35% of respondents chose the option of more than 3 hours of television a day; 27% of respondents stated they watch television 2 to 3 hours a day, whilst 25% watch television 1 to 2 hours a day. The least amount of respondents (13%) watches television less than 1 hour a day. The above figure displays a majority of the respondent’s watch television more than 3 hours a day. This is a clear opportunity for marketers to engage with this target audience through television as an advertising medium.

5.7.1 Viewing Frequency Age Cross-Tabulation

The following figures show the frequency which each age group watched television.

5.7.2 9-Year-Old Viewing Frequency

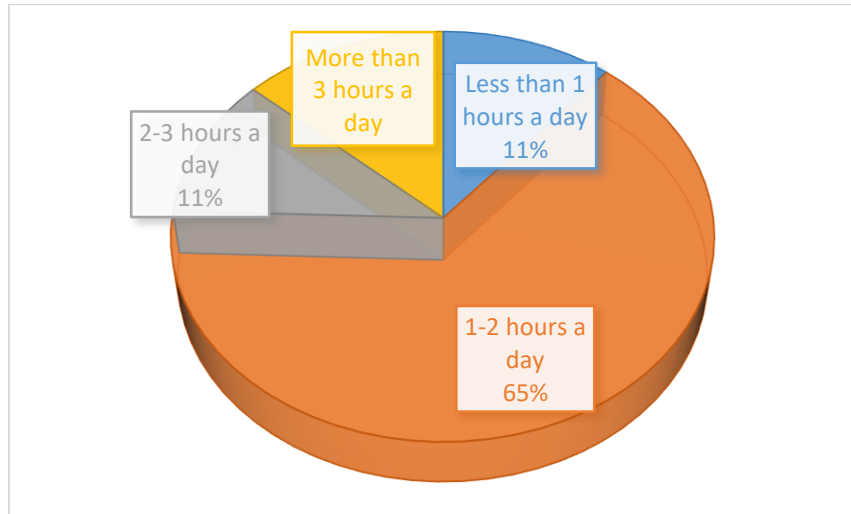
Figure 5.4: Pie Chart of 9-Year-Old Viewing Frequency



In descending order from the most frequently selected response to the least frequent response; 2-3 hours per day was accounted for 46%; less than 1 hours a day was the second most frequency selected option and accounted for 23% of respondents; 20% stated they watched more than 3 hours per day; 1-2 hours a day accounted for 11%.

5.7.3 10-Year-Old Viewing Frequency

Figure 5.5: Pie Chart of 10-Year-Old Viewing Frequency

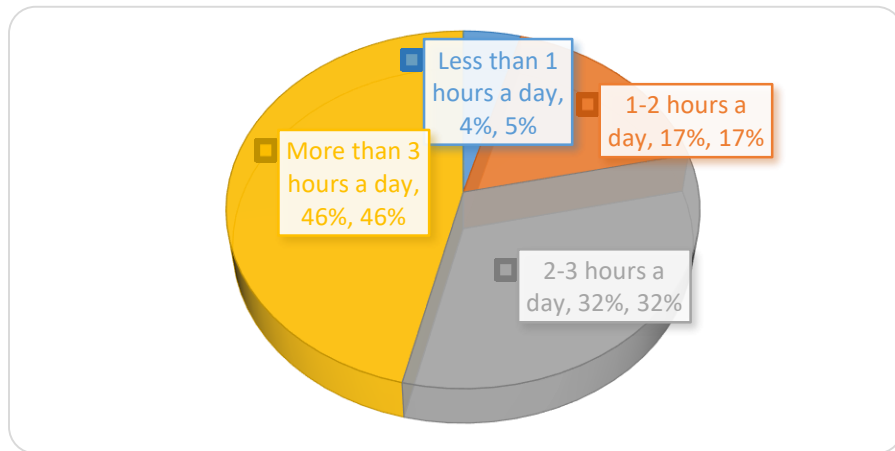


In descending order from the most frequent response by 10 year olds to the least frequent response; the mode was more than 1-2 hours per day with 65%; more than 3 hours a day accounted for 13%; 11% stated they watch less than 1 hour a day; whilst 11% also accounted for 2 to 3 hours a day.

5.7.4 11-Year-Old Viewing Frequency

Figure 5.6: Pie Chart of 11-Year-Old Viewing Frequency

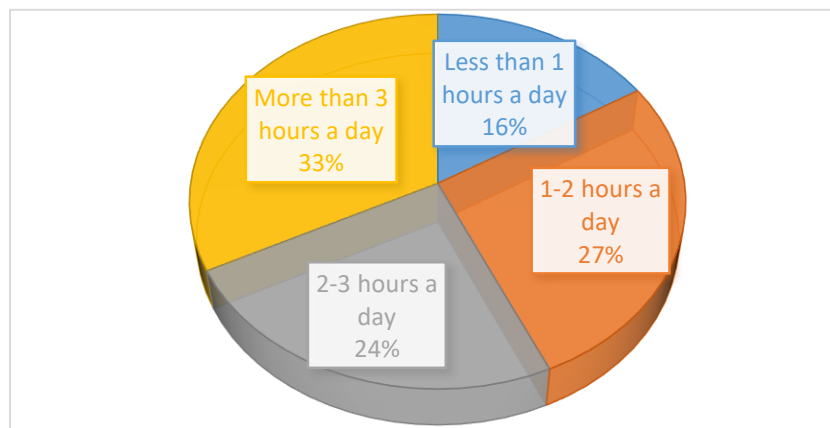
In descending order from the most frequent response by 11 year olds to the least frequent response; the mode was more than 3 hours per day with 33 %; 1-2 hours per day accounted for 27%; 24% stated that they watch more than 2-3 hours a day; only 16% watch less than 1 hour of television per day.



5.7.5 12-Year-Old Viewing Frequency

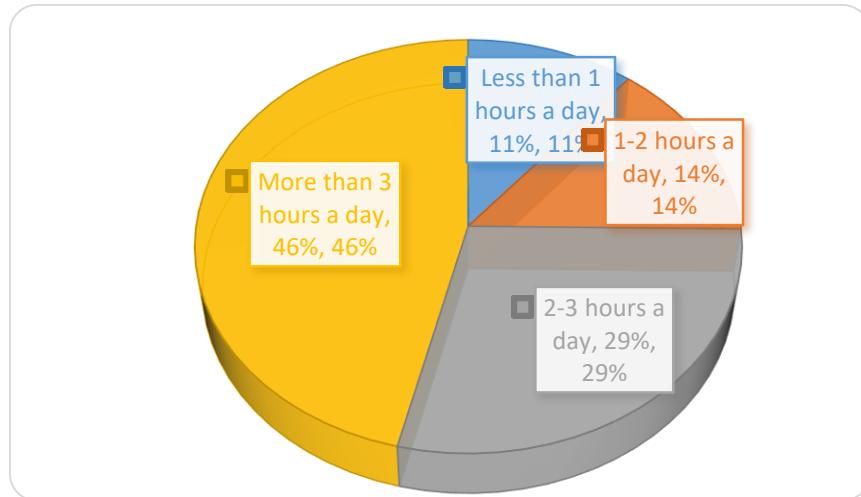
Figure 5.7: Pie Chart of 12-Year-Old Viewing Frequency

In descending order from the most frequent to the least frequent response; 46% of 12 year olds stated they watched more than 3 hours per day; 32% stated they watched 2-3 hours per day; 17% of 11 year olds watched 1-2 hours per day; 5% watched less than 1 hour per day.



5.7.6 13-Year-Old Viewing Frequency

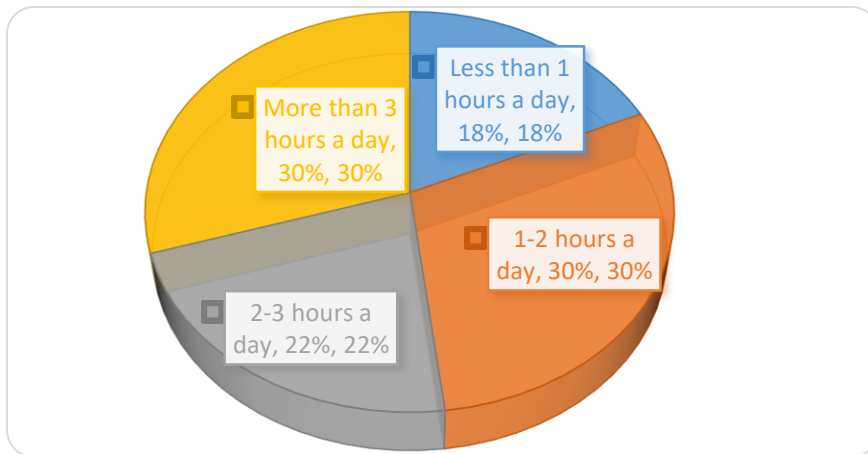
Figure 5.8: Pie Chart of 13-Year-Old Viewing Frequency



In descending order from the most frequent response by 13 year olds to the least frequent response; more than 3 hours per day had the response rate of 46%; 2-3 hours per day accounted for 29% of respondents; 1-2 hours accounted for 14%; less than 1 hour accounted for 11%.

5.7.7 14-Year-Old Viewing Frequency

Figure 5.9: Pie Chart of 14-Year-Old Viewing Frequency

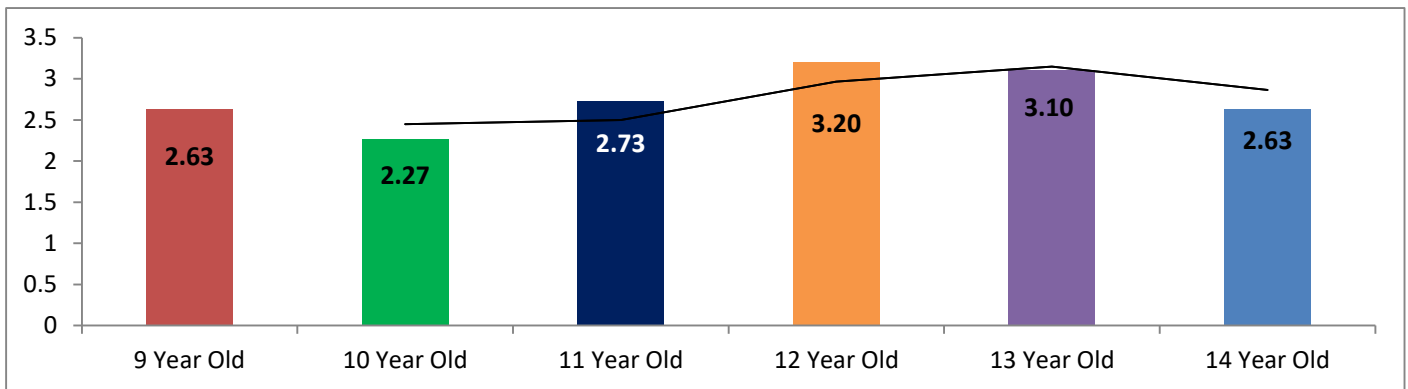


In descending order from the most frequent response by 14 year olds to the least frequent response; more than 3 hours per day had the response rate of 30%; 1-2 hours per day accounted for 30% of respondents; 2-3 hours accounted for 22%; less than 1 hour accounted for 18%.

5.7.8 Viewing Frequency Summary

Pearson Correlation was calculated between the Age of Respondents and Viewing Frequency; the results were 0.10. Therefore, we can deduce, there is an insignificant correlation between Age of Respondents and the amount of television consumed. The reason behind this is because of the content shown during the time of viewing. The mean values from the above illustrations are compared to conclude there is an insignificant correlation stipulated above.

Figure 5.10: Comparison Graph between Age-Group and Viewing Frequency.



From, this graph we can deduce 11 years and older start to consume more television. This is due to cognitive abilities and gaining understanding of advertisements.

5.7.9 Viewing Frequency as a variable of Consumer Socialization

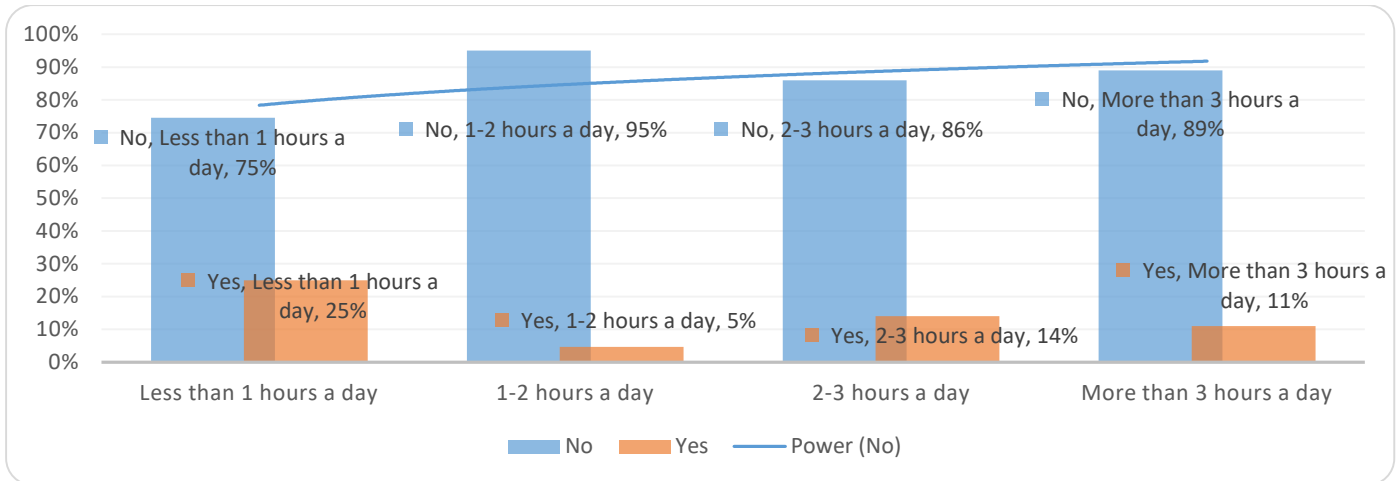
According to O’Sullivan (2005: 375), television advertisements serve a functional purpose of educating children as consumers through the process of consumer socialization. Consequently, O’Sullivan postulated there would be a positive correlation between the three core components of advertising literacy and viewing frequency.

5.7.10 Advertising Bias and Viewing Frequency Cross- tabulation

One of the primary motivations for advertisements is the desire to increase sales of a particular product or service; this desire intrinsically materializes as an inherent bias evident in the advertisement (Moses, 2005:193).

A cross-tabulation between the perceived truth of advertisements and the viewing frequency of respondents was conducted to determine whether there was a correlation between viewing frequency and advertising literacy.

Figure 5.11: The cross-tabulation between viewing frequency and whether respondents were aware of the biased nature of advertisements.



For all categories of viewing frequencies, the majority of the respondents feel advertisements are deceiving. In descending order from the group who feel advertisements are not truthful, 95% of individuals who watch between 1-2 hours of television per day feel it is false, 89% of individuals who watch television more than 3 hours a day, 86% of the individuals who watch 2-3 hours of television a day and lastly 75% of individuals watch less than 1 hour a day. These individuals all feel advertisements are deceiving and false. Only individuals with cognitive abilities that are developed i.e. 11 years and older would be able to interpret deception in advertisements.

5.8 Propensity to Consume

In this section, respondents were asked whether or not they preferred to purchase products which they had seen advertised on television.

5.8.1 Propensity to Consume Advertised Products

Figure 5.12: Bar chart of the propensity to consumer an advertised good.

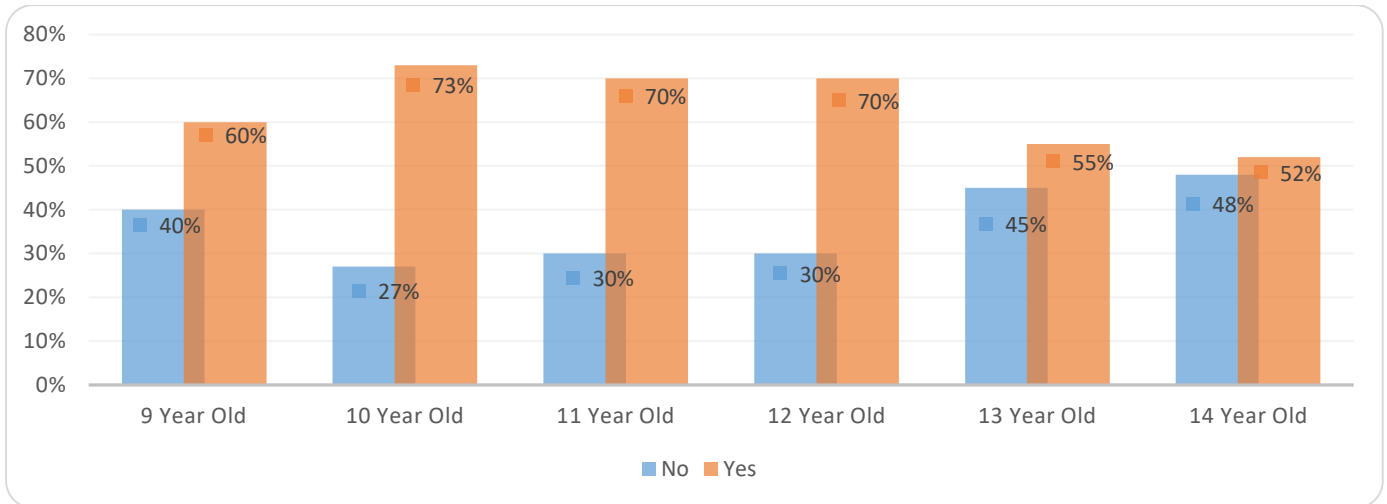


Table 5.2 Table of Respondents who would purchase an advertised product

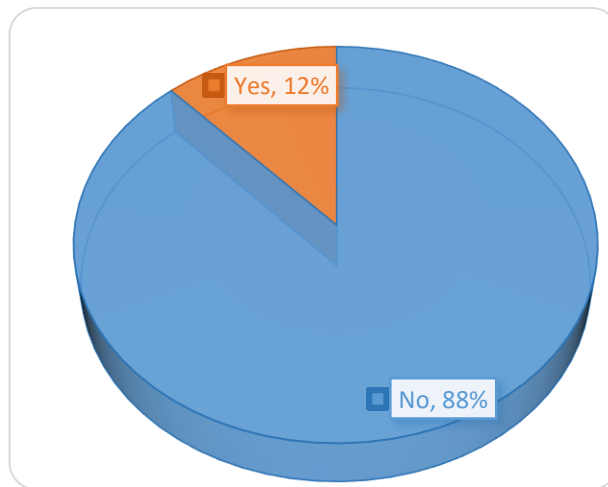
Do you buy products you have seen advertised					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	167	38.6	38.8	38.8
	Yes	261	60.3	60.7	99.5
	Total	390	99.3	100.0	

Respondents in the different age groups answered as follows: 73% of 10 year olds responded yes- they purchase products which are advertised; 70 % of 11 year olds and 12 year olds purchase an advertised product, whilst the remainder 30% said they don't purchase; 60% of 9 year olds answered yes when asked if they purchase an advertised product; 55% of 13 year olds purchased an advertised product and lastly 52% of 14 year olds responded with a yes.

Overall, the above table 5.2 a majority of the respondents stated 'yes' (60.7%) would purchase an advertised product - this provides an indication these individuals either understand the advertisements or the visuals have a positive effect on them. Majority of the older age-groups positively answered they would purchase advertised products indicating development abilities play a vital role in understanding advertisements

5.9 Bias Nature of Advertisements

Figure 5.13: Pie Chart of whether or not respondents were aware of the deceptive nature of advertisements.



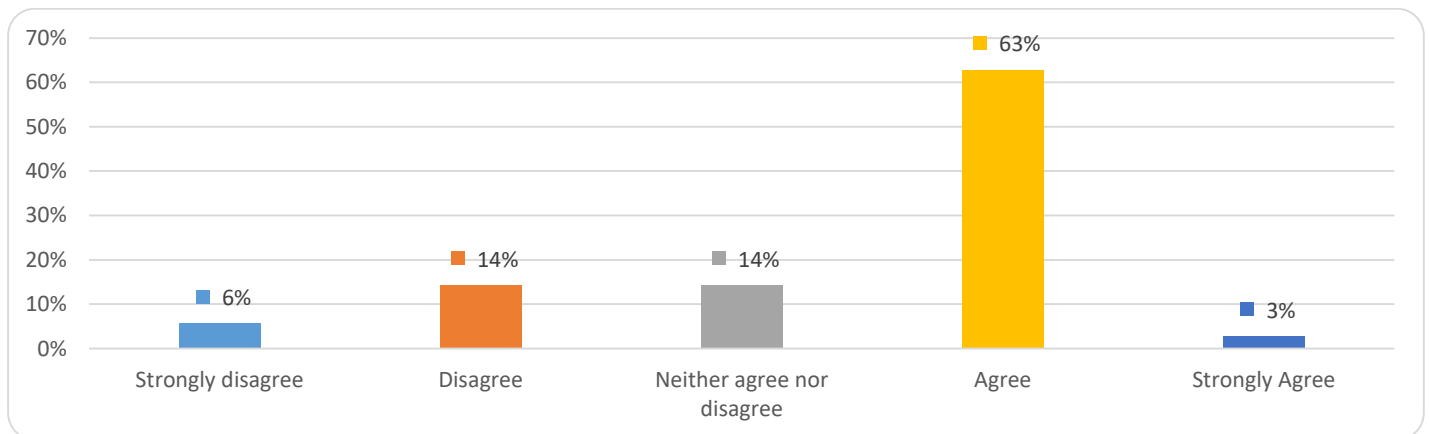
The results clearly indicated the majority of respondents were able to identify not all advertisements told the truth; the vast majority (88%) identified advertisements do not always tell the truth. A reliability test (Cronbach's Alpha) was conducted and the outcome .605 indicates there is consistency in this response and this is a valid indication of the respondent's response.

5.9.1 Perception of advertising

Respondents in the different age-groups state if advertisements are for grown-ups. In each age group, the cognitive development stage is slightly different, therefore responses vary. This was a question asked to gather an indication on the understanding of advertisements.

5.9.1.1 9Year Old Perception of Advertising

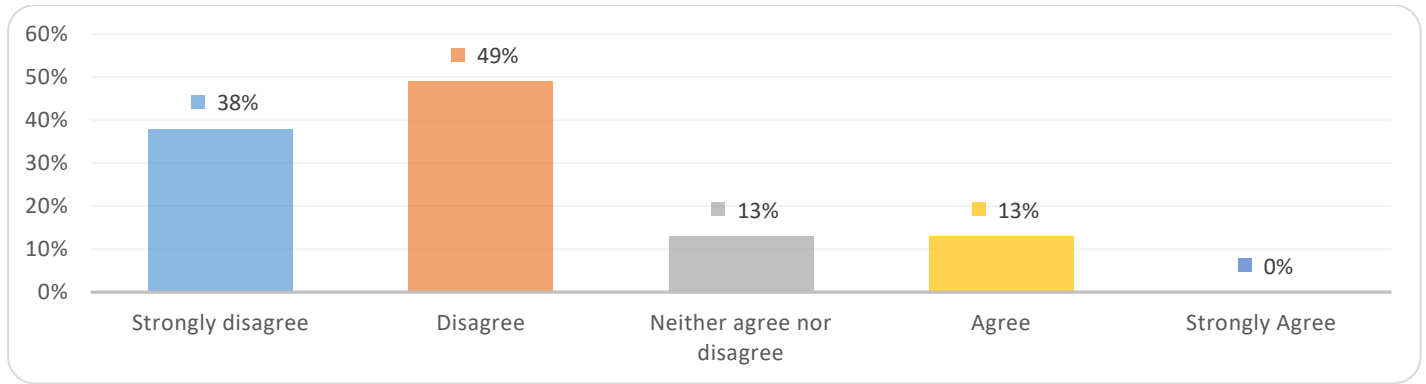
Figure 5.14: Bar Chart of 9 -Year-Old Perception on Advertising



This figure shows if 9 year olds feel advertisements are for grown-ups. Starting from the top ranking statement, 63% agree advertisements are for grown-ups, whilst 6% strongly disagree.

5.9.1.2 10-Year-Old Perception of Advertising

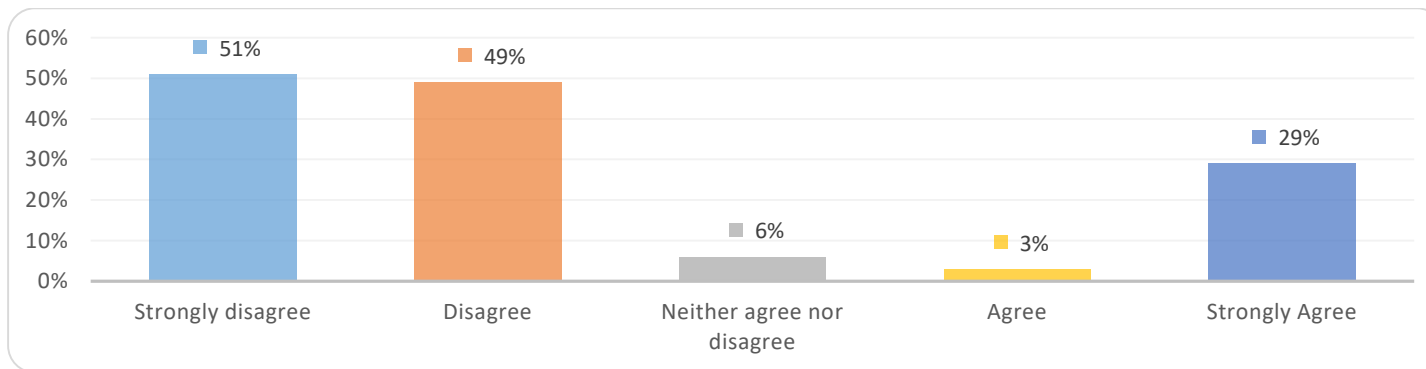
Figure 5.15: Bar Chart of 10-Year-Old Perception of Advertising



Respondents in this age group (10 year olds) stated 49% disagree advertisements are for grown-ups, 38% strongly disagree and lastly 13% agree advertisements are for grown-ups.

5.9.1.3 11-Year-Old Perception of Advertising

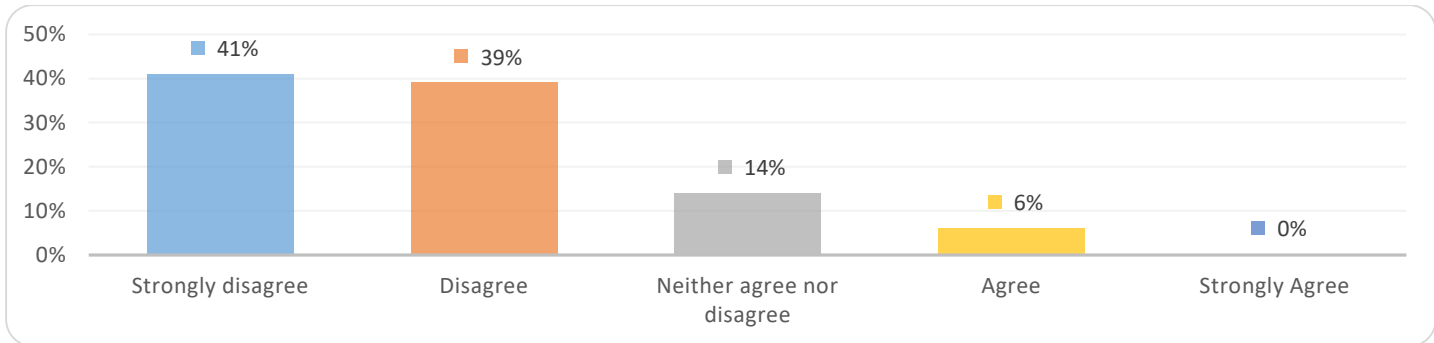
Figure 5.16: Bar Chart of 11-Year-Old Perception of Advertising



Respondents stated the following when asked if advertisements are for grown-ups, from highest to lowest, 51% disagree; 29% strongly agree; 11% agree; 6% neither agree nor disagree and 3% agree.

5.9.1.4 12-Year-Old Perception of Advertising

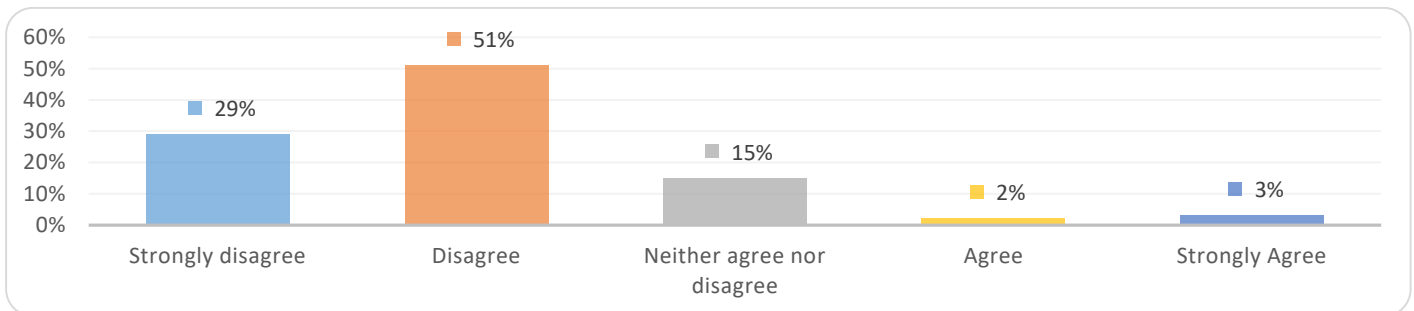
Figure 5.17: Bar Chart of 12-Year-Old Perception of Advertising



This figure illustrates 12-Year-Old responses to this question, 39 % disagree advertisements are for grown-ups; 41% strongly disagree, 14% neither agree nor disagree, 6% agree and 0% strongly agree.

5.9.1.5 13-Year-Old Perception of Advertising

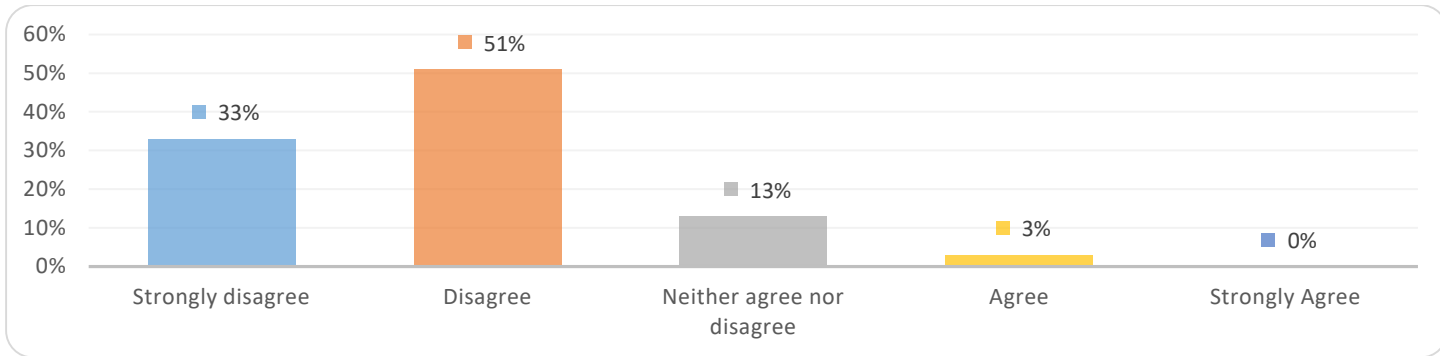
Figure 5.18: Bar Chart of 13-Year-Old Perception of Advertising



This figure explains how 13 Year Olds respond if advertisements are for grown-ups. Ranked from the highest, 51% disagree to this statement; 29% strongly disagree; 15% neither agree nor disagree; 3% strongly agree that advertisements are for grown-ups and 2% agree to this.

5.9.1.6 14-Year-Old Perception of Advertising

Figure 5.19: Bar Chart of 14-Year-Old Perception of Advertising



In this chart it depicts if 14 Year Olds think advertisements are for grown-ups, nearly half of the sample size disagree (51%), 33% strongly disagree, 13% neither agree nor disagree and 3% agree. There was 0% received for a strongly agree response.

Table 5.3: Cumulative table of the Perception of Advertising

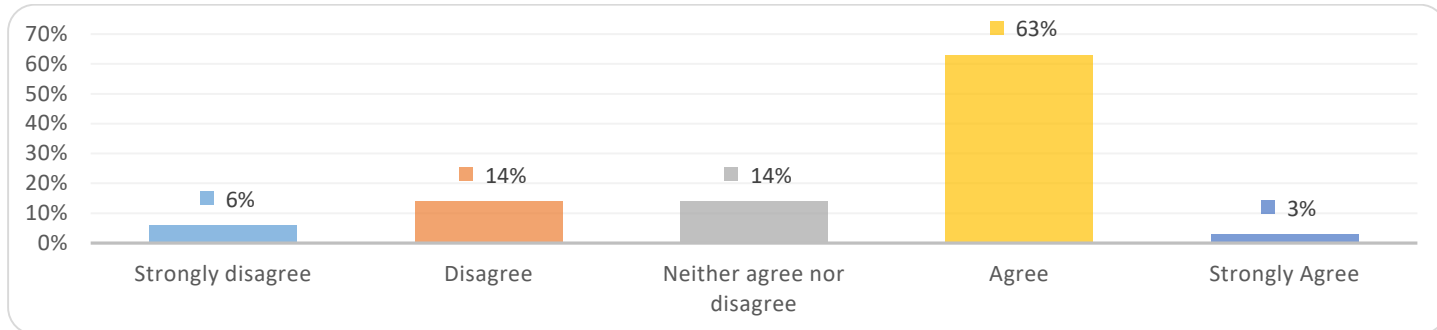
Advertisements are for grown-ups only					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	143	33.0	33.6	33.6
	Disagree	208	48.0	48.9	82.6
	Neither agree nor disagree	49	11.3	11.5	94.1
	Agree	21	4.8	4.9	99.1
	Strongly Agree	4	.9	.9	100.0
	Total	390	98.2	100.0	

This table provides insight into the overall summary of this question, majority (49%) disagree advertisements are only for grown-ups. From this, we can already determine this market can understand advertisements and their purpose. Roedder described three phases of information processing as limited processors (younger than 8 years old), cued processors (8-12 years old) and strategic processors (older than 12 years old).

5.9.2 The Purpose of an Advertisement

5.9.2.1 9-Year-Old Understanding of an Advertisement

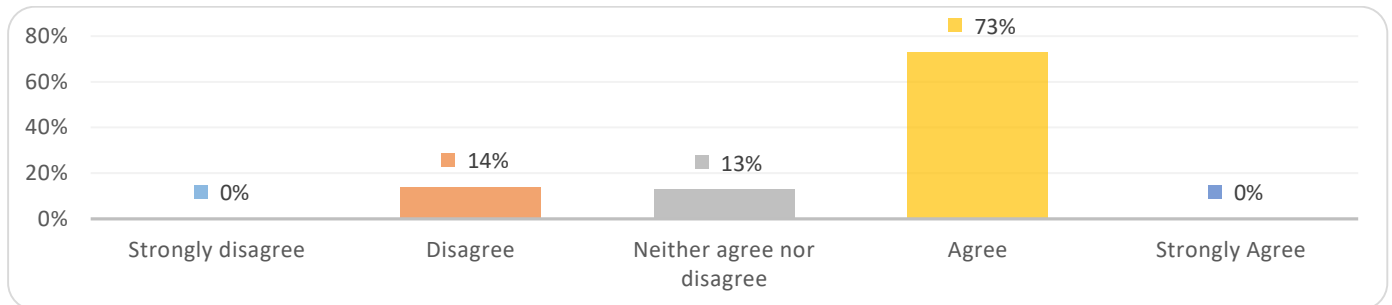
Figure 5.20: Bar Chart of 9 Year Olds Understanding an Advertisement



This chart illustrates 9 Year Olds' perception of an advertisement and whether they agree if advertisements were created to give you a break from watching television. Ranked from highest to lowest, the responses were 63% agree, 14% disagree and choose to neither agree nor disagree, 6% strongly disagree and 3% strongly agree.

5.9.2.2. 10-Year-Old Understanding of an Advertisement

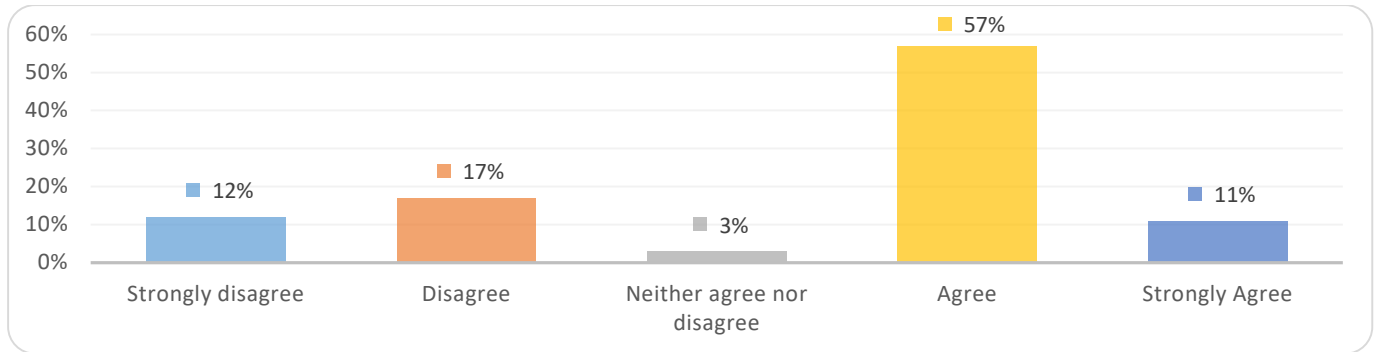
Figure 5.21: Bar Chart of 10 Year Olds Understanding an Advertisement



This depicts how 10 Year Olds interpret the purpose of an advertisement. 73% agree advertisements were created to give you a break, 14% disagree and 13% neither agree nor disagree. There were no responses which strongly agree or strongly disagree.

5.9.2.3 11-Year-Old Understanding of an Advertisement

Figure 5.22: Bar Chart of 11 Year Olds Understanding an Advertisement



Responses from 11-Year-Old understanding what an advertisement is for. Responses are ranked from highest to lowest, 57% agree, 17% disagree, 12% strongly disagree, 11% strongly agree and 3% neither agree nor disagree.

5.9.2.4. 12-Year-Old Understanding of an Advertisement

Figure 5.23: Bar Chart of 12 Year Olds Understanding an Advertisement

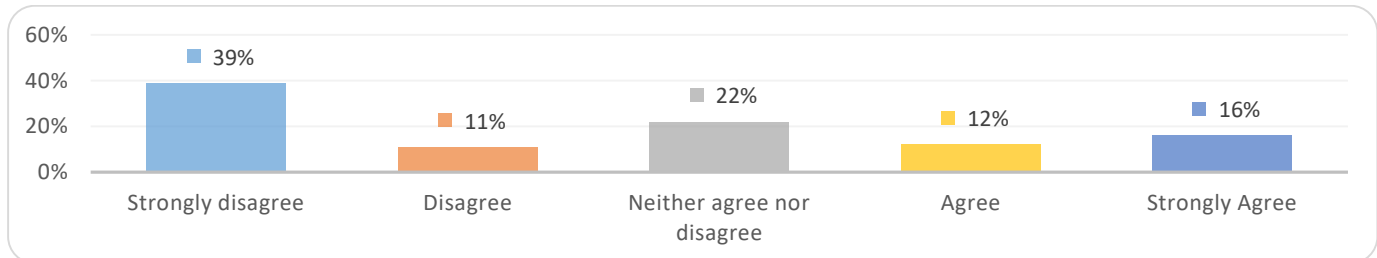
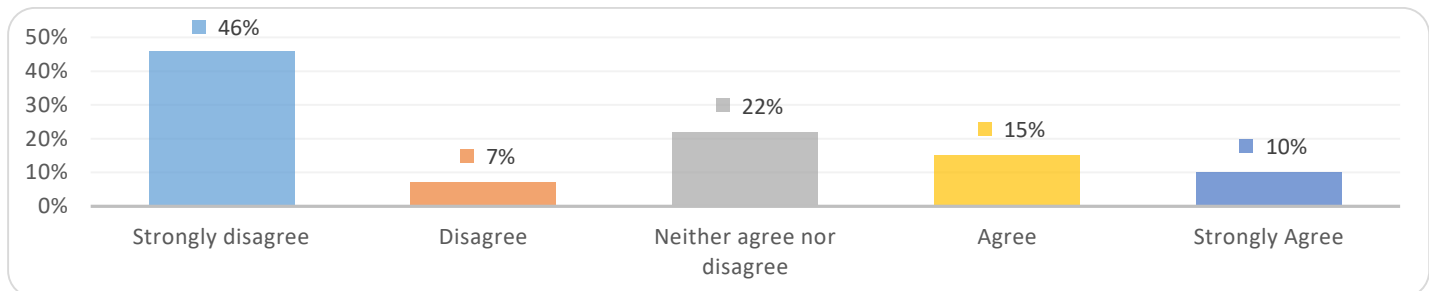


Figure 5.23 portrays the responses from 12-Year-Old understanding the purpose of an advertisement. From highest to lowest, 39% strongly disagree advertisements are meant to give us a break, 22% neither agree nor disagree, 16% strongly agree, 12% agree and 11% disagree.

5.9.2.5. 13-Year-Old Understanding of an Advertisement

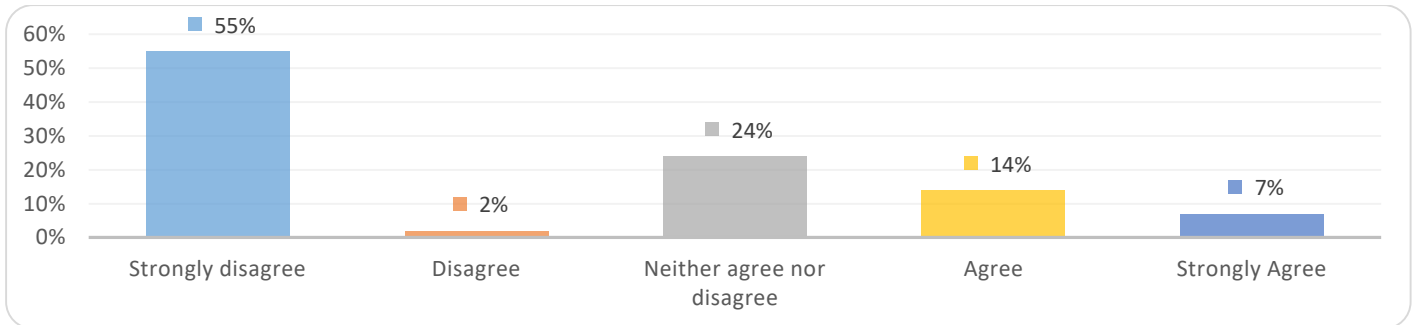
Figure 5.24: Bar Chart of 13 Year Olds Understanding an Advertisement



This chart represents 13-Year-Old responses to the question if advertisements were created to give us a break. 46% strongly disagree, 22% neither agree nor disagree, 15% agree, 10% strongly agree and 7% disagree.

5.9.2.6 14-Year-Old Understanding of an Advertisement

Figure 5.25: Bar Chart of 14 Year Olds Understanding an Advertisement



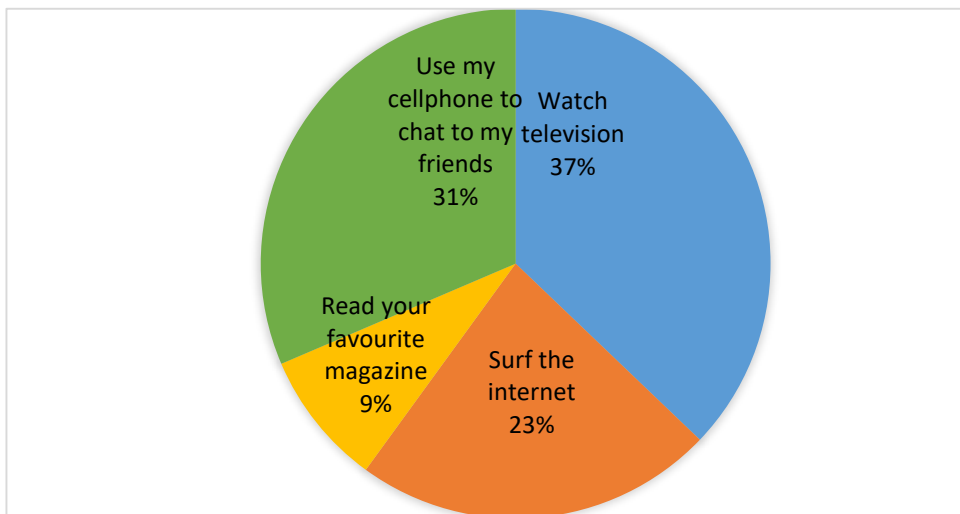
Illustrated above are 14-Year-Old understandings of what an advertisement was created for. 53% strongly agree, 24% neither agree nor disagree, 14% agree, 7% strongly agree and 2% disagree.

5.10 Media consumed the most by respondents

5.10.1 9-Year-Old Media Consumption

Figure 5.26: Pie Chart illustrates Media Consumption by 9 Year Olds

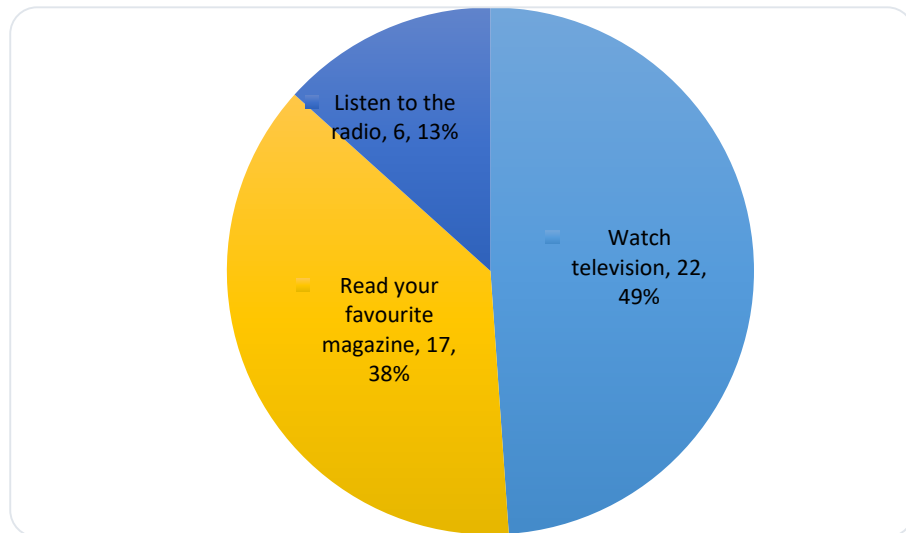
From highest to lowest, 37% watch television, 31% use the cellular phone to chat to friends, 23% surf the internet and 9% read their favorite magazine. This target market consumes mostly kid’s programs, as well as content which is family-friendly



5.10.2 10-Year-Old Media Consumption

Figure 5.27: Pie Chart illustrates of Media Consumption by 10 Year Olds.

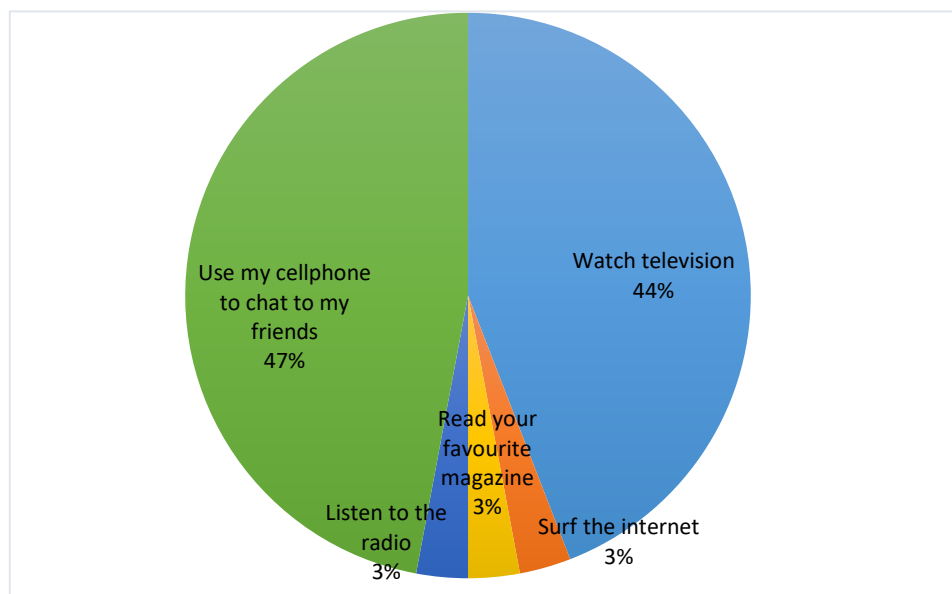
Ranked from the highest 49% watch television, 38% read their favorite magazine and 13% listen to the radio. Most of these individuals consume television with their parents been present.



5.10.3 11-Year-Old Media Consumption

Figure 5.28: Pie Chart illustrates of Media Consumption by 11 Year Olds.

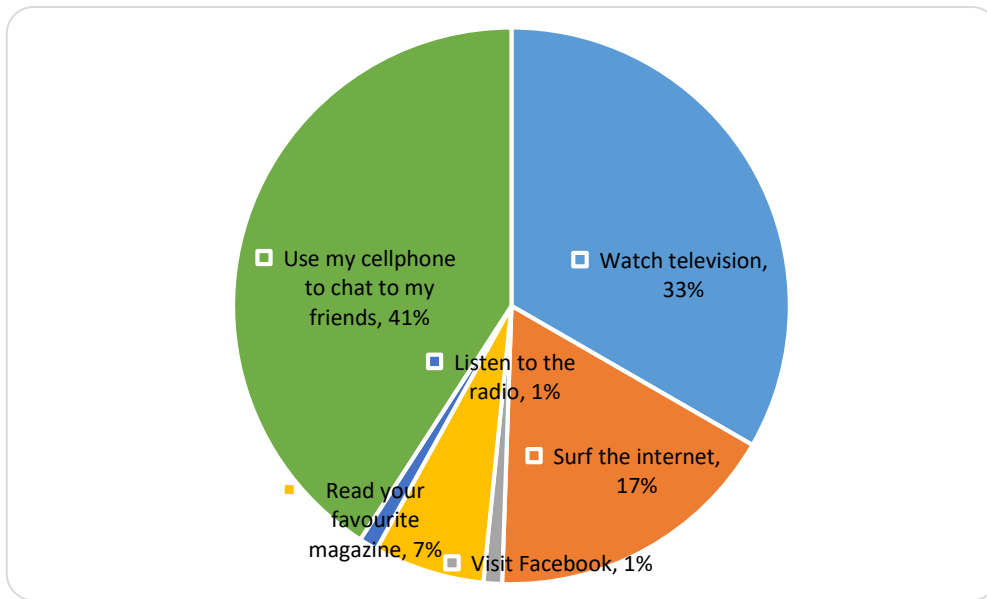
This is the order which they consumed media, 47% use their cellular phone to chat to friends, 44% watch television, followed by these three which are tied in the same position with 3%, listen to the radio, surf the



internet and read their favorite magazine. These individuals have developed cognitive abilities and understand the usage of media. They also are starting to form social circles and form their own perceptions.

5.10.4 12-Year-Old Media Consumption

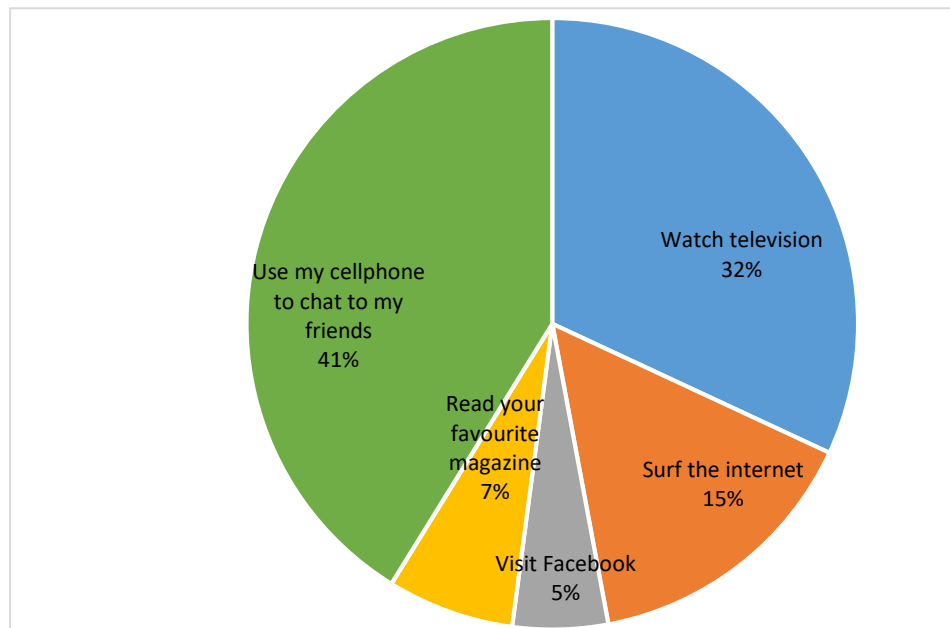
Figure 5.29: Pie Chart illustrates of Media Consumption by 12 Year Olds



Ranked from highest to lowest, 41% use their cellular phone to chat to their friends, 33% watch television, 17% surf the internet, 7% read their favorite magazine and 1% surf the internet and visit Facebook.

5.10.5 13-Year-Old Media Consumption

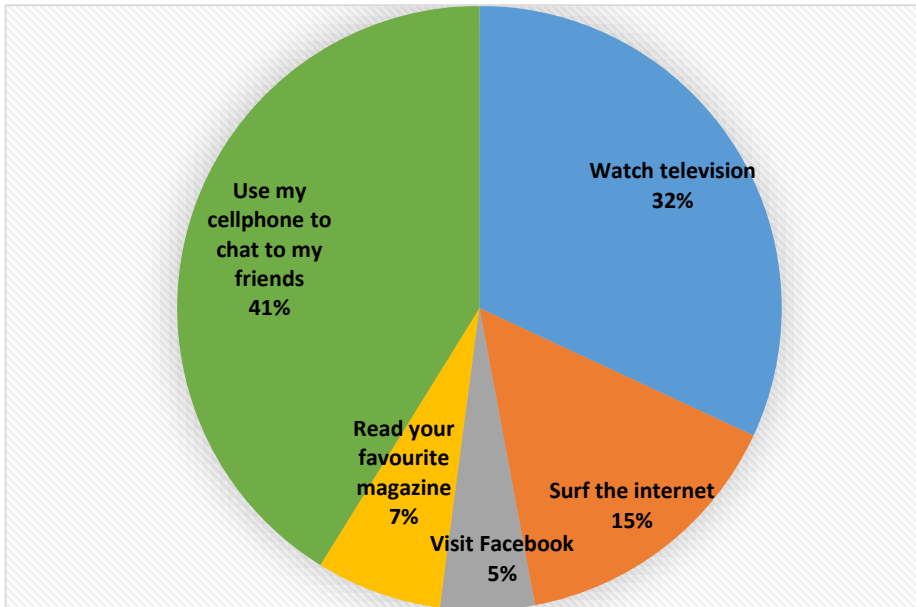
Figure 5.30: Pie Chart illustrates Media Consumption by 13 Year Olds.



This chart shows us 41% use their cellular phone to chat to friends, 32% watch television, 15% surf the internet, 7% read their favorite magazine and 5% visit Facebook.

5.10.6 14-Year-Old Media Consumption

Figure 5.31: Pie Chart illustrates Media Consumption by 14 Year Olds.



This provides an insight into how these respondents consume media. From the highest to the lowest, 41% use their cellular mobile to chat to their friends, 33% watch television, 14% surf the internet, 6% visit Facebook, 4% read their favorite magazine and 2% listen to the radio.

Table 5.4: Media Consumption Summary

Media: Which I use a lot				
	Frequency	Percent		
Watch television	153	35.3	35.6	35.6
Surf the internet	58	13.4	13.5	49.1
Visit Facebook	13	3.0	3.0	52.1
Read your favourite magazine	39	9.0	9.1	61.2
Listen to the radio	10	2.3	2.3	63.5
Use my cellphone to chat to my friends	157	36.3	36.5	100.0

From the above, pie graphs; we can conclude which media was the most consumed by respondents.

5.11 Brand- Conscious

In this section, we assess the respondents brand knowledge. We look to see if they are brand conscious and aware of brands. Also, we examine to see what their perception is towards a brand in their social circle.

5.11.1 Do you know what a brand is?

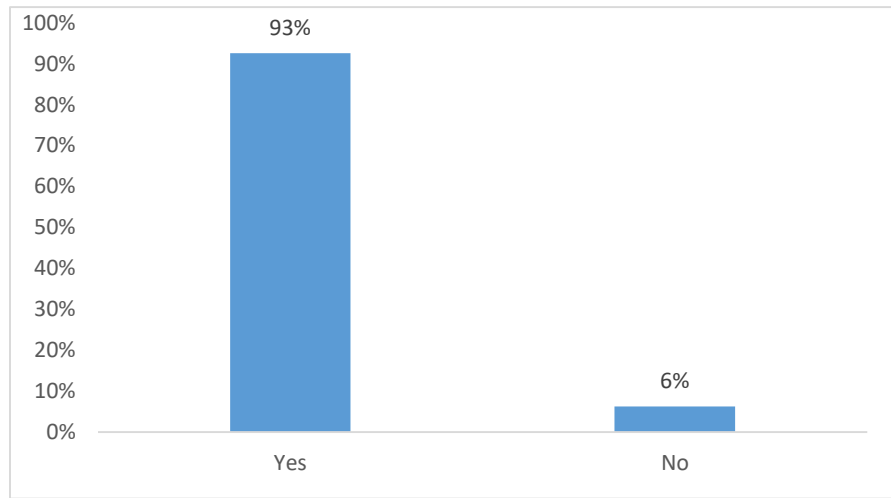
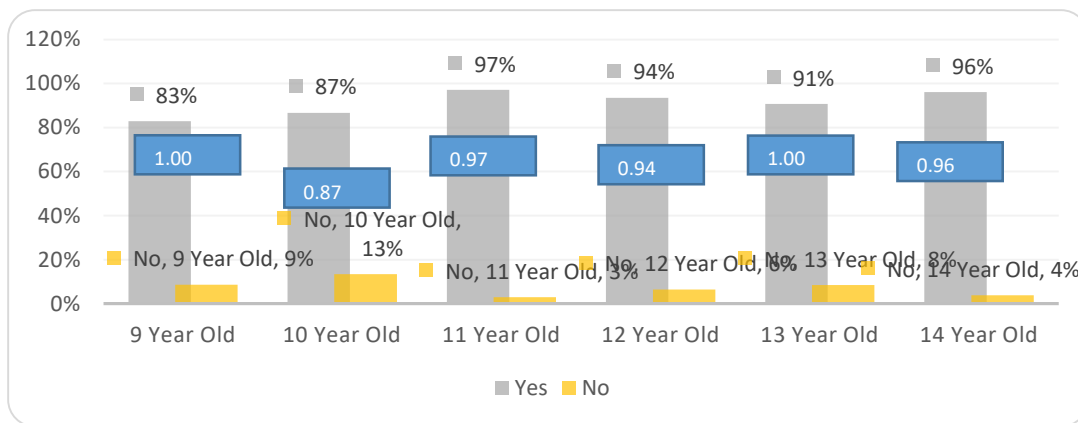


Figure 5.32: Bar Chart of total respondents who acknowledge a brand

This chart depicts the percentage of respondents who acknowledge what a brand is. 93% are aware of what a brand is, 6% is unaware of what a brand is. Although the individual is young, they are able to decipher between brands.

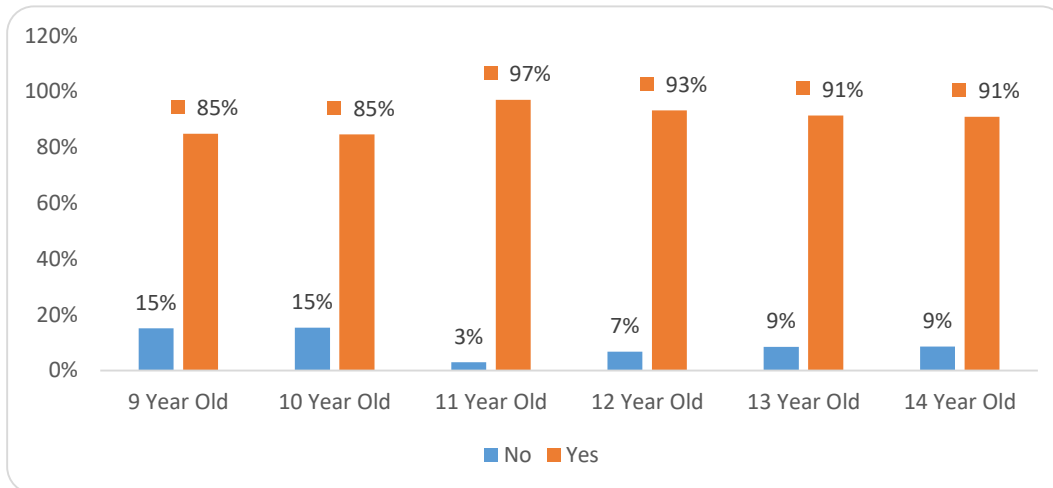
Figure 5.33: Bar chart of Responses from Different Age-groups



This illustrates the different responses from age-groups, giving us a picture if the different age-groups know what a brand is. Ranked from top to bottom, 97% of 11 Year Olds know what a brand is, 96% of 14 Year Olds know what a brand is, 94% of 12 Year Olds know what a brand is, 91% of 13 Year Olds know what a brand is and the last two age groups which have the lowest scores are 87% of 10 Year Olds and 83% of 9 Year Olds.

5.12.1 Some brands are cooler than other brands

Figure 5.34: Bar Chart: Brands are cooler than other brands



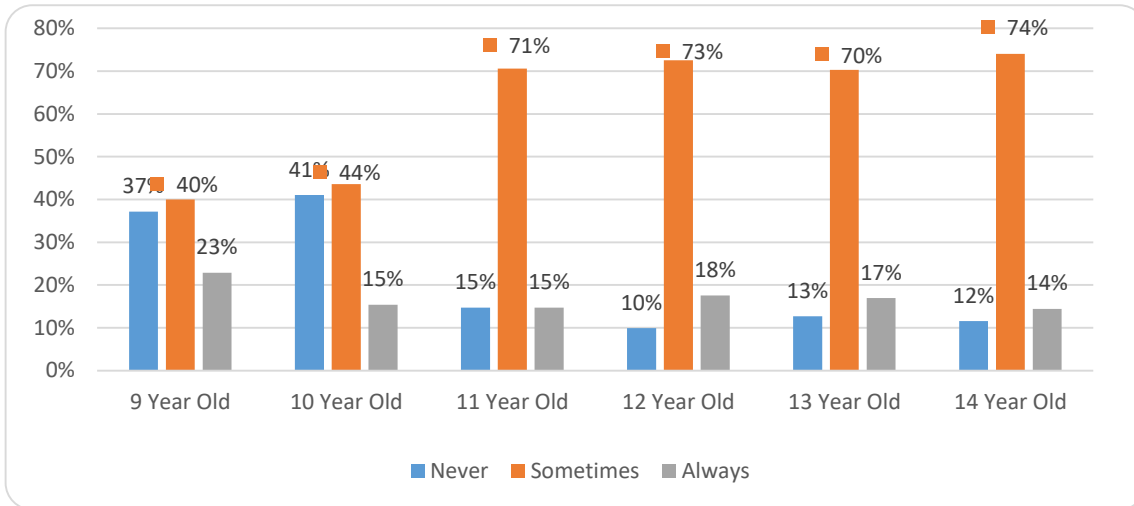
Ranked from the top 97% of 11-Year-Old agree some brands are cooler than others, 93% of 12 Year Olds said yes, 91% of 13 Year Olds and 14 Year Olds said Yes, followed by 85% of 9 Year Olds and 10 Year Olds agreeing to the question asked. This gives us an indication as the age-groups mature, more of them start to realize some brands are cooler- this could be due to various reasons i.e. endorsements. From this graph, we can deduce 11 years and old have formed a strong understanding of brands, and able to understand that some brands are more popular and coolers than others - this is indicated also by Correlation Coefficient of 0.850.

Table 5.5: Cumulative Frequency

Some brands are cooler than other brands					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	37	8.5	8.8	8.8
	Yes	379	87.5	90.2	99.0

5.12.2 Cool brands make you popular

Figure 5.35: Bar Chart of Statements relating to cool brands



This represents the different age-group views regarding the statement “cool brands make you popular”.

Ranking the lowest to highest age-group, these were the following respondents: 9-Year-Old- 37% Never, 40% Sometimes, 23% Always; 10-Year-Old-41% Never, 44% Sometimes, 15% Always; 11-Year-Old- 15% Never, 71% Sometimes, 15% Always; 12-Year-Old- 10% Never, 73% Sometimes, 18% Always; 13-Year-Old- 13% Never, 70% Sometimes, 17% Always; 14-Year-Old- 12% Never, 74% Sometimes, 14% Always. There were a high percentage of respondents who sometimes agreed cool brands make you popular whilst the remainder portion said never to the statement cool brands make you popular. There is a negative relationship which has been established between the statement, “cool brands make you popular” and the age-group. This generally varies based on the social factors i.e. friend circle, gender, age, income, etc.

5.12.3. Sometimes you want something just because your friend has it

This was a statement which was made to determine whether respondents in the different age-groups are influenced by their social groups/friends. In the following graph, we can determine how they feel.

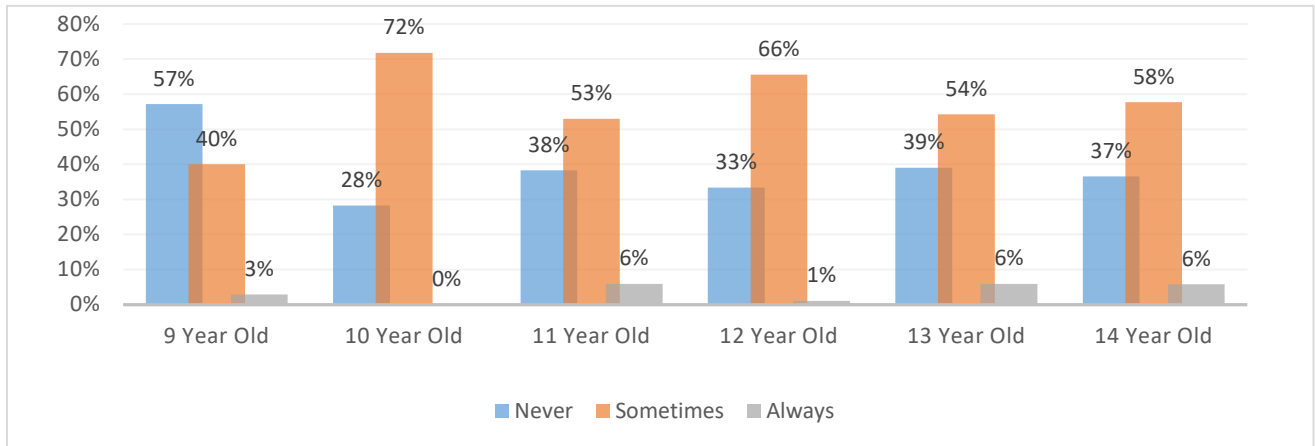


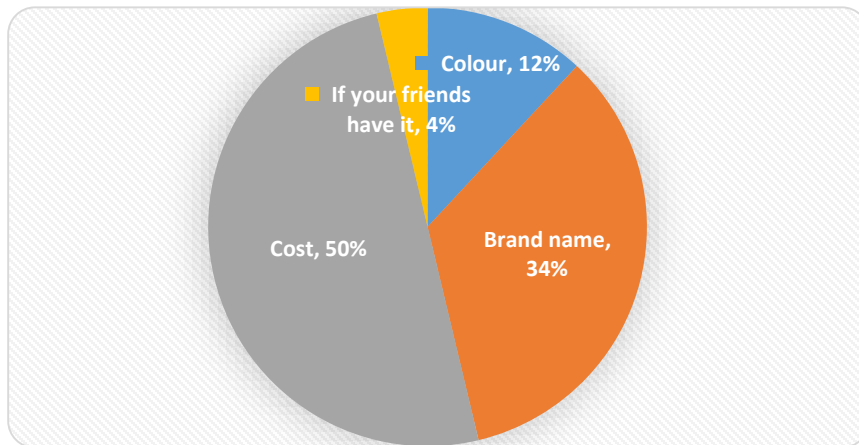
Figure 5.36: Bar Chart: Wanting something because your friend has it

Figure 5.36 depicts the responses based on the statement sometimes you want something just because your friend has it. In each age-group, these were the following responses, 9-Year-Old- 57% Never, 40% Sometimes, 3% Always; 10-Year-Old- 28% Never, 72% Sometimes, 0% Always; 11-Year Old- 38% Never, 53% Sometimes, 6% Always; 12-Yea- Old 33% Never, 66% Sometimes, 1% Always; 13 Year Old- 39% Never, 54% Sometimes, 6% Always, 14 Year Old- 37% Never, 58% Sometimes, 6% Always. Based on the respondents 57% stated only sometimes do they want something because their friends have it, 38% said never would they want something because their friend has it.

In this sub-section, we take a closer look at what respondents look at before making a purchase. They would give us an indication of what factors matter to the consumer at time of purchase.

5.13 What do I look at before I make a purchase?

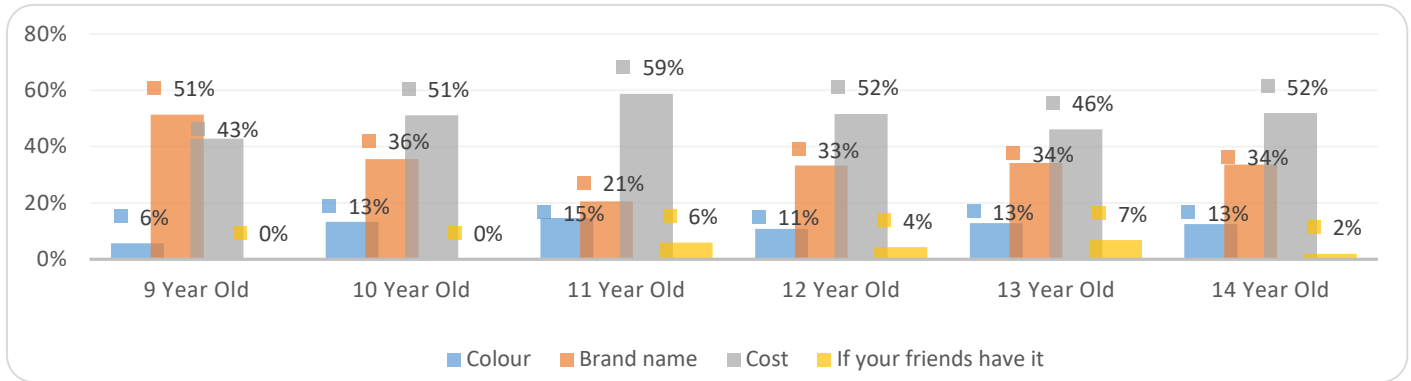
Figure 5.37: Pie Chart: Factors of Factors considered before making a purchase



Based on the responses, Figure 5.37 illustrates 50% of the respondents look at cost, 34% look at brand name, and 12% look at color and 4% if their friends have it. We can conclude respondents are aware of cost, and understand monetary value of an item before purchasing it. Pearson correlation indicates there is a strong positive relationship which is established before the factors of purchase and the respondents' ages at 0.702. In this current society, individuals are becoming more aware of cost and price-savvy when considering making a purchase. There is an overall mean of 12.22 with a standard deviation of 1.55. Cronbach Alpha states 0.029 indicating factors considered at purchase do vary based on the individual and age-group.

Figure 5.38 depicts the responses received from the respondents regarding the factors considered before making a purchase. First, we will look at the responses split into age-group, starting from youngest; 9 Year Old stated 51%- look at brand name, 43%- look at cost and 6%-look at color; 10 Year Old stated, 51%- consider cost, 36%- consider brand name and 13%- consider color; 11 Year Old answered, 59%- look at cost, 21%- look at brand name and 15%- look at color; 12 Year Old stated 52%- consider cost, 33%- consider brand name and 11% -consider color, 13 Year Old answered, 46%- look at cost, 34%- look at brand name and 13%- look at color, lastly 14 Year Old stated, 52% -consider cost, 34%- consider brand name and 13%- consider color.

Figure 5.38: Bar Chart: Age-Group split of factors which influence purchases



5.14 Funding Source and Items purchased

In this segment, we look at the funding source of these respondents and how they spend their money. This allows us to analyze their spending pattern as well as assess what type of consumer are these individuals. Part of this, is also the amount of money they are given based on their age-group.

5.14.1. Funding Source

Figure 5.39: Pie Chart of funding sources

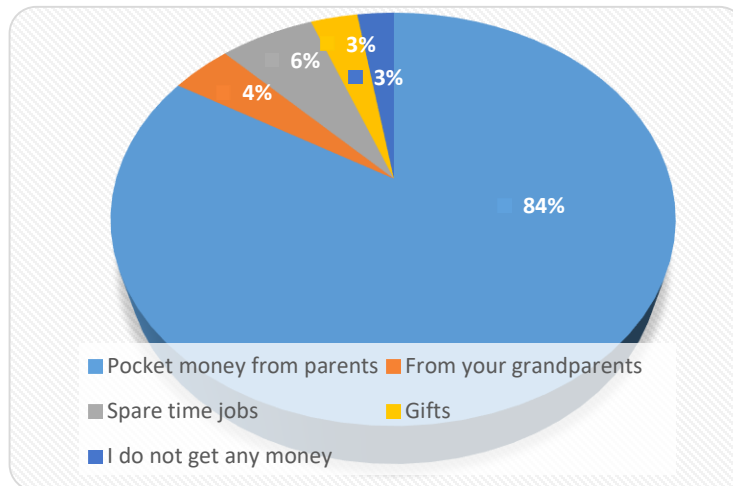
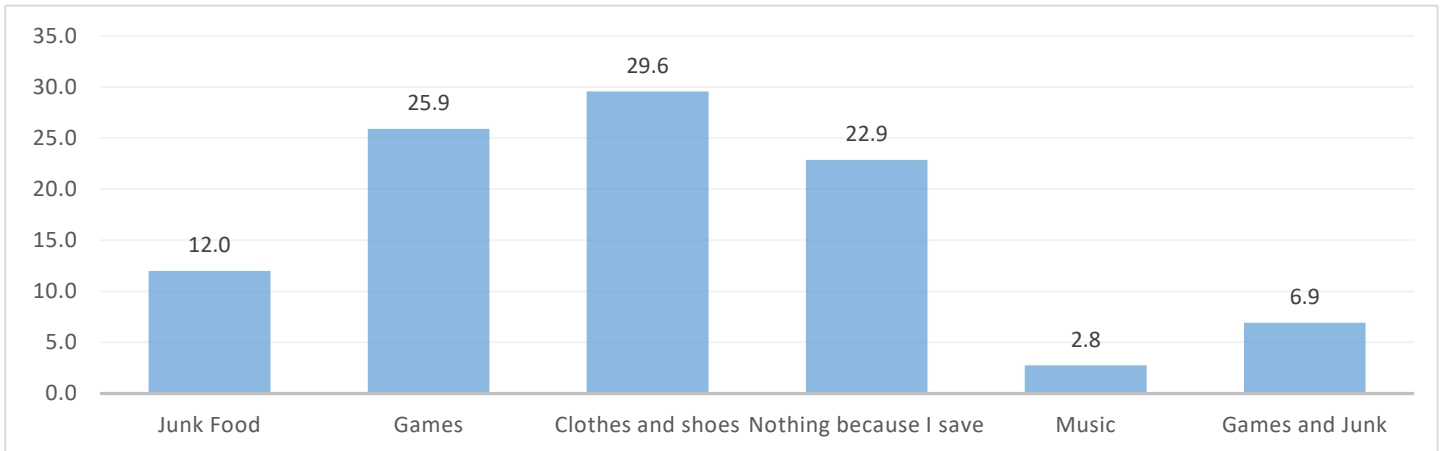


Figure 5.39 shows 84% of respondents receive funding from their parents as pocket money, 6% have spare time jobs, 4% receive from grandparents and 3% received from gifts whilst the remainder 3% do not get any money. Some of the respondents live with their grandparents who are their legal guardian hence they receive pocket money from their grandparents. From the above data, we can deduce parents have a major influence on the purchase decision - funding been one of the main reasons.

5.14.2. Purchase made with money received

Figure 5.40: Bar Chart of Purchases made with money received

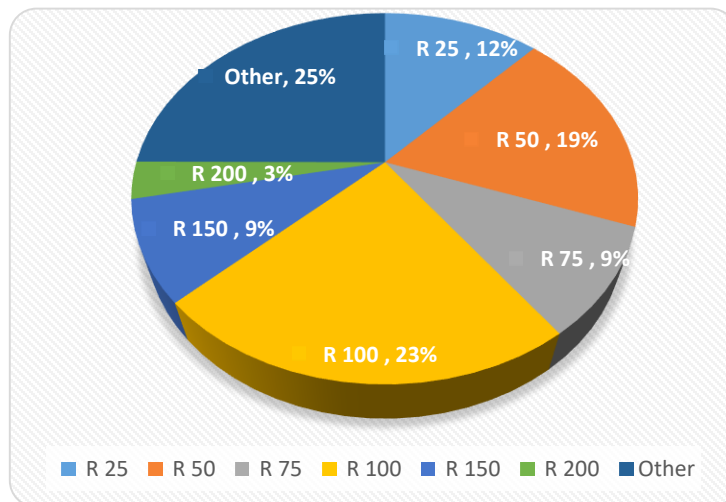
From the data received, 29% of respondents purchase clothes and shoes. This is also possible as 59% of respondents are female-skewed. Games are consumed by 26% of the respondents, whilst 23% chose to save



their pocket money. Junk food is also consumed, 12% purchase this and lastly 7% purchase games and junk food. Overall games are the highest commodity consumed, if the 7% games and junk food is combined (33%). There is a combination of females and males who consume games. Figure 6.42 illustrates the consumption spilt below.

5.14.3 Amount of pocket money received

From the pie chart Figure 5.41 we can deduce the different amounts of pocket money which were received

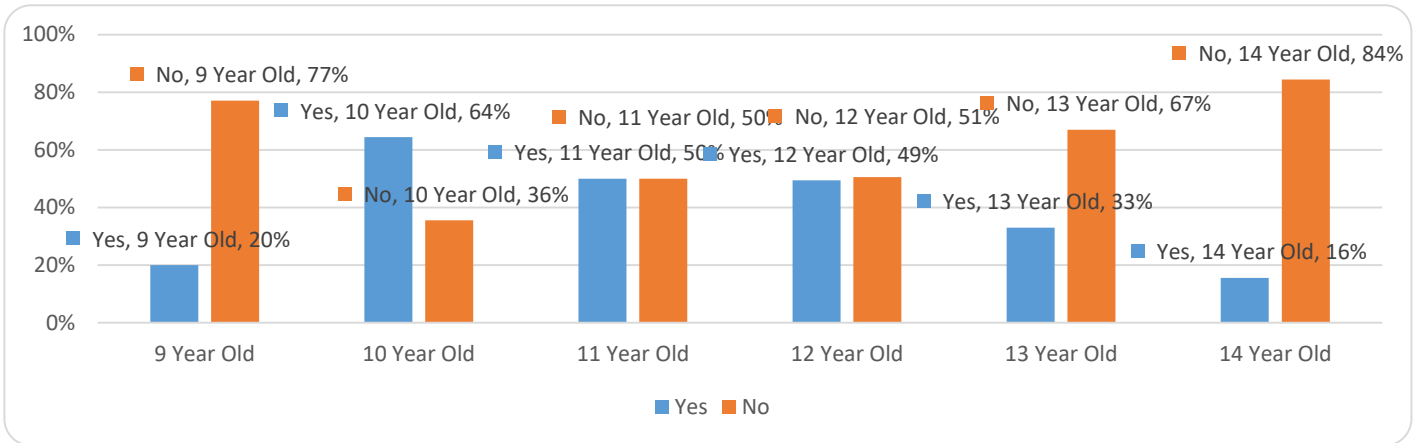


by the various age groups. 23% of respondents received R 100, and 19% received R 50. 25% of respondents fell into the other category who received amounts of R12, R 6 and other dominations a month. This would be due to their families' income levels which determined how much pocket money they would receive.

Figure 5.41 3: Pie Chart of Amount of Money received

5.15. Advertising on Social Networks

Figure 5.42: Bar Chart: Social Network Awareness



This graph illustrates responses received from the participants regarding awareness of advertising on social networks. Participants were asked if they saw advertisements on social networks i.e. Facebook. 64% of the respondents agreed they saw advertisements on social media, whilst 36% said no they were unaware of advertising on social networks.

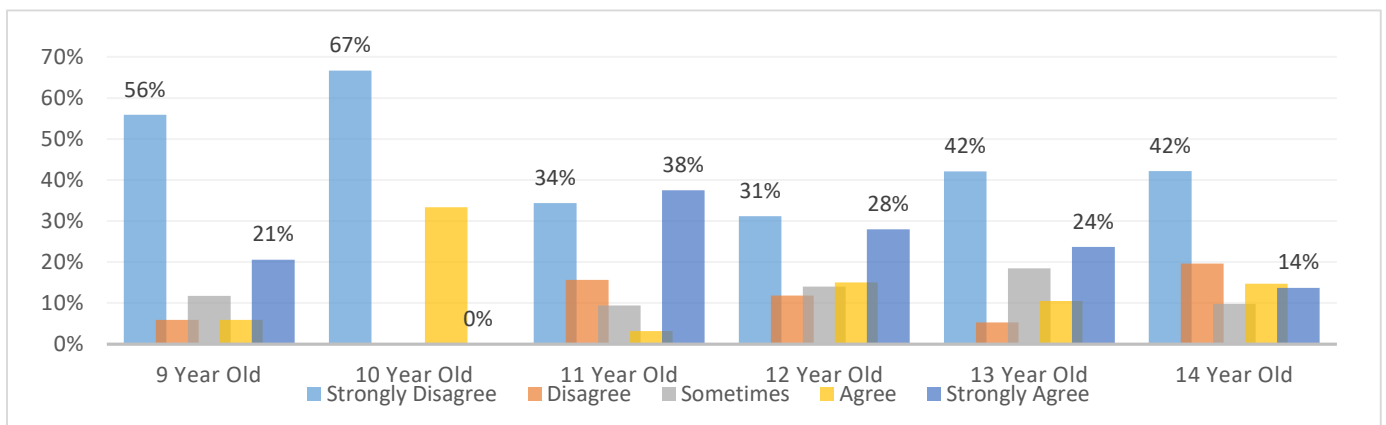
5.16. Attributes affecting purchase decision of tweens

In this sub-section, we look at the different attributes, which tweens encounter when they are purchasing an item or going to consider purchasing it. We will analyze the different questions they were asked.

5.16.1 I prefer to buy toys I see on TV

Respondents stated 42% of them do not buy toys they see on television, which is illustrated on graph 5.13.1, followed by 21% who do purchase toys they see advertised. It indicated tweens do not always respond to advertisements when it comes to their purchase decisions.

Figure 5.43: Bar Chart of the Prefer to purchase items seen on TV



5.16.2 My friends help me choose which toys to buy

In this section, respondents were asked if their friends assist them when choosing toys to purchase. 71% strongly disagreed with this statement - clearly it is an indication the tween market are individuals and they prefer to make their own decisions when it comes to purchases. 12% strongly agreed their friends do assist them in choosing the toys they are interested in purchasing.

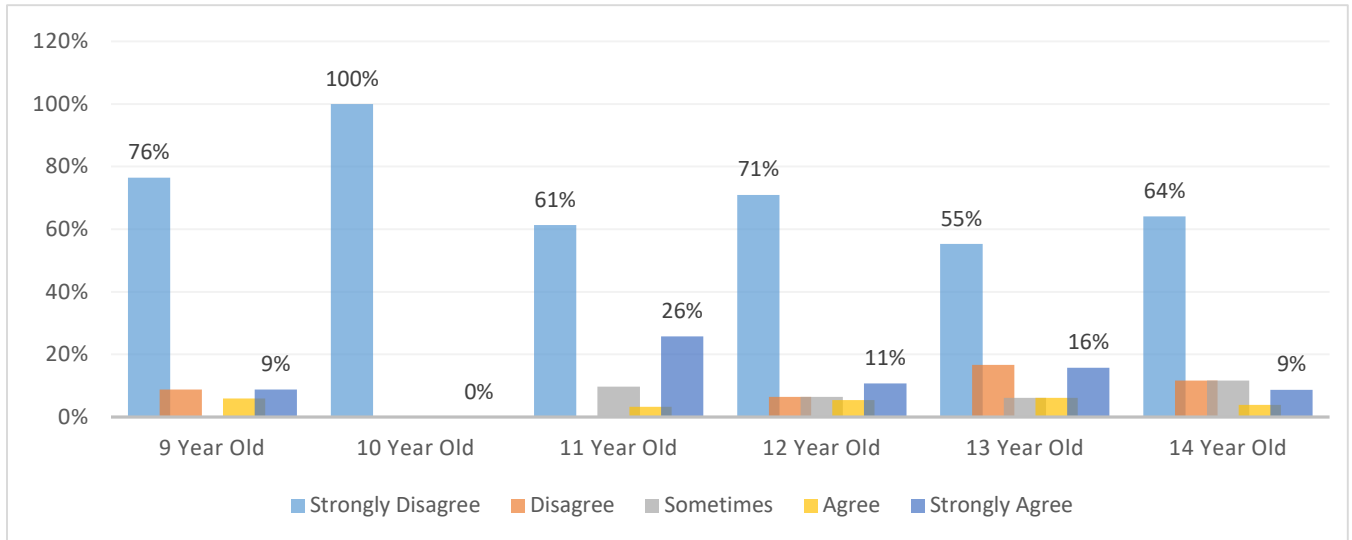


Figure 5.44: Bar Chart: Friends Assistance

5.16.3 What my friends think about my toys is important

We look at whether tweens consider their friend’s opinions as important when it comes to their purchases and items bought. Graph 5.43 depicts majority of the respondents strongly disagree with 64%. They do not consider their friend’s opinions have been important.

5.17 Inferential Statistics

In this section, inferential statistics will be discussed. This will also be based on the hypothesis statements to prove whether it is valid or not.

5.17.1 Advertising and Viewing Frequency

Based on the Pearson Correlation Calculation, the age group does influence the amount of television which is viewed. Pearson Correlation was calculated with 0.65 which is a positive relationship between age of adults and viewing of television - this provides an indication the content which is flighted, can influence the amount of television viewed.

We also looked at the standard deviation between viewing frequency and deceiving advertisements, which was only 2.85 with a standard deviation 1.045. Pearson Correlation is - .053 which indicates there is a negative relationship between viewing frequency and deceiving advertisements. Cognitive abilities can have an influence on the perception of advertisements.

5.17.2 Perception of Advertising and Age-Groups

According to Pearson Correlation, which is 0.667, skewed towards a positive correlation between the age of respondent and whether advertisements are for grown-ups. There is a slightly strong relationship between these two variables - which states age does have an influence on the respondents understanding advertising.

5.17.3 The Purpose of an Advertisement

ANOVA Test of significance was performance to gather the significance effect of advertisements on this target audience, which resulted in .579, which clearly indicates advertisements have a purposeful effect on the tween market. As the respondents become older in age, they have strongly disagreed advertisements are meant to give us a break, but rather inform us of what is going on in the market.

5.17.4 Media Consumption

Based on the responses gathered, watching television, using their cellular phone to communicate to their friends and surfing on the internet were the most utilized media.

We can deduce as age-groups increase in age, they start to consume more cellular and internet. This could be due to owning their own mobile device, forming more social networks with individuals and also becoming “addicted” to the digital era- hence social lifestyle.

According to Spearman Tau, there is a positive relation with 0.09 indicating age-groups do determine the media usage. The mean is also high for the most used activities, with 12.05 watch television, 12.40 surf the internet and 12.55 use their cellular mobile to communicate with their friends. As individuals become older, they develop their cognitive abilities and consuming other media i.e. digital media and the internet. The ANOVA significance was also conducted to see which media played a significant role in the tween market daily life, mobile consumption was 0.650 followed by television 0.575.

5.17.5 Factors considered before making a purchase

Pearson correlation indicates there is a strong positive relationship which is established before the factors of purchase and the respondents’ ages at 0.702. In latter day society, individuals are becoming more aware of cost and price-savvy when considering making a purchase. There is an overall mean of 12.22 with a standard

deviation of 1.55. Cronbach Alpha states 0.029 indicating factors considered at purchase do vary based on the individual and age-group.

Also conducted was ANOVA, to find out which factor plays a significant role - the results were cost was 0.575 which was the main determining factor followed by brand name with 0.515. Overall, we can conclude cost and brand name are the two main factors the tween market considers before a purchase.

5.17.6 Advertising on Social Networks

Participants were asked if they saw advertisements on social networks i.e. Facebook. 64% of the respondents agreed they did see advertisements on social media, whilst 36% said no they were unaware of advertising on social networks.

From this statement, we conducted a Pearson's Correlation which came out negative with 0.058 indicating there is no relationship between the different age-groups and awareness of social networks. We can deduce as age-groups grow older, tweens tend to pay less attention to the backgrounds on social networks, but rather focus on the interaction. Some advertisements do not take into consideration the tween markets preferences and cognitive development stages.

5.18. Hypotheses Statements

5.18.1 H1: There is a strong relationship between tween's propensity to purchase goods and social media.

Based on statistics gathered, 60% of the individuals stated they purchase products they have seen advertised. Fourteen percent of the individuals consume internet, which indicates consumption of digital media. Spearman Tau (0.09) states there is a positive relationship between age-groups and media usage i.e. digital media. When asked if individuals were aware of advertising on social media, 64% responded with a 'Yes', indicating awareness on social networks. A majority of the older age-groups positively indicated they would purchase advertised products. The overall reliability of H1, which is indicated by Cronbach alpha is 0.698, which indicates a high level of consistency.

5.18.2 H2: The influence of media causes tweens to become more aware of brands and value media as valid information passed on.

The use of media has resulted in individuals becoming more aware of advertised products, 60% stated they were aware of the products advertised and would go out and purchase that product. Although individuals are aware of the product been advertised, they are also aware of the deceptive nature of advertisements. 88% of the respondents stated they were able to identify not all advertisements told the truth. This statement is

supported by Cronbach Alpha (Reliability Test), which had an outcome of 0.605 indicating there is consistency in this response.

An open-ended question was asked to respondents to gather whether they understood the purpose of an advertisement and the information supplied in the messaging of the advertisement. Some of the responses were:

- To show people what they are selling
- So people could be interested in them and buy it
- To show people what they are selling

Based on the comments above, individuals understand the information supplied and how it is used to influence people to purchase items advertised. In this sample of individuals, 93% of individuals knew what a brand was - this can be influenced by social-group references and even the media consumed. Respondents have formed opinions about brands i.e. cool brands make you popular and some brands are cooler than other brands. The Correlation Coefficient (.850) states there is a consistent relationship between the 11-year-old and older age groups and the understanding of brands.

5.18.3 H3: As children become older and consequently develop cognitive functions, the effect of peer endorsement of an advertisement decreases for all product categories.

As children grow, they are able to form their own perceptions and make their own decisions regarding purchases. This is reflected in the response received from the respondents regarding the question, ‘Sometimes do you want something just because your friend has it?’, 58% states sometimes whilst 37% stated never. Pearson Correlation reflects (0.406) a negative relationship between peer endorsement and influence on purchases.

Under factors which are considered before making a purchase, only 4% made the purchase if their friends had it. It is clearly indicated by the Correlation Coefficient (0.024), there is a negative relationship between friends and factors which influence purchases. Cronbach Alpha states 0.029 indicating factors considered at purchase do vary based on the individual and age-group.

The last determining factor was the attributes affecting purchase decisions of tweens, in this instance the statement was, ‘My friends help me chose which toys to buy’, 71% strongly disagree indicating the tween market prefer to make their own purchase decisions or are influenced by other factors. Also another statement which showed their friends decisions don’t matter much when it comes to purchases is, ‘What my friends think about my toys is important’, 64% strongly disagree. Therefore, based on these statements, friend’s influences/endorsements do not matter.

5.18.4 H4: There is a negative correlation between propensity to consume and cognitive ability to discern the bias of an advertised product.

The main factor which determines whether this statement is correct or not is determined by whether respondents are asked to gauge the degree to which advertisements are deceptive. 88% of the respondents were able to identify if advertisements told the truth. According to the reliability test (Cronbach Alpha) the outcome was .605 which indicated consistency in this response. Although respondents are aware of deception in advertising, 61% still purchase products they see advertised. The determining factors which influence purchases were 50% of the respondents look at cost and 34% look at the brand name. Individuals are more aware of cost and become price savvy.

5.19 Chapter Summary

This chapter discussed the results gathered during the data collection process. Data collected will also aid in the hypotheses statements and research objectives which have been stated in Chapter 1 and Chapter 4.

With regard to the cognition of advertisements; it was established the cognition theories used in the report (Piaget's hierarchy of cognitive development, and Roedder's information processing model), were applicable in a South African context, and there was a clear developmental process which respondents passed through (Roedder, 1981: 145; Piaget, 1960: 135;). The age of the respondent affected children's ability to identify the persuasive nature of advertisements, the intrinsic bias of advertisements and the commercial nature of advertisement; accordingly, there was a negative correlation between the respondents age and their propensity to consume.

Peer influences were also looked at in more detail - we can summarize the results as there is a slightly negative relationship; the tween market is not strongly influenced by their peers, but instead focus on their parent's opinions. Factors which influence a purchase decision were also discussed which would assist marketers when communicating to the tween market. The data gathered in this chapter, provides an in-depth understanding into how the tween market assess advertisements, what factors drive them to purchase as well as what they spend their pocket money on.

Inferential and descriptive statistics were implemented to assess the data collected, and graphs were used to represent this data.

The following chapter will provide answers to the hypotheses statements and the research questions stated in Chapter 1. Inferential statistics will also be used to better answer these questions.

Chapter 6: Discussion of Results

6.1. Introduction

The previous chapter detailed the findings from the research presented in descriptive and inferential statistics. This chapter relates those findings to the research objectives stipulated in the previous chapters in order to answer the research hypotheses identified in this study.

This section discusses the findings according to the sequence they appeared in the research objectives. This chapter concludes with a brief description on whether the research hypotheses were accepted or rejected. All discussions in this chapter will be based on the results.

6.2. Discussion of Research Objectives

6.2.1 Research Objective 1: To identify the different marketing and media channels used to communicate and gain a high awareness amongst the tween target market.

In order to gain positive results from advertising, it is not sufficient to just send out a message and then expect the results to be successful. Consumers view more advertisements each day currently and this can result in it becoming frustrating and irritating to them. Many individuals believe advertising is all about creating the ultimate message and choosing the perfect media channel, but there is so much more behind all of that (Zanot, 1981).

Janoshka (2004:17) states online marketing is based on traditional forms of advertising, however it utilizes a different communication approach to interact with consumers. Hoffman and Novak (1997:49) state the key operational difference between traditional channels and the 'new' online channel is the possibility of 'many-to-many' interactions whereby the communication is not unidirectional; customers are able to communicate with the advertiser.

The following mediums are described as traditional advertising channels (Lamb, et al., 2006: 350; Wilson, 1985: 3):

- Print Advertising (Newspapers, magazines, brochures and fliers)
- Outdoor Advertising (Billboards, Kiosks, Tradeshow and Events)
- Broadcast advertising (Television and Radio)
- Covert/Guerrilla Advertising (Advertising in Movies)
- Celebrity Advertising (Celebrity Endorsement)

Depending on the function of the advertisement, different channels are utilized. Wilson (1985: 3) states the main criterion which impacts which medium is used depends on: budgetary constraints of the organization, the target group which the organization wishes to appeal to, and the image of the product which the organization wishes to promote.

Based on research data gathered, the tween market engaged frequently with their mobile devices, consuming television and surfing the internet. The tween market has become reliant on social media - therefore they consume more of this media than traditional media. Television still remains strong when compared to other mass media channels, resulting in the main way to communicated messages to the tween audience. Social and virtual networking sites allow brands to communicate via online societies that are referred to as someone's closest group of friends and families. This age-group is persuaded by new media, virtual friends and the influence that comes with technology.

The emergence of social media is not a new sensation (Boyd & Ellison, 2007). According to Borders (2009), individuals around the worlds have been making use of social media for networking, socializing and gathering information for almost 30 years. The mid 1990's was a radical period for the internet as millions of people around the world had now gained an 'online' presence. This gave birth to endless opportunities for marketing and advertising over the internet. These opportunities developed into an unprecedented level of entrepreneurial activity for marketers and as a result the internet marketing and advertising business grew considerably (Treadaway & Smith, 2010). Social commerce, whereby purchasing decisions are directly influenced by other people and friends, emerged in 1999 over the internet (Treadaway & Smith, 2010). The growth and evolution of social networks has led to the structure of extra modified connections between customers and advertisers, making communication and engagement much easier than before. Although traditional social networks were predominately approved by the tween audience- this affects prospects and potential openings for advertisers to gain benefit in terms of locating their products and brands.

6.2.2 Research Objective 2

Tweens' cognition of advertisements is a crucial factor when determining whether tweens are autonomous decision makers, or if advertisements exert persuasive influence on tweens due to their inherent susceptibility. In light of the above statement, the age of tweens is paramount when assessing if younger respondents exhibit an exaggerated propensity to consume, or if older respondents were more inclined to purchase goods due to the influence exerted on them by advertisements and media.

“Children manipulate both indirectly and directly; indirectly in a submissive way by representing what they like and what they do not like. Kids over-all have the most impact in shopping applicable to themselves, moderate influence on activities and the least influence on durable consumer goods and expensive goods” (John, 1999, p.250).

“Tweens still depend profoundly on parent expenditure and cash. Hence, their true influence lies not within their buying power, but in the capacity to impact their parents and grandparents to make purchase on their behalf” (Siegel, Coffey and Livingston, 2001, p.11-12). As far as consumption is concerned, the tween market introduces new items into the household, and they also subsidize to transforming consumer procedures. They impact particularly technology family acquisitions, which indicate they are more skillful in technology usage (Ekstrom and Tufte, 2007).

Parents spend more cash on their kids than they did before, seventy-five percent more on kids’ garments and fifty-seven percent extra on games and toys (Forbrugerredogelse, 2005). Data gathered from questionnaires depict less than 40% of respondents purchase electronic products with the money they receive as pocket money from their parents. These individuals tend to purchase video games, etc. Also established from this research, the tween market has a high propensity to purchase goods advertised, 60% of the respondents stated they would purchase products which they have seen advertised. Majority of these respondents which stated ‘yes’ fall into the ages 11 years and older.

The tween market propensity to consume goods is high, they can be categorized into the pester zone which is defined as parents are the people who make the concluding choice and buyers, but the children have a solid influence on the purchasers which are made. At times they can even be motivators, negotiating and manipulation are active as kids develop in age, and demands for products turn into negotiations and concessions amongst parents and kids (Rust, 1993; Palan and Wilkes, 1997).

Electronic goods and normal goods fall into this category because these are products which have a strong awareness and reasonable to high impact. This would consist of objects for self-consumption like video games, etc., as well as not so exclusive objects which attract the kid, but are professed as frolicsome or unwanted by parents. In this zone, the choice and acquisition is decided by the parents, but is an outcome of harassment by the kid. A majority of the time, parents make the acquisition even if they don’t have sufficient information or are opposed towards it.

6.2.3 Research Objective 3

Study reveals consumers within the youth market are progressively revolving away from traditional media advertising and actively seeking out social media platforms. Growing up in a digital era, the youth have actively embraced digital media and ‘online’ communications which have become pervasive in their lives. The youth actively spend hours on different social media platforms for various reasons. Marketers have reconsidered their marketing strategies and integrated a social media presence in their marketing and communications which could be used to influence the purchasing behavior of the tween market (Ramnarain, 2012).

Advertisers have to take into consideration the various media mediums they utilize and whether or not the perceived trustworthiness will be a factor to the target audience. “Marketing professionals may want to reminisce youth print material for their marketing communications in the hope such magazine will enjoy a higher distribution. New technology, called ‘mobizine’ has lately been presented to the South African market. It offers magazine content direct to cellphones, thereby combining traditional and new media. Since the youth market are always the first to experience new technology, mobizine technology may put pressure on youth magazines to reflect on cellphones as part of their media mix” (Moodley, 2006: 15). “Instead of focusing on a specific group of media channels, marketers will probably have to focus on using the channels that Generation Y consumers use if, that is, they want to reach and engage with the tween market” (Generation Z) (Parkin, 2009: 1)

“Several advertisers have turned to mobile proximity marketing because it targets the lifestyle of the audience and focuses on the activities that add value to a customer’s experience” (Parkin, 2009:1). “This is mainly because young people have accepted cellphones as personal accessories because of the mobility, usefulness and changeability of the latter” (Botha, 2004:4). “Cellphone-marketing campaigns should create content that offers an opportunity to engage with customers in a different, interactive manner, but only after marketers” have obtained permission from consumers so as to allow marketers to advertise via this channel (Robinson, 2009:1). “These media channels spawned a wider array of lifestyle choices, requiring marketers to use a different approach when targeting Generation Y consumers” (Bakewell & Mitchell, 2003:95). Napoli and Ewing (1999:1660) “note marketers are encountering problems when advertising to Generation Z consumers as the threat of new media overtaking traditional media becomes ever more apparent”.

Social networks, in particular, have gained immense power and serve as powerful marketing and communication tools for marketers in order to influence, generate and increase purchasing behavior of consumers. Since their introduction, social network sites have engrossed masses of operators around the

world, many of whom have combined these sites into their normal practices (Boyd & Ellison, 2007). There are general social networks with user bases larger than the population of certain countries, demonstrating the possibility of social media as a marketing and communications platform for marketers (HC Company, 2009). The growth and evolution of social networks has led to the creation of more personalized interactions between consumers and marketers making communication and engagement much easier than before. Although traditional social networks were predominately adopted by the tween market - this affects opportunities and possibilities for marketers to take advantage of in terms of positioning their products and brands.

In order to effectively communicate with the digital audience, marketers need to learn to market to the social web in a new way (Weber 2009:3). Therefore, rather than talking at customers in a monologue via traditional media (such as magazines, newspapers, TV adverts, and radio), where the communication is to a large extent one way; social media allows for dialogue, but on a large scale (Weber, 2009: pp.4-5). According to Hosea (2011), this would require a completely different mind-set from brands, which is out-side-in, entails being driven by customers and involves giving up control. The power of, “words, pictures, video and audio can inform and inspire; just as they can influence and incite” (Safko and Brake, 2009). Therefore, Web 2.0 could be considered, “a social phenomenon characterized by decentralization of authority” (Adebanjo and Michaelides, 2010). Whilst TNS (2010) are proponents of, “Digital is big news with untold riches on offer for the victors”. Businesses have created Facebook pages to get closer to their target market (Safko and Brake, 2009). In a business context, the basic goal of social media is to engage with people. Engagement, according to Safko and Brake (2009) leads to a desired outcome; these could be a strong recommendation from a customer to a friend, or an additional purchase.

6.2.4 Research Objective 4

Maslow’s Hierarchy of Human Needs provides fascinating insights into the mindset of today’s tween market- which is currently an emerging demographic in the consumer world. The tween market is considered as being brand-savvy, extremely aware, and utilize different brands to describe their personality. The crucial factor to accomplishment when marketing to the tween market is to let them decide and make their decision about what each brand is about and stands for, instead of forcing a message about the organization which created it and what they stand for. This age-group has taken the advantage of the resources available, and educated themselves on how to create and start their own practices- in their online and offline lives, which would enable them to personalize their brands. In this study the respondents considered the cost and brand to be the most important factors before making a purchase.

There are also four factors which influence the tween market before they make a purchase,

1. Culture; sometimes the individual can be influenced by his family, his friends, his cultural environment or society that will teach him values, preferences as well as common behaviors in his culture. Culture regulates our behavior in all features of life and is consequently normal to impact our pattern of consumption. The level of influence depends on the capability the goods portray and communicate the specific cultural meaning (Mowen, 1995:703).
2. Social; if an individual belongs to a certain group, they can influence him as well. In this factor, family comes across as the most influencing factor for an individual. Previous research shows children are able to influence family purchases actively and passively (Mikkelsen, 2006) and play a significant part in the customer market both directly and indirectly (Belch, Belch and Ceresino, 1985).
3. Personal; decisions are influenced by your age and the way you live. You won't buy the same products you were buying when you were younger. Piaget's theory of cognitive development suggests tween's are active seekers of knowledge, and as a result, they develop in hierarchical manner.
4. Psychological; these are more internal factors such as motivation, perception and learning which would reinforce a need in the consumer's mind.
5. There are various factors (colour, brand name and cost) which can influence individuals in what they like and will purchase. By marketers recognizing and understanding the features that impact the tween market, brands have the chance to construct a strategy, an advertising communication and marketing campaigns become more well-organized.

Research was conducted in this study to determine which factors influence the tween market's decision before making their purchase. Based on the results gathered, 50% of the participants look at cost, 34% focus on the brand name and lastly 12% considered the color before making a purchase. Overall, we can conclude, cost is an important determining factor of a purchase. This is one of the reasons for the Nag Factor/Pester Power, due to the cost they tend to influence and exert on parental purchasing decisions.

6.2.5 Research Objective 5

The tween market, beginning at a very young age, is inundated with messages from advertisers (Linn, 2004). Many advertisements directed towards this market focus on familiarizing children with engaging characters, and then have these characters' present messages about products. The tween market shows excellent recall and recognition for characters which are seen in ads, even when these characters promote products intended for adults (Lieber, 1996).

Although this market does not appear to comprehend the influential intent of advertisements until later in life, and even if they recognize a character is associated with a product and may be motivated by self-interest, it is not clear if they take this into account when evaluating messages. Only recently have psychologists

begun to understand the cognitive development of children and how this affects their understanding of advertisements (Moses & Balwin, 2005). Psychologists have revealed kids as undeveloped as age four comprehend diverse people have dissimilar areas of capability and select their foundations accordingly (Lutz & Keil, 2002) and yet kids as old as seven also have strain understanding foundations of material can be prejudiced by self-centeredness (Mills & Keil, 2005). Both groups of children are predicted to trust a familiar character more than an unfamiliar one. Older children, however, may be more skeptical of a familiar character's message when the character has a vested interest in the information. Conversely, younger children may not only prefer the familiar character when he presents potentially biased information, but they may also prefer him even when he presents information unrelated to his self-interest.

Based on the premise children may have trouble distinguishing between regular television programs and commercials, therefore they require a cue to alert them when the material they are viewing is an advertisement. These guidelines remain in place for children's Saturday morning programming, but are no longer present in many other television programs viewed by children. Regardless, even without these clear breaks, children as young as four appear to be able to distinguish between commercials and other programming in experimental settings (Levin, Petros, & Petrella, 1982; Bijmolt, Claassen, & Brus, 1998), although some researchers have suggested older children may have trouble correctly identifying commercials all of the time (Palmer & McDowell, 1979). This suggests by age four or five children are able to identify advertisements as such when dealing with television as the medium. However, it remains unclear how well children can identify advertisements in other mediums. The recent rise in children's admission to the world wide web and many of the most popular websites for children now include "advergames" – electronic games that incorporate advertising messages – is of particular concern (Moore, 2006) These advergames may be more difficult for children to identify as advertisements as they blur the boundaries between entertainment and advertising, and it remains unclear how much influence they exert over children's opinions of the products.

Several learnings on kids' encouragement information concerning traditional television marketing have revealed at roughly eight year of age, kids develop progressively mindful of the intent of television commercials, but mindfulness of influential intent does not fully develop until the age of twelve (Boush et al., 1994; John, 1999).

Respondents in this study were asked an 'open-ended' question relating on advertising and what they thought the purpose of advertising was. Based on the responses received, a majority of the respondents had an understanding about advertising and the purpose of it. Some of the responses received are stated below:

- To show people what they are selling.
- So people know what kind of brands there are.
- So people could be more interested in them and buy them.

Also identified was if respondents understood the purpose of an advertisement. Respondents from the age-groups were asked if advertisements were meant to give you a break. From these responses received, we were able to gather whether respondents understand the main purpose of advertisements. Based on the results, we received a strong ‘disagree’ from 11 years and older stating advertisements were not meant to give us a break, but rather serve a purpose of informing consumers. From this, we can deduce as children grow older they form cognitive skills and develop their abilities to understand messages communicated to them.

6.2.6 Research Objective 6

Manipulating the tween target audience through deliberate, planned marketing techniques in campaigns is an extensively familiar as an operative involvement in both the community and secluded sectors. Irrespective of this, creating targeted marketing campaigns which are appropriate and inspiring for tweens can be considered as thought-provoking, particularly given the limited qualities of this target market. Several marketers support campaigns which will have a greater chance to success if they are created and based upon the theory of integrated marketing communication (Azoulay, 2000).

When advertising to tweens, professionals advise campaigns that encourage fun are crucial. Nevertheless, marketers are also rapid to clarify for tweens - fun can be well-defined in countless diverse ways. In particular, marketers recommend campaigns should be sensitive tweens are in changeover and in search of to apply superior control over their surroundings. In addition, tweens regularly daydream about accomplishment and acknowledgement, as well as the yearning to be rich, famous, and successful. Academics also mention campaigns appeal to tweens’ core psychological needs. For instance, tween girls are often inspired by communications connected to beauty, glamour and the desire to master a particular task. While the desire for mastery is also important to their male counterparts, tween boys are motivated by messages that express power, conquests of “good versus evil and bravery” (Del Vecchio, 1997).

In their acquisitions, Gen Z youth search for goods that can be integrated into who they are exclusively and within their societies. For the utmost portion, they are not concerned in sustaining an inaccessible requirement. To them, brands are an extension of their total involvements and certainties in which they are tangled, organized, and collaborative. Effective brands are constructed “with” them, not for them (Children’s Business, 1999). With this in mind, operative youth marketing models take a unified tactic that revolves around the tween as a customer. “In applying combined advertising communications models for tweens,

marketers are learning the status of rallying youth around a brand or message through a seamless blending of values. The marketers must then rely on tweens to accept and shape these brands in a meaningful way” (Business Week, 1999, p.300). In this regard, verbal and visual cues—layout, design, copy, video, etc., — should work together to create an environment that reinforces youth values and the values of the brand (Children’s Business, 1999).

Marketers are increasingly targeting `d had now gained an ‘online’ presence. This gave birth to endless opportunities and possibilities for marketing and advertising over the internet for marketers. These opportunities developed into an unprecedented level of entrepreneurial activity for marketers and as a result the internet marketing and advertising business grew considerably (Treadaway & Smith, 2010). Social commerce, whereby purchasing decisions are directly influenced by other people and friends, emerged in 1999 over the internet (Treadaway & Smith, 2010).

‘Online’ services were followed by instant messaging and discussion forums. According to Kumara (2008), discussion forums can be regarded as one of the longest time honored and age old forms of social media. Discussion forums have played a substantial part in the growth and development of the social web and continue to do so presently as discussion forums continue to be part of ‘online’ rituals for many individuals.

In addition, with regard to marketing and advertising on social media platforms, contemporarily Minnposts.com’s Real Time Advertisements allows a marketer to alter or change the message of an advertisement in real time (Lavrusik, 2010). Minnpost.com makes use of customized widgets in order to pull in messages from a marketer’s social media accounts. Marketers can purchase widget space for a specified amount of time rather than utilizing the traditional Cost Per Mille model of advertising.

6.3 Hypotheses Statements

This section concludes by determining whether the research hypothesis is accepted or rejected.

H1: There is a strong relationship between tween’s propensity to purchase goods and social media

Status: Accepted`

Data was collected from individuals who were categorized into different age groups (9 year olds, 10 year olds, 11 year olds, 12 year olds, 13 year olds and 14 year olds) – tweens are classified between 8 year olds and 14 year olds. Individuals were asked questions relating to advertising, their awareness and understanding around it. From the research gathered, we can formulate an answer if tweens propensity to consume and social media have an influence on their purchase decision.

Social media provides an overall representation of the worth of advertising to the consumer, in this instance the tween market (Ducoffe, 1995, 22), and has been anticipated as a degree of marketing efficiency for non-traditional media. This idea entrenched in the hypothesis marketing communications are probable communication interactions amongst promoters and customers. With social media, advertisers can use what they know about a specific segment and target them. For instance, Facebook and MySpace can target the tween market based on their age and gender.

Based on the data gathered, we were able deduce 64% of the respondents would purchase products which they have seen advertised, this could be related on any medium. Individuals who participated in the study were aware of digital advertising on social networks, this was stated by 64% of the respondents. Also 14% of the respondents consume digital media which is social network sites i.e. Facebook. These statistics provide an insight individual would purchase advertised goods and they are aware of what is happening on social media.

Therefore, based on H1 we can conclude there is a strong relationship between tweens propensity to consume and social media. With the fast changing pace of information and communication technology, children are able to experience the purchasing and consumption of products earlier than previous generations (Ekstrom, 2007). Development of the internet has brought dramatic unlimited information through the internet and communication channels have been opened up through social media such as Facebook and Twitter - which can have an influence on tween purchase decisions.

Based on the research gather, Pearson Correlation Coefficient states there is no significance between the age-groups and social awareness (.058) - this is due to different age-groups develop abilities at different stages therefore they perceive an advertisement differently to the other age-groups. Also if messages are not structured according to the tween market preferences i.e. tween language - they will not understand the communication and it will become wallpaper. Advertising is working for this target audience as it is influencing a purchase decision and driving individuals to purchase the product.

H2: The influence of media causes tweens to become more aware of brands and value media as valid information passed on.

Status: Accepted

Authors conversely believe advertisements support tweens in their developmental growth as consumers by encouraging tweens to talk about a product with their parents, which accords parents the option to explain the role of the consumer to them (Miller and Busch, 1979:323). O'Sullivan (2005:371) refers to this as,

“Consumer Socialization” and states it serves a function of rendering tweens more comfortable in the commercial world.

In the previous period or so kids have become a sector which marketing professionals cannot afford to miss when they are putting together their marketing strategies and plans. The percentage of influence which kids have, has increased significantly and stretches across different industries; kids have now moved from being followers of parent purchase decisions to become leaders of domestic purchase behavior (McNeal, 1991).

Various learnings on kids have shown that dominant consumer market is created, which has a strong buying power on junk food and an unintended impact whilst looking for big luxury items (Halan, 2002; Singh, 1998).

The purpose of brand advertising is to draw attention to a brand, communicate information about that brand, as well as create a meaningful relationship with the brand. The three primary purposes which will lead to brand awareness in the tween market is:

- To inform: by notifying consumers about a new product, or in the case of an existing product, advertising may serve to extend its appeal by reminding consumers about it or highlighting new benefits that the product has to offer (Ouwensloot & Duncan, 2008).
- To persuade: this function allows the benefits to be highlighted, the value offered by that brand as well as create attitudes of the consumer to sway towards the brand.
- To sell: lastly the main responsibility to convince the consumer to buy the product.

The next segment we look at is if the tween market were brand conscious and their views on brands. 93% are aware of what a brand is, 7% is unaware of what a brand is - this gives us an indication individuals understand what a brand is and aware of it. Respondents understand some brands are cooler, which gives us an indication although these individuals are younger, they are still aware of what is cool and what is not. These respondents seem to be leaders rather than followers, because 57% of the respondents stated sometimes they want items which their friends have. This could be due to the different social groups they join, as well as the morals and ethics which they are grown up with. Due to changes in society, individuals would rather be leaders than followers; hence more than 50% of respondents sometimes only want items their peers have.

Overall, individuals are influenced by media and advertising communications which has an impact on their purchase decisions. A brand is a company’s greatest intangible asset (Percy, 2008). The higher the value associated with that brand, the more of an asset it is to the company. Brands play an important role not only to the companies that produce them, but to the consumers who purchase them as well. According to Interbrand’s brand value study of 2012, Coca Cola is still the leading brand globally in terms of brand value

at \$77,8m, which is an 8% increase in brand value from 2011 (Interbrand, 2012). For a brand such as Coca Cola, which competes in the fast moving consumer goods market, up to 70% of the value of the company can lie in the brand, which is why it is essential companies put a special focus on growing and managing their brand (Keller, 2008). Consumers no longer desire just products. They want a brand they will be familiar with and have a relationship with and this is what ultimately leads to high brand value.

Therefore, based on H2 we can conclude there is media influence on the tween market becoming more brand aware, as well as starting to trust advertising information which can lead to a positive purchase decision.

The above statement is supported by the following data:

- 60% of the respondents purchase products which they have seen advertised. This indicates the information used in the advertisement is considered as valid to the point it has created a purchase decision trigger.
- 88% of respondents also have to decide if advertisements are deceiving - which provides an indication this target market is able to understand and process advertising knowledge. Cronbach Alpha (0.605) justifies this statement as there is a high consistency.
- From the data gathered, we were able to conduct an ANOVA test (0.579) which resulted in a significant relationship between the tween market and the advertisements purpose. This gives us an indication the tween market considers advertising as useful and purposeful when it comes to informing them about new products and offers available.
- Respondents provided descriptions explaining the purpose of what an advertisement was, this gave us an indication they were aware of the messaging in advertisements and reason for it.

H3: As children become older and consequently develop cognitive functions, the effect of peer endorsement of an advertisement decreases for all product categories

Status: Accepted

In order to assess the efficacy of peer endorsement, the key cognitive functions according to Bachmann, John and Rao (1993:464) which relate to product endorsement were assessed. Children have the capability to think vicariously, they also have the capability to create their identity through the perception of peers, and respondents' propensity to consume in order to influence peer's perception of them.

The ability to think vicariously was established through literature. Previous research showed as children grow older they develop the ability to envision other children's perspectives and think vicariously (Shaffer,

2009:201; Bachmann, John and Rao, 1993:464; Selman, 1981:402); Selman's role-taking ability (Selman, 1981:402) was used to illustrate this, and demonstrated as children move through different phases they move from an egoistic (self-reflective) state to a social and conventional role-taking state and gain the ability to see another person's perspective and the reason behind the product endorsement.

Based on research, 57% of respondents stated only, 'sometimes' do they want something because their friends have it, 38% said 'never' would they want something because their friend has it. Therefore, respondent's propensity to consume due to peer endorsement was negative, which indicates as children become older, their propensity to consume based on their friend's decision decreases. This is supported by Pearson Correlation (0.406), which indicates there is a negative relationship between peer endorsement and influence to purchase. They do not consider their friend's opinions have importance, but prefer having their parents' approval, which matters more. 71% of the respondents also disagreed friends help them chose 'toys' which they want to buy. 4% would purchase an item which their friend has, this is one of the factors which influences the purchase decision. This can be justified by Cronbach Alpha (0.029) stating there is a negative relationship between friends purchases and influence to purchase. Overall, we can see based on the above statistics the tween market seems independent enough to make their own purchase decisions or rely on their family for support.

Based on the above in H3, we accept the statement peer influences do not influence tween market decisions as they grow and develop cognitive abilities. It is evident domestic communication can and frequently does impact young customers' attitudes toward acquisitions and their consumption patterns (Moschis et al., 1983). For most children's products, parents have always played an integral role as influencer, decider or purchaser.

H4: There is a negative correlation between propensity to consume and cognitive ability to discern the bias of an advertised product.

Status: Rejected

In the last decade or so, the tween market has developed as a section most advertisers cannot manage to pay for to overlook. The scope of impact of tweens has extended substantially to consist of merchandise from a variety of different organizations, the tween market has moved from being supported of household buying behavior to becoming leaders for most of the domestic household decisions (McNeal, 1991). Researchers are developing a theoretical model which would assist advertisers and marketers with the tween market, this would also help influence this specific audience in terms of interest levels and degree of impact across the different categories of products. Marketers can take advantage of the information and design customized

advertisements which would enable them to know the profile and characteristics of these precise societies i.e. Facebook, Instagram, etc.

Macklin and Carlson (1999:3) raise the argument advertising to tweens is fundamentally discriminating as they lack the cognitive processing to understand the intent of the advertisement. In agreement, Carter (2011:962) states children only begin developing cognitive defenses against the persuasive nature of advertisements from about 8 years old. This is in agreement with the information processing model which stipulates tweens are either limited or cued processors and subsequently lack the cognitive capacity to handover information from short term memory to long term memory without precise prompts (Lawlor and Prothero, 2002:485; John, 1999:185).

The common agreement among researchers is in order to accurately measure the degree to which a child understands the marketable nature of advertisements, four core mechanisms of advertising literacy must be examined (Priya, Baisya and Sharma, 2010:154). These four core mechanisms of advertising are:

- The degree to which tweens can differentiate advertisements from regular television (Macklin and Carlson, 1999:6).
- Whether or not tweens understand advertisements have a capable selling intent (O'Sullivan, 2005:374).
- Understanding the persuasive nature of advertisements (Moore and Lutz, 2000:32).
- Understanding advertisements are intrinsically biased towards the product being advertised.

Macklin and Carlson (1999:5), determined as children move through their preschool years, they develop more insight into commercials, and learn to differentiate advertisements from television programs. Consequently, as children enter the concrete operational or cued processor stage (becoming a tween), they gain the cognitive ability to identify the difference between regular television and advertisements (Macklin and Carlson, 1999:6). Calvert and Wilson (2011:270) believe even though children may understand the difference between regular television and advertisements, they may not understand the functional purpose of advertisements as a persuasive selling instrument. Carter, Patterson, Donovan and Roberts (2011:963) found approximately from the age of 6, children gain the ability to differentiate an advertisement from a regular television program; however, they may not know the perceived function of the advertisement.

Therefore, we conclude the statement there is a negative relationship between the propensity to consume and the cognitive ability to discern the bias of an advertisement based on the following:

- Piaget's theory is based on trust tween's process information by relating it with frontal knowledge or experience. As this market matures their cognitive capabilities increase as well. All individuals develop cognitive abilities in the same order, but at different rates (Swan and Hendrix, 1991:3).

- 88% of respondents in the research study, stated not all advertisements told the truth. Cronbach Alpha (0.605), justified this comment indicating there is consistency in this response. The tween market is able to process if the advertisement is telling the truth or merely communicating non-fictional information.
- Comments from the respondents indicate they understand what is the purpose of an advertisement: ‘to show people what they are selling’ and ‘to provide us with information about new products’ - these are some of the comments.
- There is also a positive connection amongst the understanding of ads and age-group respondents, which is illustrated through Pearson Correlation Coefficient (.667). As children start to mature and grow they develop cognitive skills, which helps them understand advertisements and process the information provided.
- 66% of the respondents purchase goods they have seen advertised - there may be purchases through ‘pester power’, nonetheless these products are still purchased providing an indication the tween market understands the information in the advertisement - enough to lead to a purchase decision.
- Factors that influence are based 50% on cost and 34% on brand name.

6.4 Chapter Summary

In this chapter, the research objectives and hypotheses were discussed in detail using the statistical information gathered to prove these statements. Calculations conducted provided significant relationships to be established, as well as state if the objectives were false.

With regard to the cognition of advertisements, it was established the cognition theories used in the report (Piaget’s hierarchy of cognitive development, and Roedder’s information processing model) were applicable in a South African context, and there was a clear developmental process which respondents passed through (Roedder, 1981:145; Piaget, 1960:135;). The age of the respondent affected the ability to identify the persuasive nature of advertisements, the intrinsic bias of advertisements and the commercial nature of advertisements. Accordingly, there was an undesirable relationship amongst the respondents age and their propensity to consume. Through the theories discussed, we were able to determine whether the tween market understood advertisements or just disregarded them. The information discussed in the Literature review provided sufficient material in answering the research objectives and providing the four hypothesis statements listed in this study.

The last chapter of this research study provides recommendations for future research, limitations of the study, and a brief conclusion to the dissertation to summarize the main points of this study.

Chapter 7: Conclusions and Recommendations

7.1 Introduction

This chapter provides a conclusion to this learning by providing recommendations for both marketing managers marketing campaigns, and it provides limitations which occurred whilst conducting this study. Also discussed will be a conclusion from each chapter and what was achieved. Lastly, a contribution will be provided.

7.2 Conclusion of this study

The objective of this dissertation was to determine the effects age had on the comprehension of advertisements, and the manner in which it affected the tween markets propensity to consume. Information gathered proved this statement in the research objectives.

Each chapter provided substantial input in this research study, which assisted in attaining the research objectives and hypothesis statements set out. A brief conclusion for each chapter will be discussed below:

Chapter 1 Introduction: This chapter provided an outline and background to this learning by providing more literature on the tween market. Before attempting the study, the tween market was defined ‘as individuals who fall within the age of 8 and 14 years old. They also have an influence on family-buying patterns’. The purpose of the study was to investigate how marketing media content impacts the tween market and their propensity to consume goods, more especially electronic goods. The motivation of this study was based on there being few studies in South Africa focused on the tween market and their propensity to consume. The research objectives, and research questions were aligned with one another in the study, which both contributed towards answering the research hypothesis statements created. A brief overview of the research methods was mentioned and how the data collection would take place. Lastly, the limitation was discussed which occurred in this study and contributed towards a delay in the completion of the study.

Chapter 2 Tween, Advertising and Consumer Patterns: This chapter looked in more detail at the tween audience and Generation Z, which is also known as the digital generation. The different channels were outlined; in traditional media and the emergence of non-traditional media, but specifically social media. The relationship between the tween market and social media was discussed in more detail, and the influence it has on tween daily life as well as the impact it has on advertising. The purpose of advertising and considerations required when implementing a marketing and advertising strategy were looked at in more detail. Also discussed in this chapter, were the different factors such as marketing stimuli, environmental and social influences which affect the tween market and their purchase decisions.

Chapter 3 Cognition Theories and Tween’s Cognizance of Advertisements: In this chapter, an overview of cognitive and development theories was discussed. In-depth views on Piaget’s hierarchy and Roedder’s model were looked at especially, which assisted in understanding the tween market’s cognitive abilities and development. The Persuasion Knowledge Model (PKM) was assessed which provided insights from a marketing view and how future communications should be structured. Lastly, the development theories were looked at in more detail, Selman’s Role-Taking and Erikson’s Psychosocial development, which provided insights in determining the tween market’s identity.

Chapter 4: Research Methodology: This chapter looked at the research methods which were implemented in this study. The research design and approach were discussed which involved a quantitative research approach in this study. The sampling method was discussed in detail - which involved looking at the sample selected, the number of participants in the study and data collection instrument which was implemented. The next step of the research process, was data collection - the process of how the questionnaires were distributed was explained. Lastly, the ethical clearance process was discussed explaining the steps which were taken to obtain ethical clearance from all the parties who participated.

Chapter 5 Data Analysis and Presentation of Results: Data gathered in this study was presented in descriptive and inferential statistics. The first portion was discussed from the questionnaire, which consisted of age, gender and etc., - this was illustrated using descriptive statistics. The remainder of the questionnaire was split into various sub-sections i.e. viewing frequency, perception of advertisements, etc. Data was also presented in chart and graph format.

Chapter 6 Discussion of Results: An in-depth discussion of the research objectives was looked at in more detail, using the literature gathered and data collected. The research hypothesis statements were also discussed and proven based on the research collected. Overall, it was gathered from the research objectives and hypothesis statements, we can conclude there is a strong relationship between the tween’s propensity to consume and social media. Media does have an influence on the tween market and it provides important information to the tween market which relate to the products.

Chapter 7 Conclusions, Recommendation: This chapter covers the overall research study and the chapters included in this study. Recommendations have been listed to provide guidelines for future marketing campaigns and marketers. Lastly, to conclude the study is the conclusion, which looks at the outcome of the study and the limitations which caused hurdles whilst completing this study.

7.3 Recommendations

This sub-section provides useful information for marketers and marketing professionals with insight regarding the research objectives, as well as recommendations for policy makers regarding advertising products/services specifically targeted at the tween market. This information will also provide information for students and research, which will be conducted in years to come.

7.3.1 Recommendations for Marketing Professionals

- The tween market segment has proven to have substantial growth, which has led to marketers focusing on a new group of young consumers with a relatively high disposable income (Gunter, 2005).
- Future marketing campaigns should consider advertising to the tween market as well, instead of forgetting this target market because it is a niche segment.
- From a marketing background, younger children are more susceptible to claims made in advertisements as they do not consider the advertisement to be misleading, biased or have any ulterior motive.
- Empirical findings show children are more naïve consumers and more willing to purchase goods. If this naivety is abused, it could have adverse long term associations for the brand/service.
- From a marketing professional's point of view, it was recognized the effect peers have on the propensity to consume has a positive correlation with the degree of conspicuousness.
- Research also showed the propensity to consume a good was higher if parents endorsed it rather than a peer. Therefore, when marketing a good targeted at the tween market, it is important to ensure the advertisements target not only the children, but also communicate to the parents.
- Marketers, looking to reach tweens, should be allocating money to numerous different media vehicles simultaneously. Companies and brands should exploit these demographics' growing media consumption habits, ensuring funds have been allocated to cover all of the channels tweens are interacting with on a daily basis.
- Marketers must realize television is still an extremely important vehicle for this demographic.
- Marketers should recognize the newness or perceived coolness of many social networking sites does not necessarily mean tweens will readily adopt a brand or message. Practitioners should seek to better understand where tweens are spending their time online before developing marketing plans.

7.3.2 Recommendations for Legislators

- With regard to advertisements which exclusively target children, the current legislation stipulated by The Advertising Standards Association of South Africa defines children as any person under 18 years old (ASA, 2004:14).

- The current policy describes kids as being individuals below the age of eighteen years (ASA, 2004:14) which is primarily for sexual references and violence, and does not factor in viewer's cognition of advertisements. The policy is self-regulated by the Broadcasting Complaints Commission of South Africa (BCCSA, 2009:2).
- The researcher believes policy makers should incorporate a clause that restricts advertising which promotes products that could have an adverse effect on younger viewers.

7.3.3 Recommendations for Future Research

- The effect of Demographic and Other Socio-Economic Variables on Cognition of Advertisements.
- Advertising Appeals Effect in Propensity to Consume
- The Effects of Product Trial

7.4 Contributions from this study

From the information gathered in this study we have learnt advertising is valued by the tween market, and considered as important information. Advertisements are communicated through mobile devices, television and social networks. These platforms are ideal because in the data collected, respondents stated they surf on the internet often, consume television and use digital media.

The tween's cognition of advertisements is also a crucial factor for them to make a purchase decision. Messaging have to be personalized to speak to this market, as well as communicated on the platform they often engage with. This market still depends on parent spending and money to make purchases, although in the household they are able to influence technology purchases. We were also able to deduce from the data gathered, the tween market chooses to spend pocket money on video games and clothes. The tween market has a high propensity to consume goods which they see advertised. Some of the factors which drive purchase decisions are the cost and brand name, additional factors which can also influence purchase decisions are social, culture and psychological factors.

The tween market is not easily influenced by their friends and their purchase decisions. A negative relationship was established between peer endorsement and the influence to purchase. They do not consider their friend's opinions important. They would rather have the support of their family.

7.5 Limitations of the Study

Although utmost care was taken when conducting this study, the following limitations were identified and could have influenced the outcome of this study.

7.5.1 Limitations Regarding Data

Although a pilot test was conducted, limitations still occurred in the data collection process:

- Acquiring ethical clearance from the Department of Education and Human Sciences Department at the University of KwaZulu-Natal was a tedious and time-consuming process. The process took over 2 months to complete, despite emails and calls to head office.
- Schools were approached to be included in the study, but they were not willing. This affected the survey population.
- Report used non-probability sampling rather than random sampling to select participants.
- In order to satisfy the ethical criteria stipulated by both the University of KwaZulu-Natal and the Department of Education, only respondents who had an informed consent document completed by their parents were eligible to participate in the study.
- There were some children who still answered in a manner in which they would appear 'favorable'.
- Although a pilot test was conducted, the younger respondents could not comprehend certain questions. The purposive questionnaire was structured in a more elementary manner to accommodate the diminished cognitive capabilities of younger respondents.

7.5.2 Limitations Regarding Literature

Despite that all literature was collected from peer reviewed journals, books and academic databases, the researcher believes the theory underlying the principles may be considered outdated to a certain degree. This was applied to children as they approached their tween years.

A strong limitation which occurred in this study was the lack of research, specific to South Africa. Extensive research was conducted which resulted in the findings chapter becoming broader during analysis.

Some models may be obsolete is Piaget's Hierarchy of cognitive development are uncertain and true. Although considered one of the archetypes of cognition theories, it has been criticized as being myopic and simply focusing on age as the main component of cognition and not taking into consideration other factors such as social, mathematical and spatial concepts (Lawlor and Prothero, 2003:416).

7.6 Value of the Study

The principal benefit of this investigation was it provided empirical data on the tween market and their propensity to consume goods, especially electronic goods. The study was able to determine what type of consumer a tween is, what they understand about advertisements and which factors contribute towards their purchase. The study also provided empirical data on some of the conceptual frameworks developed by

marketing theorists, such as the cognitive theories i.e. Piaget's Hierarchy and Roedder's Model, as well as development theories. By analyzing these theories, they provide an insight on how the tween market processes information. Social media was also looked at in more detail - which is relevant when it comes to this target market because the tween market is also referred to as Generation Z or the digital market. Looking in-depth into the non-traditional sector provides insights on how Generation Z consumes digital media, the social network sites they consume and how this type of media has influence their propensity to consume. This study provides insights on how various media influences the tween market, as well as how they influence their parents' purchase decisions. The main advantage for marketers would be to put together a marketing strategy which would successfully speak to this tween audience.

7.7 Considerations for future Research Marketers

These conclusions not only give insights regarding tweens and future communication, but also to larger issues, as well. With a seemingly endless influx of technological innovation, tweens generally appear to be ahead of the curve in regards to adopting new technologies, especially when compared with other demographics. They are easily adapting and embracing changes in media, and do not appear to be foregoing older vehicles in the process.

Tweens are also known to multitask and are continually finding new ways to increase the amount of time per day they spend interacting with various media vehicles. Moving forward, it is vital marketers wishing to reach tweens capitalize on a few major takeaways, found below, that have emerged from the content of this research paper.

7.8 Conclusion of the Study

To conclude, this study was considered as successful in terms of gathering information and data to achieve the research objectives. The main objective of this study was to comprehend the advertising media, which influenced the tween market and their propensity to consume goods, especially electronic goods. Objectives were put together to understand the various marketing media used, to find out how the tween market perceives these advertisements, understand which factors play a vital role in the purchase decisions and provide insights to improve future marketing strategies and campaigns. From the literature gathered, we were able to gain a better understanding of the tween market, their preferences when it relates to advertising, as well as their media consumption patterns. We were able to determine a majority of these individuals consume a high percentage of television and social media i.e. visiting social networking sites. Also determined, was the tween market has grown up in the digital era and tend to rely a lot on this type of media.

Data was gathered using a questionnaire as the research tool, this was distributed to individuals between the age of 8 and 14 years old. These individuals were asked to complete the questionnaire, which consisted of questions which are related to demographics and advertising. From the data gathered, it was then interpreted and presented in graph format which was used to prove the research hypothesis statements, which were stated in the study. Some of the main limitations which occurred in the study, were the time which took to obtain ethical clearance letters from the University and Headmasters of the Schools. Some of the questionnaires were also not filled out correctly or uncompleted this was due to some of the individuals not fully understanding the questions.

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Appendices

Appendix A: Questionnaire

Questionnaire

Demographics: The following questions are for statistics purposes only

Please fill in your details below

1. How old are you?	2. What grade are you in?
3. Are you a boy or a girl? Boy Girl	4. Which Race are you? Black White Indian Coloured Other (Please Specify)

Section 1: Advertising Please answer the following questions by selecting ONE option: <i>Circle the correct answer</i>	
1. How often do you watch Television? Never Less than 1 hour a day 1 - 2 hours a day 2 – 3 hours a day More than 3 hours a day	2. Who pays for advertisements? The SABC TV Licences The product being advertised The Government Other: _____
3. Do you enjoy watching advertisements? Yes No	4. Do advertisements always tell the truth? Yes No
5. Do you like the same advertisements as your friends? Yes No	6. Do you prefer to buy products you have seen advertised? Yes No

7. Why do you think there are advertisements? Please state your comments below

8. Where do you get your money from? Circle the correct answer

- a) Pocket money from your parents
- b) From your grandparents
- c) Spare time jobs/chores
- d) Gifts
- e) I do not get any money

9. How much money do you get a month? Circle the correct answer

- a) R 25- R50
- b) R 50- R75
- c) R75-R100
- d) R100- R150
- e) Please write the exact amount: R_____

10. What do you like to buy with your spending money? Circle the correct answer

- a) Junk food
- b) Games
- c) Clothes and shoes
- d) Nothing because I save
- e) Music

11. Advertisements are meant to give you a break from normal television programs. Tick the correct answer				
Strongly Disagree	Disagree	Neither agree nor Disagree	Agree	Strongly Agree
12. When I see an item in the shop I remember the advertisement for it. Tick the correct answer				
Never	Hardly Ever	Some times	Most of the Time	Always
13. Advertisements are for grown-ups only. Tick the correct answer				
Strongly Disagree	Disagree	Neither agree nor Disagree	Agree	Strongly Agree
14. I buy things which I don't need because I have seen them on television. Tick the correct answer				
Never	Hardly Ever	Sometimes	Most of the Time	Always

15. What are your favorite electronic goods? Please name three of them.

16. Rank which of the following you use a lot? Circle the correct answer

- a) Watch television
- b) Surf the internet
- c) Visit Facebook
- d) Read your favorite magazine
- e) Listen to the radio
- f) Use my cellphone to chat to my friends

17. What do you look at before purchasing your product i.e. electronic goods. Circle the correct answer

- a) Colour
- b) Brand name
- c) Cost
- d) If your friends have it

<p>Section 2: Product Endorsement Please answer the following questions by selecting ONE option: (If the child responds NO to Q18, please assist with Q19 – Q21) <i>Circle the correct answer</i></p>	
<p>18. Do you know what a Brand is? Yes No</p>	<p>19. Some brands are ‘cooler’ than other brands Yes No</p>
<p>20. Cool brands make you more popular? Never Sometimes Always</p>	<p>21. Sometimes you want something just because a friend has it? Never Sometimes Always</p>

22. Do you see advertising on social networks i.e Facebook. Tick the correct answer.

Yes/No

23. Do your parents have any rules about the kinds of things you can buy? Do these rules seem fair?
Please fill in your comments below

—

24. Do you like the same advertisements as your friends? Tick the correct answer.

Yes

No

Section 3

Please rate the following according to your belief about the product

Select the number closest to your answer.

25. Toys							26. Clothes						
What my friends think about my toys is important							What my friends think about my clothes is important						
Never	1	2	3	4	5	Always	Never	1	2	3	4	5	Always
I prefer to buy the same brand of toys as my friends							I prefer to wear the same brand of clothes as my friends						
Never	1	2	3	4	5	Always	Never	1	2	3	4	5	Always
My friends help me choose which toys to buy							My friends help me choose which clothes to buy						
Never	1	2	3	4	5	Always	Never	1	2	3	4	5	Always
I prefer to buy toys which I see on TV							I prefer to buy clothes which I have seen on TV						
Never	1	2	3	4	5	Always	Never	1	2	3	4	5	Always
What my parents think about which toys I buy is important							What my parents think about the clothes I buy is important						
Never	1	2	3	4	5	Always	Never	1	2	3	4	5	Always

Thank You for your co-operation and time!

Appendix B: Informed Consent Example (Children)

Information Sheet and Consent to Participate in Research

Date:

Greetings,

My name is Melisha Naicker from the University of Kwa-Zulu Natal studying towards my Phd at the Pietermaritzburg campus. My email is melisha@webmail.co.za

You are being invited to consider taking part in a study that involves research on the influence of marketing media on tweens. The aim and purpose of this research is to gather research on the tween consumer behavior and their advertising knowledge.

This study has been properly studied and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number_____).

In the event of any questions you may contact the researcher at melisha@webmail.co.za or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban 4000 KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. Please complete the consent below.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

Sincerely

Melisha Naicker

CONSENT TO PARTICIPATE

I, _____ would like / would not like to participate in this survey.

Signature of Participant

Date



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref.:2/4/8/772

Miss M Naicker
22 Bayat Road
Orient Heights
Pietermaritzburg
3200

Dear Miss Naicker

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE INFLUENCE OF MARKETING MEDIA ON TWEENS PROPENSITY TO CONSUME ELECTRONIC GOODS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 19 April 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(Please See List of Schools Attached)

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 19 April 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africadedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 **beyond the call of duty**
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Phindile.Duma@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL

For research with human participants

Information Sheet and Consent to Participate in Research

Date:

Greetings,

My name is Melisha Naicker from the University of Kwa-Zulu Natal studying towards my Phd at the Pietermaritzburg campus. My contact details are 082 575 3524 and my email is melisha@webmail.co.za

You are being invited to consider participating in a study that involves research on the influence of marketing media on tweens propensity to consume electronic goods. The aim and purpose of this research is to gather research on the tween consumer behavior, their advertising knowledge and investigate their propensity to consume goods. The study is expected to include 390 students who range from eight to fourteen years old which will consist of primary and secondary schools. It will involve the following procedures, which consist of distributing the questionnaires to students as a class exercise preferably during life orientation classes. Their teachers will brief them about the questionnaire, so each individual understands what the exercise is about. No student is expected to complete the questionnaire should their guardian/parent not give consent. The duration of your participation if you choose to participate and remain in the study is expected to be less than 30 minutes. The study is self-funded and no contributions from outside parties are included.

The study may involve the following risks and/or discomforts, students may lack the knowledge relating to advertising or not understanding the question. Time restrictions could also be another discomfort therefore some questionnaires may not be completed. We hope that the study will create the following benefits to provide information on what marketing media content to tweens has an impact. Also, understanding tween's cognition of advertisements plays a vital role for marketers and media professionals. Marketers need to understand tweens cognition of advertisements in order to ensure that they are effectively promoting their product in a manner which relates to tweens.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number_____).

In the event of any problems or concerns/questions you may contact the researcher at melisha@webmail.co.za or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban 4000 KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

Sincerely

Melisha Naicker

CONSENT TO PARTICIPATE

I, guardian/parent_____ have been informed about the study entitled the influence of marketing media on tweens propensity to consume electronic goods by Melisha Naicker.

I understand the purpose and procedures of the study which involves my child completing a questionnaire for research purposes.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction should it concern my child or their understanding.

I declare that my child's participation_____ in this study is entirely voluntary and that he/she may withdraw at any time without affecting any of the benefits that they usually are entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at melisha@webmail.co.za.

If I have any questions or concerns about my rights as the parent of the study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Signature of Translator
(Where applicable)

Date

Informed Consent Letter- Schools

Dear Sir/Madam,

I am a student currently registered for a Phd Degree at the Pietermaritzburg campus of the University of KwaZulu-Natal (UKZN). A requirement for the degree is a dissertation and I have chosen the following topic:

The influence of marketing media on tweens propensity to consume electric goods.

(Tweens are defined as children aged between 8-14 years old.)

Please note that this study is being conducted in my personal capacity. I have received no endorsement from any company. I can be reached by email: melisha@webmail.co.za or by phone: 082 575 3524.

The primary objective of the dissertation is to determine how tweens react to advertisements, and how the influence of media and marketing can lead to consumption of electric goods.

A basic questionnaire will also be submitted to the pupils to submit. (Please see attached).

Ethics are of main concern when dealing with children, and by virtue, I am ensuring that participation is voluntary, completely anonymous, and will not amount to any immoral actions.

By allowing me to conduct a questionnaire, you will be assisting me with the completion of my research report and allowing me to graduate.

Thank you very much for your assistance,

Melisha Naicke

Student Number: 205510419.

School Consent

I, _____ (Full name of Head of School)

In my authority as head of _____ (Name of School) grant Melisha Naicker permission to distribute a questionnaire entitled “**The influence of marketing media on tweens propensity to consume electric goods**” to participate of the aforementioned school. I understand that before any questionnaires will be distributed, Melisha Naicker will ascertain informed consent from Parent/Guardian as well as the department of education.

Signature of Headmaster: _____ Date: _____

Appendix F: Consent Form- Headmasters (Mountain Rise Primary School)

Informed Consent Letter- Schools

Dear Sir/Madam,

I am a student currently registered for a Phd Degree at the Pietermaritzburg campus of the University of KwaZulu-Natal (UKZN). A requirement for the degree is a dissertation and I have chosen the following topic:

The influence of marketing media on tweens propensity to consume electric goods.

(Tweens are defined as children aged between 8-14 years old.)

Please note that this study is being conducted in my personal capacity. I have received no endorsement from any company. I can be reached by email: melisha@webmail.co.za or by phone: 082 575 3524.

The primary objective of the dissertation is to determine how tweens react to advertisements, and how the influence of media and marketing can lead to consumption of electric goods.

A basic questionnaire will also be submitted to the pupils to submit. (Please see attached).

Ethics are of main concern when dealing with children, and by virtue, I am ensuring that participation is voluntary, completely anonymous, and will not amount to any immoral actions.

By allowing me to conduct a questionnaire, you will be assisting me with the completion of my research report and allowing me to graduate.

Thank you very much for your assistance,

Melisha Naicker

Student Number: 205510419.

School Consent

I, V. SOOBRYAN (Full name of Head of School)

In my authority as head of MOUNTAIN RISE PRIMARY (Name of School) grant Melisha Naicker permission to distribute a questionnaire entitled "The influence of marketing media on tweens propensity to consume electric goods" to participants of the aforementioned school. I understand that before any questionnaires will be distributed, Melisha Naicker will ascertain informed consent from Parent/Guardian as well as the department of education.

Comments: _____

Signature of Parent/Guardian: PRINCIPAL *Naicker*

PROVINCE OF KWAZULU - NATAL
MOUNTAIN RISE PRIMARY SCHOOL
30 ROYSTON ROAD
MOUNTAIN RISE
PIETERMARITZBURG 3201
TEL: 033 - 387 5572
mtrisepriamary@telkomsa.net
DEPARTMENT OF EDUCATION

Appendix G: Consent Form- Headmasters (Northdale Primary School)

Informed Consent Letter- Schools

Dear Sir/Madam,

I am a student currently registered for a PhD Degree at the Pietermaritzburg campus of the University of KwaZulu-Natal (UKZN). A requirement for the degree is a dissertation and I have chosen the following topic:

The influence of marketing media on tweens propensity to consume electric goods.

(Tweens are defined as children aged between 8-14 years old.)

Please note that this study is being conducted in my personal capacity. I have received no endorsement from any company. I can be reached by email: melisha@webmail.co.za or by phone: 082 575 3524.

The primary objective of the dissertation is to determine how tweens react to advertisements, and how the influence of media and marketing can lead to consumption of electric goods.

A basic questionnaire will also be submitted to the pupils to submit. (Please see attached).

Ethics are of main concern when dealing with children, and by virtue, I am ensuring that participation is voluntary, completely anonymous, and will not amount to any immoral actions.

By allowing me to conduct a questionnaire, you will be assisting me with the completion of my research report and allowing me to graduate.

Thank you very much for your assistance,

Melisha Naicker

Student Number: 205510419.

School Consent

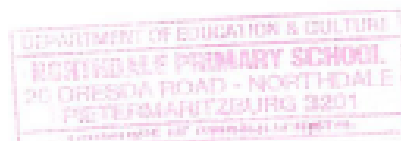
I, Mrs S Singh (Full name of Head of School)

in my authority as head of Northdale Primary (Name of School) grant Melisha Naicker permission to distribute a questionnaire entitled "The influence of marketing media on tweens propensity to consume electric goods" to participants of the aforementioned school. I understand that before any questionnaires will be distributed, Melisha Naicker will ascertain informed consent from Parent/Guardian as well as the department of education.

Comments: I trust the feedback received will be of benefit.

Signature of Parent/Guardian: [Signature]

Date: 5:05:2016



Appendix H: Consent Form- Headmasters (Silver Heights Secondary School)

Informed Consent Letter- Schools

Dear Sir/Madam,

I am a student currently registered for a Phd Degree at the Pietermaritzburg campus of the University of KwaZulu-Natal (UKZN). A requirement for the degree is a dissertation and I have chosen the following topic:

The influence of marketing media on tweens propensity to consume electric goods.

(Tweens are defined as children aged between 8-14 years old.)

Please note that this study is being conducted in my personal capacity. I have received no endorsement from any company. I can be reached by email: melisha@webmail.co.za or by phone: 082 575 3524.

The primary objective of the dissertation is to determine how tweens react to advertisements, and how the influence of media and marketing can lead to consumption of electric goods.

A basic questionnaire will also be submitted to the pupils to submit. (Please see attached).

Ethics are of main concern when dealing with children, and by virtue, I am ensuring that participation is voluntary, completely anonymous, and will not amount to any immoral actions.

By allowing me to conduct a questionnaire, you will be assisting me with the completion of my research report and allowing me to graduate.

Thank you very much for your assistance,

Melisha Naicker

Student Number: 205510419.

School Consent

I, D. D. Mordley (Full name of Head of School)

In my authority as head of Silver Heights Sec. (Name of School) grant Melisha Naicker permission to distribute a questionnaire entitled "**The influence of marketing media on tweens propensity to consume electric goods**" to participates of the aforementioned school. I understand that before any questionnaires will be distributed, Melisha Naicker will ascertain informed consent from Parent/Guardian as well as the department of education.

Comments: Interesting questions. Good topic.

Signature of Parent/Guardian: *Pinnacle*

Date: 4/5/2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION
SILVER HEIGHTS SECONDARY SCHOOL
P.O. BOX 34, LUXMI 3207
TEL: (033) 391 4624 FAX: (033) 391 4693
110 SILVER ROAD, NORTHDALE, PIETERMARITZBURG

Appendix I: Consent Form- Headmasters (Regina Primary School)

Informed Consent Letter- Schools

Dear Sir/Madam,

I am a student currently registered for a PhD Degree at the Pietermaritzburg campus of the University of KwaZulu-Natal (UKZN). A requirement for the degree is a dissertation and I have chosen the following topic:

The Influence of marketing media on tweens propensity to consume electric goods.

(Tweens are defined as children aged between 8-14 years old.)

Please note that this study is being conducted in my personal capacity. I have received no endorsement from any company. I can be reached by email: melisha@webmail.co.za or by phone: 082 575 3524.

The primary objective of the dissertation is to determine how tweens react to advertisements, and how the influence of media and marketing can lead to consumption of electric goods.

A basic questionnaire will also be submitted to the pupils to submit. (Please see attached).

Ethics are of main concern when dealing with children, and by virtue, I am ensuring that participation is voluntary, completely anonymous, and will not amount to any immoral actions.

By allowing me to conduct a questionnaire, you will be assisting me with the completion of my research report and allowing me to graduate.

Thank you very much for your assistance,

Melisha Naicker

Student Number: 205510419.

School Consent

I, NIGUNA BRIGGLALL (Full name of Head of School)

In my authority as head of REGINA PRIMARY SCHOOL (Name of School) grant Melisha Naicker permission to distribute a questionnaire entitled "The influence of marketing media on tweens propensity to consume electric goods" to participants of the aforementioned school. I understand that before any questionnaires will be distributed, Melisha Naicker will ascertain informed consent from Parent/Guardian as well as the department of education.

Comments: Interesting questions. Learners enjoyed the questionnaire.

Signature of Parent/Guardian: _____

Date: 05-05-16.



Appendix J: Consent Form- Headmasters (Northlands Primary School)

Informed Consent Letter- Schools

Dear Sir/Madam,

I am a student currently registered for a PhD Degree at the Pietermaritzburg campus of the University of KwaZulu-Natal (UKZN). A requirement for the degree is a dissertation and I have chosen the following topic:

The influence of marketing media on tweens propensity to consume electric goods.

[Tweens are defined as children aged between 8-14 years old.]

Please note that this study is being conducted in my personal capacity. I have received no endorsement from any company. I can be reached by email: melisha@webmail.co.za or by phone: 082 575 3524.

The primary objective of the dissertation is to determine how tweens react to advertisements, and how the influence of media and marketing can lead to consumption of electric goods.

A basic questionnaire will also be submitted to the pupils to submit. (Please see attached).

Ethics are of main concern when dealing with children, and by virtue, I am ensuring that participation is voluntary, completely anonymous, and will not amount to any immoral actions.

By allowing me to conduct a questionnaire, you will be assisting me with the completion of my research report; and allowing me to graduate.

Thank you very much for your assistance,

Melisha Naicker

Student Number: 205510419.

School Consent

I, ✓ V. NAIBOO (Full name of Head of School)

In my authority as head of Northlands Primary (Name of School) grant Melisha Naicker permission to distribute a questionnaire entitled "The influence of marketing media on tweens propensity to consume electric goods" to participants of the aforementioned school. I understand that before any questionnaires will be distributed, Melisha Naicker will ascertain informed consent from Parent/Guardian as well as the department of education.

Comments:

Signature of Parent/Guardian: [Signature]

[Signature]

Date: 05/05/2016



Appendix K: Consent Form- Headmasters (Kharina Secondary School)

Informed Consent Letter- Schools

Dear Sir/Madam,

I am a student currently registered for a PhD Degree at the Pietermaritzburg campus of the University of KwaZulu-Natal (UKZN). A requirement for the degree is a dissertation and I have chosen the following topic:

The influence of marketing media on tweens propensity to consume electric goods.

(Tweens are defined as children aged between 8-14 years old.)

Please note that this study is being conducted in my personal capacity. I have received no endorsement from any company. I can be reached by email: melisha@webmail.co.za or by phone: 082 575 3524.

The primary objective of the dissertation is to determine how tweens react to advertisements, and how the influence of media and marketing can lead to consumption of electric goods.

A basic questionnaire will also be submitted to the pupils to submit. (Please see attached).

Ethics are of main concern when dealing with children, and by virtue, I am ensuring that participation is voluntary, completely anonymous, and will not amount to any immoral actions.

By allowing me to conduct a questionnaire, you will be assisting me with the completion of my research report and allowing me to graduate.

Thank you very much for your assistance.

Melisha Naicker

Student Number: 205510419.

School Consent

M.S. Moollet (Full name of Head of School)

In my authority as head of KHARINA SECONDARY (Name of School) grant Melisha Naicker permission to distribute a questionnaire entitled "The influence of marketing media on tweens propensity to consume electric goods" to participants of the aforementioned school. I understand that before any questionnaires will be distributed, Melisha Naicker will ascertain informed consent from Parent/Guardian as well as the department of education.

Comments: A PROMISING & MEANINGFUL STUDY

Signature of Parent/Guardian: [Signature] Date: 05/05/2016

DEPARTMENT OF EDUCATION
PROVINCE OF KWAZULU-NATAL
KHARINA SECONDARY SCHOOL
10.5 -05- 05
100 DEERL ROAD, NORTHPALE

Appendix L: Consent Form- Headmasters (W.A Lewitts)

Informed Consent Letter- Schools

Dear Sir/Madam,

I am a student currently registered for a PhD Degree at the Pietermaritzburg campus of the University of KwaZulu-Natal (UKZN). A requirement for the degree is a dissertation and I have chosen the following topic:

The influence of marketing media on tweens propensity to consume electric goods.

(Tweens are defined as children aged between 8-14 years old.)

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A basic questionnaire will also be submitted to the pupils to submit. (Please see attached).

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By allowing me to conduct a questionnaire, you will be assisting me with the completion of my research report and allowing me to graduate.

Thank you very much for your assistance,

Melisha Naicker

Student Number: 205510419.

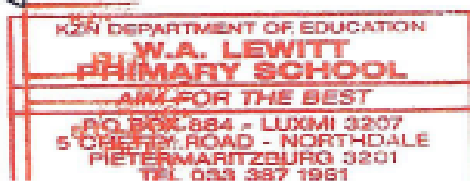
School Consent

VINESH BHAGWAN SINGH (Full name of Head of School)

In my authority as head of W. A. LEWITT PRIMARY (Name of School) grant Melisha Naicker permission to distribute a questionnaire entitled "The influence of marketing media on tweens propensity to consume electric goods" to participants of the aforementioned school. I understand that before any questionnaires will be distributed, Melisha Naicker will ascertain informed consent from Parent/Guardian as well as the department of education.

Comments: Much obliged to assist

Signature of Parent/Guardian: [Signature] Date: 2016/05/05



Appendix M: Consent Form- Headmasters (Heather Secondary)

Informed Consent Letter- Schools

Dear Sir/Madam,

I am a student currently registered for a Phd Degree at the Pietermaritzburg campus of the University of KwaZulu-Natal (UKZN). A requirement for the degree is a dissertation and I have chosen the following topic:

The influence of marketing media on tweens propensity to consume electric goods.

(Tweens are defined as children aged between 8-14 years old.)

Please note that this study is being conducted in my personal capacity. I have received no endorsement from any company. I can be reached by email: melisha@webmail.co.za or by phone: 082 575 3524.

The primary objective of the dissertation is to determine how tweens react to advertisements, and how the influence of media and marketing can lead to consumption of electric goods.

A basic questionnaire will also be submitted to the pupils to submit. (Please see attached).

Ethics are of main concern when dealing with children, and by virtue, I am ensuring that participation is voluntary, completely anonymous, and will not amount to any immoral actions.

By allowing me to conduct a questionnaire, you will be assisting me with the completion of my research report and allowing me to graduate.

Thank you very much for your assistance.

Melisha Naicker

Student Number: 205510419.

School Consent

I, SHANMUKAM REDDY (Full name of Head of School)

In my authority as head of HEATHER SECONDARY (Name of School) grant Melisha Naicker permission to distribute a questionnaire entitled "The influence of marketing media on tweens propensity to consume electric goods" to participants of the aforementioned school. I understand that before any questionnaires will be distributed, Melisha Naicker will ascertain informed consent from Parent/Guardian as well as the department of education.

Comments: Learners enjoyed completing the questionnaire.

Signature of Parent/Guardian: [Signature] Date: 05/05/2016



Appendix N: Ethical Clearance Letter



01 July 2016

Ms Melisha Naicker (205510419)
School of Management, IT & Governance
Pietermaritzburg Campus

Dear Ms Naicker,

Protocol reference number: HSS/0645/016D

Project title: The influence of marketing media on tweens propensity to consume electronic goods

Full Approval – Expedited Application

With regards to your application received on 30 May 2016. The documents submitted have been accepted by the Humanities & Social Sciences Research Ethics Committee and **FULL APPROVAL** for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr Maxwell Phiri
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Debbie Cunynghame

Humanities & Social Sciences Research Ethics Committee


Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4809 Email: ximbapo@ukzn.ac.za / snymann@ukzn.ac.za / mohunpp@ukzn.ac.za

Website: www.ukzn.ac.za


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Email: gemmellj@gmail.com

Web: www.editlab.net

Twitter: @davewordguru

TO WHOM THIS MAY CONCERN

23rd February 2017

This serves to confirm:

The influence of marketing media on tweens propensity to consume electronic goods

By Melisha Naicker

A dissertation, submitted in partial fulfilment of the requirements for the degree

Of Doctor of Philosophy, has been professionally edited by David Gemmell.

Appendix P: TURNITUP Report

Turnitin Originality Report
Draft by M Naicker
From Prop / Draft Chapters (Doctoral Thesis)



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<http://uir.unisa.ac.za/bitstream/handle/10500/1799/03chapter3.pdf>
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