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### Children's Influence On Family Purchase Decision In Gaza Strip

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# **Children's Influence On Family Purchase Decision In Gaza Strip**

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## نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ غسان محمد سالم مطر لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال وموضوعها:

### تأثير الأطفال على قرار الشراء في الأسرة

#### Children's influence on Family Purchase Decision In Gaza Strip

وبعد المناقشة التي تمت اليوم الأربعاء 26 جمادى الآخر 1436 هـ، الموافق 2015/04/15م الساعة الواحدة ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله وئزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي والدراسات العليا

أ.د. فؤاد علي العاجز

## DEDICATION

*..I dedicate this study to...*

*..Palestine, the homeland and the identity..*

*..Martyrs, Life and Freedom..*

*..My Father, the one who give me the energy to continue..*

*..My Mother, the words are not enough to express my gratitude's..*

*..My wife, my sons and my daughters, the continuous support..*

*..My sisters, my brothers and my colleagues..*

*..Marketers and Scholars, the core of development..*

*..Who encourages me to accomplish my study..*

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## **Abstract**

This study examined the influence of (8-15 years old) children on family purchasing decision in Gaza Strip when purchasing in 12 different product categories. The study provided empirical evidence based on data, collected from 411 children and 396 parents. The data were collected using a questionnaire and analyzed with the (SPSS, V22) computer program.

Based on the survey findings, the children exercised quite strong influence on the family decision making processes, particularly for products of direct use to children, i.e., child's clothes, child's shoe, child's bicycle. Significant differences were also found according to the demographic variables related to child's gender and parental occupation.

Even for the children's responses, who are expected to overestimate their influence, they exert a great influence for only child's toys. However, the overall means consistently indicate that purchase decisions on products for the family use rest mainly with parents, as the percentage for all these product items are relatively low. Thus, this study suggests that parents underestimate the role of their children on family buying decisions. Nevertheless, it should also be stated that the children are more influential on what to buy, which brand to buy, how much to spend, where to buy, how much time, and when to buy sub-decisions.

## الملخص

هدفت هذه الدراسة إلى التعرف على دور الأطفال في التأثير على بعض متغيرات القرار الشرائي للأسرة في قطاع غزة باختلاف المتغيرات الداخلية للطفل والأسرة، ولتحقيق هذه الأهداف تم تصميم استبانة وزعت على 450 مبحوث من أرباب الأسر في قطاع غزة لديهم أطفال بأعمار (8-15) سنة، حيث تم استرداد (411) استبانة خاصة بالطفل بنسبة بلغت (91.3%)، (396) استبانة خاصة بالوالدين بنسبة بلغت (88%) خضعت جميعها للمعالجة الإحصائية باستخدام برنامج (SPSS (V.22). وخلصت الدراسة إلى أن هناك تأثير للأطفال في جميع متغيرات قرار الشراء المتعلقة بنوعية المنتجات، والعلامات التجارية، وكمية المشتريات، وتوقيت الشراء، ومدة التسوق، وأوقاتها ومدتها. كما وأظهرت الدراسة عدم وجود فروقات فردية في تأثير الأطفال في قرار شراء الأسرة الغزية باختلاف الخصائص الديمغرافية للطفل. إلا أن هناك فروقات ذات دلالة إحصائية في تأثير الطفل في القرار الشرائي للأسرة الغزية باختلاف جنس الطفل وعمل الوالدين.

وأوصت الدراسة في ضوء النتائج السابقة بضرورة تبني الشركات استراتيجية جديدة في مخاطبة الأطفال - مستهلكي الحاضر والمستقبل- سواء للمنتجات الميسرة أو منتجات التسوق. كما أوصت الدراسة بضرورة إجراء للمزيد من الأبحاث للبيئة العربية خاصة بعد انتشار مراكز التسوق كبيرة الحجم فيها.

# **CHAPTER ONE**

## **INTRODUCTION**

## 1.1 Introduction

Purchase decision- making is a complex and multistage process, which is undertaken not only by the purchaser himself, but under the impact of other parties as well. Family has been identified as the most important decision making and consumption unit (Assael, 1998). This importance is frequently highlighted by marketing practitioners as well as scholars studying the area (Guner Et Al., 2009). Family decision- making has, thus, recently become a necessary field of study (Kozak, 2010) as marketers pay increasing attention to the persuasion power of children (Shoham and Dalakas, 2003).

Children represent a significant marketing zone and gain respective attention from marketing point of view and companies are using this segment as trump card for profit maximization (Ali and Batra, 2011). Children today have a more important place in the consumer market by influencing their parents' purchases for the product used either in the household or for the children themselves (Kaur and Singh, 2006). The marketers and advertisers have observed and analyzed the mother-child bond as a primary market relationship (Cook, 2003).

Children were found to constitute three different markets: a primary market, an influencer, and a future market (Kaur and Singh, 2006). In this study, we focus on children as an influencing market whereas many studies have examined the influence of husbands and wives on their family purchase decision- making and have excluded or ignored the role of children.

*“Kids today are customers, buyers, spenders, shoppers, and consumer”* (McNeal, 1992). This quotation illustrates that children have come to constitute a very profitable segment to marketers because they have their own purchasing power, they influence their parents buying decisions and they're the adult consumers of the future (Mangleburg, 1990; Kaur and Singh, 2006).

A number of studies have found that children achieve increasing influence on family buying of various kinds of products. The amount of influence exerted by children varies according to a product type, decision-making stages, parents and child characteristics, etc. (Ali and Batra, 2011). A cultural environment also has an impact on



a child participation in a family decision making process. Additionally, most of the studies in the area are based on US data, which generates a need for the analysis of the subject in other cultural settings to allow the researchers make better comparisons and generalizations (Guneri, Yurt, Kaplan and Delen, 2009).

Hence, the main objective of this study is to identify the extent of children's influence on family purchase decision process and to critically evaluate the impact of demographic factors (like age and sex of children and parental profession) and different sub decisions on children in family purchase decision making in Gaza Strip (Palestine).

## **1.2 Background of the problem**

Children's influence in the marketplace was underestimated and marketers did not consider this group as an appropriate and worthwhile market to target (Stipp, 1988). However, a great number of studies and research projects in the family decision making area have been conducted, there are several reasons why there is a need to revise and update the previous and current studies in this area.

First, the *previous and current studies* on the family decision- making process were conducted mostly in developed countries such as the US and those in Europe. Although many phases could be generalized in other countries, it might be not applicable and suitable to families from other countries such as Palestine where the culture, norms, and characteristics of the family are different from those in Western countries.

Second, children's influence in family purchase decision, have generally evaluated in a limited context, focusing on certain children's products (e.g. toys or cereals). Few studies refer the topics of what kind of products is most influenced by children and how the influence occurs during the decision- making process.

Finally, *the previous and current* empirical works have stated that children have an influence in the family, however few mention the measurement of influence and the role of children in the family (either as the primary, co-decision maker, influencer, or having no influence at all).

Based on the matters mentioned above that there is a need for further research about children's influence in other countries in order to define the problems and compare the results respectively where children have the most influence. Therefore, through this study of children's influence in Gaza Strip, Palestine, the topic can be better clarified.

Since Gaza Strip society vastly differs from the west in terms of family composition, family type and structure, norms, values, and behavior, it is important to understand children's influence in the purchase decision making in families in the Gaza Strip context. The buying power of children in Gaza Strip is different compared to the western countries. For this reason, detailed study should be done on children's influence on family purchase decision in Gaza Strip.

### **1.3 Statement of the Problem**

The researcher has made an effort to understand the degree of influence exercised by the children in family purchase decision in the different product categories. Hence, the statement of the problem is to study Influence of Children on Family Purchase Decision-Making Process with regard to some of parents' and children's demographic characteristics and sub-decisions: which to buy, when to buy, where to buy and how much to spend.

### **1.4 Study Objectives**

The purpose of this study is to investigate the behavior of children in Gaza Strip, Palestine, in terms of their participation and influence on family decision-making with regard to several variables such as sub-decisions, demographics and product classes. In order to be able to execute the study in a more detailed way and in accordance with the aforementioned principal objective, this study has been identified with the following working objectives:

- [1] To study the differences in the amount of influence exerted by children in the purchase of some products.
- [2] To evaluate in which sub decision of the buying process children have the most influence.
- [3] To discover if age, sex of the child and family size affect the purchase decision.

- [4] Consider the impact of family income on children's purchase decision.
- [5] To study the role of children in family purchase decisions with regard to parental education and educational level.

### **1.5 Study Questions**

- [1] Do older children have more Influence on the family purchase decisions than younger children?
- [2] Do girls have more influence than boys on the family purchase decisions depending on the product category?
- [3] Does the number of children have an effect on the family purchase decision?
- [4] Does family Income have an effect on children's purchasing decision?
- [5] Does mothers' occupation have an effect on children's purchasing decision?
- [6] Does educational level of parents have an effect on children's purchasing decision?

### **1.6 Study Hypothesis**

Based on previous and current studies on the topic of children's influence on the family decision-making process and also on the purpose of this study, the hypotheses are described as follows:

#### **Hypothesis for Socio-Demographic Status**

- [1] Older children have significantly more influence on the family decision making process than younger children. **(Age)**
- [2] Girls have more influence than boys in the families' decision-making process. **(Gender).**
- [3] The fewer children in the household, the more influence they have in their families' decision-making. **(Family size)**

#### **Hypothesis for Socio-Economic Status**

- [4] Children from high income families will have more influence on their families' purchase decisions. **(Income)**
- [5] Children from employed mothers have significantly different level of influence on family purchases. **(Occupation)**

[6] Children from more highly educated parents have more influence on their families' decision-making. **(Education)**

### 1.7 Variables Of The Study

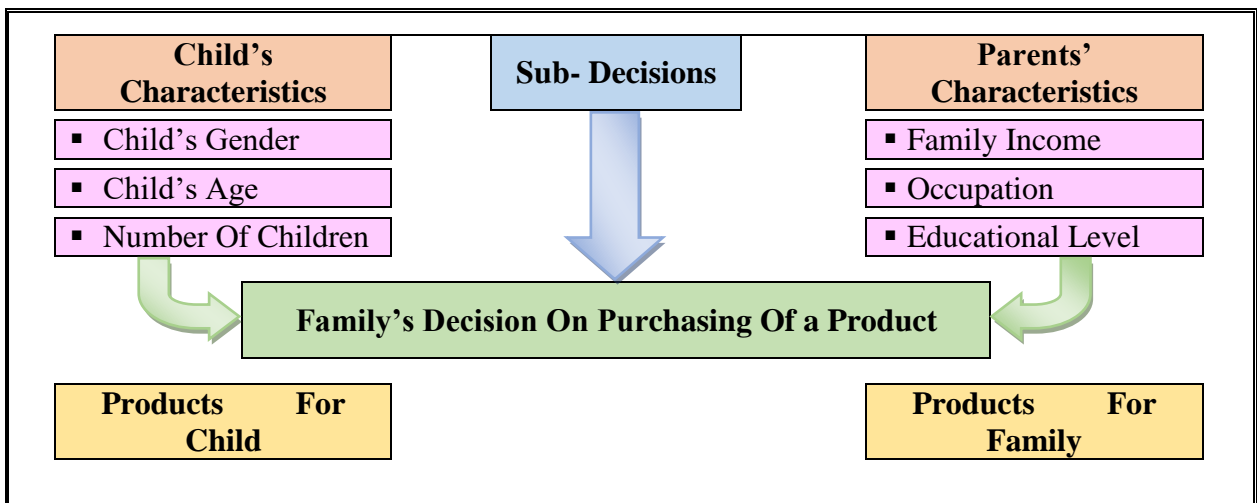
The unit of analysis for the study was to determine the extent of children's influence in family purchase decision process and to critically evaluate the impact of demographic characteristics. **Table (1)** shows the variables included in the study and some descriptions of those variables.

**Table (1) Summary of Study Variables**

Type of Variable	Variable
<b>Dependent Variable</b>	<b>Family purchases influenced by children</b>
<b>Independent Variable</b>	<b>Children's Demographic Characteristics:</b> <ul style="list-style-type: none"> <li>- Gender of the child</li> <li>- Age of the child</li> <li>- Family size</li> <li>- Number of Children</li> </ul>
	<b>Family Demographic Characteristics:</b> <ul style="list-style-type: none"> <li>- Mothers' Occupation</li> <li>- Parental education level</li> <li>- Family Income</li> </ul>

### 1.8 The Conceptual Framework

The following conceptual framework is considered as a reference to review all the related literature.



**Figure (1): The Conceptual Framework (Conceptualized By The Researcher)**

# **CHAPTER TWO**

# **LITERATURE REVIEW**

## **2.1 Introduction**

The purpose of this study is to examine parents' perception of their children's (8-15 years old) participation in and general influence on the family decision making process when purchasing in 12 different product categories. Focus is on six sub-decision stages: what product to buy, which brand to buy, how much to spend, where to buy, how much time and where to buy. Based on a review of the literature within the area of family decision-making, our goal is to study whether the type of influence characterizing a purchase decision will depend in part of product type, in part of the sub decision stages, and in part of age, gender, educational level and children's position in the family. Age, parental occupation, family income and educational level of parents also studied. These different variables are proposed to explain children's impact on family decisions. Hypotheses about children's influence patterns and various variables are developed, tested and discussed.

Today children are not only passive observers but they have taken a considerable place in the families and have a significant influence on parental buying decisions. According to Wimalasiry (2004) the increase of the children influence on parents buying decisions in most of the developed countries can be attributed to various reasons. First; increase in number of working couple resulting in increasing the influence of children on parents; second, the shift in the family setup from joint families to nuclear families, allowing the influence of children on parents buying decisions; third, most families have fewer children, resulting in increase in the buying power of each; fourth, the repeated exposure to media resulting in socialization of children which in turn result in to children influence on parents buying decisions etc.

Current changes in social and demographic structures are increasing children's influence on their parents' decisions and their general involvement in family decision-making. Higher family income and more women in the workplace have been debated as some of the factors that cause the greater influence of children in the family. As the children's role in family decisions increases, the research and studies concerning this matter have also become more remarkable and more interesting, especially for marketers and food industries. The previous and recent studies have discussed both

perceptions from parents and children; most have merely obtained the data on the amount or type of influence that children applied. Children's influence in family buying decisions has also generally been investigated in a more specific context, focusing mainly on the products that are primarily used by children.

## **2.2 Children's Influence on Family Purchase Decision**

Family has been well recognized as the most important unit of decision making and consumption. Researchers have studied how a family makes a purchase decision for many years. In the early studies of family decision-making, the majority researches only concentrated on examining the influence of the husband and the wife, overlooking the impact of children's influence on the decision process (Foxman And Tansuhaj, 1988; Lackman And Lanasa, 1993). However, family decisions are influenced by every member of the family, which means how a family makes decisions will not be well examined unless every member's influence is taken into account. Children not only enjoy making regular consumption decisions with their parents but they also insist their parents to buy the products they desire (Kaur and Singh, 2006).

Children's influence on family purchase decisions and the spending power of children have increased over the last 40 years (Shoham and Dalakas, 2005). Children start to be increasingly further researched and recognized as an important participation in family decision-making as their influence grow (Foxman And Tansuhaj, 1988; Hall et al., 1995; Lee and Beatty, 2002). The first attempt, in marketing, on researching children's influences on family decision-making dated back to Berry and Pollay, 1968). They measured mother and child's interaction on the purchase of breakfast cereal and demonstrated that the highly child-centered mothers purchase children's desired cereal less frequently because they tended to buy the cereals which are healthy and good for the children (Berry And Pollay, 1968).

Caruana and Vassallo (2003) identified that, since the early 1990s, the marketers have targeted children, as they are not only the consumers but they also influence on family purchasing. Children's influence differs by the stage of decision-making process (i.e. problem recognition, information search and choice) and product category. For few products, they are information seekers, active initiators and buyers whereas

for other categories of product, the purchases are influenced by their parents (Kaur and Singh, 2006). Statistics revealed that children played an increasingly important role on family decision-making. According to McNeal (1992), children spent more than \$132 billion on 62 product categories, and approximately 17 percent of family purchases, which were influenced by the children in the USA. In the late 1990s, the influences have been increased to around \$188 billion directly and \$300 billion indirectly (McNeal, 1992). Lindstrom (2004) reported that children between 8 and 14 years old spent and influenced almost 1.2 trillion USD a year around the world.

### **2.3 Sub decision stages**

Children's degree of influence on purchase decisions is also affected by the stage of the decision process (Belch Et Al., 1985). Previous findings suggest that children tend to have the strongest influence at the problem recognition stage of the decision process (Beatty & Talpade, 1994) and that the influence declines significantly with the choice stage (Shoham & Dalakas, 2003). For instance, children's influence is lowest in the sub decisions of where to purchase (Belch Et Al., 1985), where to gather information (Darley & Lim, 1986), and how much to spend (Belch Et Al., 1985). Parents prefer to do the more instrumental activities for themselves; roles that involve doing the tasks that affect the final buying decision, such as the timing of a purchase, location of a purchase, or determining the amount spent. On the other hand, parents allow children to have increasing influence on the more expressive sub decisions, e.g., product attributes such as color, model, and brand choices (Darley & Lim, 1986). One reason for children's lower influence relative to their parents' in later stages of the decision process may be that children lack the experience necessary to make informed decisions for instrumental activities. Another reason could be that parents have greater financial investments in most durable purchases (Beatty & Talpade, 1994). Therefore, parents will exert power where it counts in the actual decision.

### **2.4 Product Type**

Children influence on parents buying decision-making varies by product type, child, parent and family characteristics etc. Most of the studies have shown that children yield more influence in purchase decisions for children related products like toys



(Burns & Harrison 1985); cereals (Kaur & Singh 2006); snacks (Ahuja & Stinson 1993) and children's wear (Foxman and Tansuhaj 1988). Children have also been pragmatic to yield their influence for family related products like vacations (Belch Et Al. 1985); family eating out decisions (Kaur & Singh 2006) and movies (Darley and Lim 1986).

A few researchers have studied the role of children in both family and children specific product (Mc Neal & Yeh, 2003). Children were found to have less authority and less influence on family related products which involved more financial resources and more influence for their personal usage products (Manglerburg, 1990). In a similar type of study Nancarrow (2007) revealed that children have more impact on the purchase of book/comic, shoes for school, PC games etc. and less impact on the purchase of financial products like life insurance, car for family, family holiday trip. Wilson and Wood (2004) revealed in his study that parents ranked cereals the most influenced product category followed by frozen foods, juice and vegetables in their study. Dhobal (1999) stated that in new urban rural families in India, children were influencers for their personal care products, financial products and educational products while as they were buyer for the family toiletries and initiators or gatekeepers for the purchase decision of household products.

Various researchers have revealed that a number of factors play a substantial role on children's influence on parents buying decisions across different product categories. Berey & Pollay (1968) studied mother-child dyads in purchase of break- fast cereals and found that in most of the products parents are intermediary purchasing agents for children. In such situations, children's influence on parent's purchase decisions is governed by two factors as children's assertiveness and parent's child centeredness. The study showed that more assertive the child or more children cantered the mother is, more probable the mother will buy the child desired brands. The research also revealed that mother's act as gatekeepers and bought products that weighed high in nutrition. The findings were further strengthened by the studies of McNeal & Yeh (2003) which revealed in China that child assertiveness can increase the like-hood of children's having his or her brand being bought. In general, children exert more influence on products for which they are primary consumers (Lee and Beauty 2002).

## **2.5 Demographic Variables**

Demographic factors have an important role to play on children's influence in family purchase decision-making, which can be studied under following headings:

### **2.5.1 Age of Child**

Children age was found to be very important variable that determines the extent of influence children exert on parents buying decisions. Studies of Atkin (1978); Beatty and Talpade, (1994); Moschis & Mitchell (1986) showed that with the increase of age of child, the influence in family purchase decision increases. Older children were seen to influence more than younger children (Darley And Lim, 1986). According to Ward & Wackman (1972), children between the ages of five to seven prefer to purchase products like toys and games where as children between the age of eleven to twelve influence in products like clothing and recorded albums. This result is due to partly to older children's greater cognitive ability, as compared to younger ones. McNeal & Yeh (2003) in his study revealed that there exists positive relationship between age and the influence on parents buying decision.

Marquis (2004) discovered in his study that children look at things from various angles and admit other's opinions. Further, he noted that children requests become harder to refuse from parental side, as they grow older, for example, the parental tendency to refuse a ten years old child's request is less than a five years old child's. Ward & Wackman (1972) were found that parental yielding to their children's requests also increase with child's age. The requests do not only refer to products, where the child has a high involvement, but also to products suited for the family. The increase in yielding is illustrated by the fact that as children grow older, they have more experience with products (Mangleburg, 1990; Gotze Et Al., 2009) and better understanding of economic concepts and consumer skills. Levy And Lee (2004) who suggested that children from about the age eight or nine to about fifteen have the greatest influence. Children below this age will normally tend to endorse their parents decision. Furthermore, different age groups of children show different types of interactions with their parents, which in turn affect the extent of the influence (Palan And Wilkes, 1997).

The notion of birth order being a measure of status is an important social gauge (Flurry, 2007). A child's birth order could be related to their participation in decision making, with first-born children exerting greater input and influence in the search, decision to purchase and actual purchase of family products (Flurry, 2007); Churchill and Moschis, 1979). Parents also perceive their older children to demonstrate more advanced understanding of economic concepts and to have higher consumer skills than younger children (Roedder, 1981).

### **2.5.2 Gender of Child**

Other substantial factor-affecting children's influence on family purchase decisions is the gender of the child. Gender has shown that boys were seen to be more influential for products like video games and CD's whereas girls influence was seen to be high in household items like cloths, bakery items and writing (Lee and Collins, 2000). Child's gender is considered an important variable, reporting that girls have more influence on family purchases, whereas the boys are more self-oriented (Moschis & Mitchell, 1986).

Gender differences were also studied by Cowan & Avants (1988), which indicated that boys and girls do not vary in their number of influence efforts, but do vary in their influence style. Lee and Collins, (2000) studied parent-child shopping behaviour and discovered that fathers were more inclined towards sons and felt more comfortable with sons during shopping than daughters. Daughters support their mothers in purchase decisions as mothers felt comfortable discussing several purchases with their daughters. Kaur and Singh (2006) revealed that in India, girls perceived their families more cohesive than does Indian boys, though the total difference was not that much. They reported that in India, sex difference has more roles to play in family decision making than in America.

However, Hansen & Halling (2002, p. 255) found that the child's gender do not find any significant differences in girls' and boys' purchase influence on groceries, beverages, and candy. They only find significant differences for products clearly aimed at either girls or boys (perfume, hair styling products, hair color, sanitary napkins, and shaving products).

### **2.5.3 Family Income**

Another group of factors having an impact on a child's influence on a family purchase decisions are family characteristics. Some studies have found a child's influence on purchase decisions is higher with increased family income (Jenkins, 1979) and among higher socio-economic status families (Moschis And Mitchell, 1986). As it is expected, there is a significant difference of children's influence between lower and higher social classes, that is, children from higher social classes have more impact on family purchase decisions. Similarly, Beatty and Talpade (1994) verified that children in high-income families would have more influence on family purchase decisions, especially for non-relevant items to the child, what can be explained due to accessibility of funds. This effect is partly due to delegation of the parents, as they are time poor (Foxman et al., 1989) and partly due to higher socioeconomic status (Moschis and Mitchell, 1986).

Prahalad & Lieberthal (2003) studied the development of low-income market around the world and revealed price sensitivity in the consumers of such markets. Therefore, the values can be passed to children too, which makes the children of such low-income markets price sensitive. Moschis & Churchill (1978) suggested that in high income families more parent-child interactions take place related to purchase decisions making, because they have more exposure to economic world than low income families. Veloso Et Al., (2008) revealed in their study that parents in low-income families take their children to several buying trips, because they do not have any one to take care of them, hence spend more time in shopping environment.

However, the studies of Atkin (1978) did not find any impact of socio-economic status on children's influence attempts. Young (1990) found that children in low-income families make more purchase requests because they are more frequently exposed to advertising than children of high-income families. Gorn & Goldberg (1977) studied that parents in low-income families valued the children's purchase requests more as compared to high-income families and hence children in such families influenced the family purchase decisions more than high-income families. Although children in low-income

families should have lower participation in family purchase decisions and these families can afford risking their constraint budget, but literature is not clear on this point.

The distribution of income level in Gaza Strip is based on job categories and it is divided on three levels:

- 1- Low income with a salary range lower than 3000 Nis.
- 2- Middle income with a salary range from 3000- 4500 Nis.
- 3- High income with a salary range over 4500 Nis.

#### **2.5.4 Family Size**

The size of the family may have an effect on the degree of children's influence in the family decision-making process. Most of the participating children have either 3 and less or 4-6 siblings, and only few have more than 7 siblings in the family. A previous study by Heyer shows that the size of the family decides on how big the children's involvement in the family is. Children who come from a big family (with more than 5 people in the household) have fewer rights to decide (Heyer 1997). However, Jenkins (1979) in his study found children's influence to increase with family size. The results of subsequent investigation where children's influence strategies were examined support Jenkins' findings.

#### **2.5.5 Occupation**

A quick growth in the number of working mothers has meaningfully influenced the children's identity and the treatment of mothers to their children. Today children encourage their mothers to work because of money, prestige, and status expectation. Occupation is one of the significant demographic marketing variables to discern buyer behaviour and other related aspects of purchase and consumption. A Study from Lee & Beatty (2002) have found that older children whose mothers are housewives have more power than those older children whose mothers have careers or "just a job" in the final stage of decision. Kaur and Singh (2006) also added that children from dual career families, meaning both parents are working, are effectively thrust into the consumer role due to time pressures and income effects. Studies show that an increasing proportion of women in the workplace make it more likely for children to be left alone at home after

school and be given more household responsibilities (Assael, 1998). Based on the study from Heyer (1997), mothers who are working usually let their children arrange the meal by themselves. As it is shown by child market research, 92% of 1000 children's mothers stated that they could not say "no" to their children (Isin and Alkibay, 2011).

Other factors should also be born in mind like role of socialization agents; media impact etc. that do have a considerable impact on children influence on family purchase decisions.

# **CHAPTER THREE**

# **METHODOLOGY**

### **3.1 Research Approach**

The research design used in this study was quantitative. Quantitative research strategy entails a deductive approach where focus is on testing existing theories. Lewis Et Al., (2009) note that quantitative research focuses on data collection techniques and data analysis procedures that use or produce numerical data. They also note that quantitative data is based on meanings that have been derived from numbers and analyzed by using diagrams and statistics whereas qualitative data is based on meanings expressed through words and analyzed by using classification into categories and conceptualization (Lewis Et Al., 2009). Therefore, qualitative research method was not suitable for this study.

The quantitative approach was persuaded in this study. The section below presents the design of the study, data collection method, sample design and procedures, population and sampling, source of data, data analysis and finally the validity and reliability of the research.

### **3.2 Design of the Study**

The chosen research design is quantitative because an association was made between two variables (purchases influenced by children and demographic characteristics of parents and children). The present study employs descriptive research design. This design was used to compare variables to determine whether significant statistical relationships exist between dependent and independent variables (Cozby, 2001). The variables were measured on a Likert-type survey questionnaire to collect data on family purchases influenced by children and the demographic characteristics of parents and children. The survey method is followed in this study, and a set of questionnaires was used to collect primary data.

The study was used to determine the factors affecting children's influence on their parents' purchases. The demographic factors considered in the study include gender of the child, and age of the child family income, number of children, parental education level and parents' occupation. A survey instrument is developed to measure the demographic characteristics of parents and children and the amount of children's



influence on family purchases. It is used for this research as it allows researchers to reach a large sample. Respondents were asked to complete the surveys separately (with no input from the others) and to indicate the amount of influence each had in specific decision areas. Questions regarding when and where to purchase, how much money to spend sub decisions, etc. constituted this segment of the survey.

### **3.3 Data collection method**

Data should be collected with an objective in mind and it should ultimately determine the reason for which that particular information is useful and applicable (Malhotra, 2004). This study includes quantitative primary data collection. Malhotra (2004) mentioned that the researcher produces primary data for a particular reason of mentioning the issue in hand. Primary data collection is used if the data is unavailable or in appropriate due to lack of importance or accuracy. However, primary data collection could be time consuming and expensive (Malhotra, 2004). There are various types of quantitative research procedures. (Malhotra, 2004). This study employs structured questionnaire.

#### **3.3.1 Questionnaires**

Because earlier research reveals differences in the perception of the children compared to their parents, two different questionnaires, one for children and the other for their parents, are used in the research.

Questionnaires include two main sections: In the first part, demographic data, which is proposed to have a significant impact on children's influence, is collected. Demographic data includes age, gender, and family size evaluation for the child's questionnaire. In addition to these questions, education level and occupation of the parents, family income and number of children are asked in parents' questionnaire.

In the second part, questions measuring the perceived influence of children on family purchasing decision-making are located. There are a total of 40 statements measuring this influence for 6 sub-decisions: which to buy, what brand to buy, how much to spend, where to buy, how much time and when to buy. Five point Likert scale is used to determine the level of perceived influence of children. Statements that measure the

perceived influence of children on family decision-making are common in the questionnaires except the formulation of the Likert scale. In the parents' and children's questionnaire, the scale is formulated as [the sub-decision] is taken by strongly agree, agree, neutral, disagree, strongly disagree. However, regarding the purchase of [product class] it is adapted as always me, always Dad, always Mum. Data is analyzed using the SPSS software package. T-test and Chi-square test in addition to the descriptive statistics are used for the analysis.

### **3.4 Sample Design and Procedures**

According to Malhotra (2007), sample is a subgroup of the elements of the population selected for participation in the study. There are few steps to be considered in sampling procedures such as target population, sample size, and sampling technique.

#### **3.4.1 Target Population**

Malhotra (2004) defines target population as "the collection of elements or objects that possess the information sought by the researcher and about which inferences are to be made". The target population should be defined in terms of elements, sampling units, extent, and time (Malhotra, 2004).

Here in this research, the family is the sampling unit of this study. In this context, families that had one or more children aged between 8-15 years were selected. *Only one parent* was asked to fill in the questionnaire from different geographic and social classes in Gaza Strip as well as *one child* in which it is used to examine the degree of children's influence on family purchase decisions.

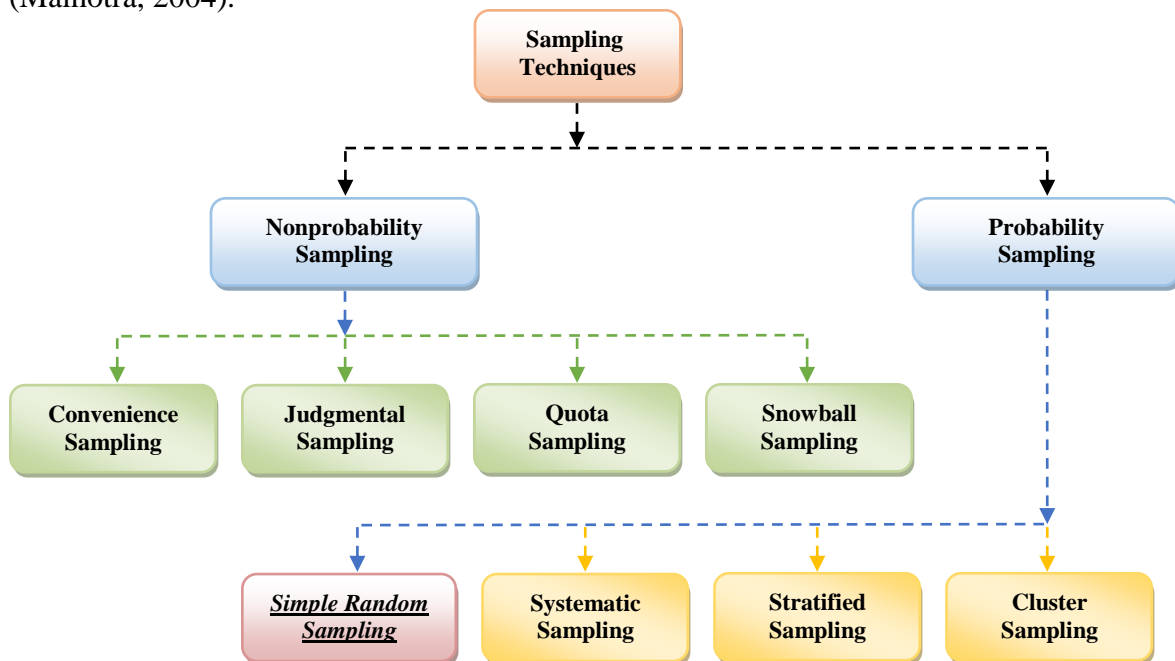
#### **3.4.2 Sample Size**

Sampling is one of the many elements in a research design (Malhotra, 2004). Malhotra (2004) defined that sample size as "the number of the elements to be included in a study" (p.346). Since this research has adopted a quantitative approach, 450 subjects were chosen from the population as an ideal number (sample size) for both children and parents from the Gaza Strip and a total of 411 were returned back from children's questionnaire, making the response rate around 91.3%. Likewise, from parents' questionnaire, a total of 396 were returned back, making the response rate around 88%.

They were selected randomly, depending on whether they wished to fill in the questionnaires. Questionnaires were conducted in Gaza Strip with respondents of various castes. The children who completed the questionnaire were between the ages of 8- 15 years from different geographic and social classes. This research wanted to discover the differences in children’s behavior of different ages as well as gender and its impact on the purchase decision. Hence, this particular age range was selected.

### 3.4.3 Sampling Technique

Generally, sampling technique can be classified as non-probability and probability (Figure 4.8) and each category then classified into several sampling techniques (Malhotra, 2004).



**Figure (2) Classification of Sampling Techniques**

Source: Malhotra, N. (2007). *Marketing research: An applied approach*. New Jersey: Pearson Education, Inc., page 332.

The method of data collection was the survey. Here on the study, researcher is using probability sampling technique, i.e. simple random sampling technique which is defined as technique that attempts to obtain a sample of convenient elements, with the selection of sampling unit left primarily to the researcher. Quantitative research in this study is using simple random sampling.

### **3.5 Source of Data**

Both secondary and primary data consist of the information needed in order to complete this research project. Primary data has been collected through a structured questionnaire that distributed to 450 respondents among family shoppers on the entry gates of major shopping centers, parks and restaurants. The secondary data include sources from academic textbooks, published dissertations, books, academic journals and websites. The secondary data is used to gain the initial insight into the research, provide a useful background of the study, and identify the key questions and issues that will be addressed by the primary research. Secondary data is also used to overcome some difficulties when gathering the primary data.

In this study, primary and secondary data were not gathered independently but were integrated with each other. The primary data used the literature review to define its topic and the factors needed to be included in the questionnaire. Nevertheless, both of them are used to support the information and guidelines needed for the research.

### **3.6 Pilot Testing and Field Testing**

As researcher-developed questionnaires were used, a panel of experts was needed to assess the survey questions. Once the survey questionnaires were approved, pilot study was undertaken with parents and children separately. Their views were drawn in two questionnaires meant for children and for parents. A sample of 50 participants were distributed among the target population in Gaza Strip and asked to answer the survey questionnaires. No incentives were provided to the children or parents for the completion of the questionnaires.

Validity and reliability was assessed to ensure that the constructs were measured through the questionnaire. Measure validation was performed in distinct steps. The first step was to test external validity, including face validity and content validity. In this step, participants in the pilot testing were asked to examine the whole questionnaire for overall comprehension, clarity, perceived ambiguity, and potential difficulty in responding. Based on input from the participants, words, phrases, and sentences in the survey that are not clear were placed in bold type indicating the need

for clarity. Additionally, instructions were placed at the top of each page and reverse coded questions were restated in a positive format.

### 3.7 Data Measurement

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this research, ordinal scales were used. Ordinal scale is a ranking or a rating data that normally uses integers in ascending or descending order. The numbers assigned to the important (1, 2, 3, 4, 5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels. Based on Likert scale we have the following:

Item	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Scale	5	4	3	2	1

### 3.8 Test of Normality

The One-Sample Kolmogorov-Smirnov Test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, which may be normal, uniform, Poisson, or exponential. The Kolmogorov-Smirnov Z is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution. Many parametric tests require normally distributed variables. The one-sample Kolmogorov-Smirnov test can be used to test that a variable of interest is normally distributed, (Henry, C. And Thode, JR., 2002).

Table (2) shows the results for Kolmogorov-Smirnov test of normality. From Table (2), the p-value for each variable is greater than 0.05 level of significance, and then the distributions for these variables are normally distributed. Consequently, parametric tests will be used to perform the statistical data analysis.

**Table 2: Kolmogorov-Smirnov Test**

Field	Kolmogorov-Smirnov For Children		Kolmogorov-Smirnov For Parents	
	Statistic	P-value	Statistic	P-value
What Products To Buy	1.045	0.224	1.202	0.111
Which Brand To Buy	1.296	0.070	1.400	0.055
How Much To Spend	1.241	0.092	1.016	0.253
Where To Buy	1.020	0.249	1.109	0.148
How Much Time	0.950	0.328	1.328	0.057
When To Buy	1.198	0.113	1.312	0.110
<b>All paragraphs of the questionnaire</b>	<b>0.713</b>	<b>0.689</b>	<b>0.968</b>	<b>0.305</b>

### 3.9 Statistical Analysis Tools and Techniques

This dissertation adopted quantitative approach aims to test hypotheses and are usually used to identify the numerical differences between groups (Malhotra, 2004). Considering the amount and nature of data for this research, it is necessary to use statistical tools. Following descriptive and inferential statistical methods were employed in the present investigation. The statistical techniques that are used in the study are given below in brief:

- 1) Kolmogorov-Smirnov test of normality.
- 2) Pearson correlation coefficient for Validity.
- 3) Cronbach's Alpha for Reliability Statistics.
- 4) Frequency and Descriptive analysis.
- 5) Parametric Tests One-sample T test, Independent Samples T-test, The One-Way Analysis of Variance (Anova).

All the statistical methods were carried out through the SPSS for Windows (version 22.0) and for calculation and data preparation, Ms-Excel 2013 was used.

**T- Test** is used to determine if the mean of a paragraph is significantly different from a hypothesized value 3 (Middle value of Likert scale). If the P-value (Sig.) is smaller than or equal to the level of significance  $\alpha = 0.05$ , then the mean of a paragraph is significantly different from a hypothesized value 3. The sign of the Test value indicates whether the mean is significantly greater or smaller than

hypothesized value 3. On the other hand, if the P-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then the mean a paragraph is insignificantly different from a hypothesized value 3.

***The Independent Sample T- Test*** is used to examine if there is a statistical significant difference between two means among the respondents toward the Children's Influence on Family Purchase Decision in Gaza Strip due to (***Gender***).

***The One- Way Analysis Of Variance (Anova)*** is used to examine if there is a statistical significant difference between several means among the respondents toward the Children's Influence on Family Purchase Decision in Gaza Strip due to (***Age and Number of Children***).

***Z-test*** is used to test the difference between two proportions.

***Chi-Squared test*** is used to test the difference between more than two proportions.

### **3.9.1 Validity of Questionnaire**

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include internal validity and structure validity.

### **3.9.2 Statistical Validity of the Questionnaire**

Validity refers to the degree to which an instrument measures what it is supposed to be measuring (Pilot And Hungler, 1997). Validity has a number of different aspects and assessment approaches. To insure the validity of the questionnaire, two statistical tests should be applied. The first test is Criterion- related validity test (Pearson test) which measures the correlation coefficient between each paragraph in one field and the whole field. The second test is structure validity test (Pearson test) that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of similar scale.

### 3.9.3 Criterion Related Validity

Internal consistency of the questionnaire is measured by a scouting sample, which consisted of 50 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole fields.

### 3.9.4 Internal Validity of Children’s Questionnaire

Internal validity of the questionnaires is the first statistical test that used to test the validity of the questionnaire. It is measured by a scouting sample, which consisted of 50 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole fields.

Table (3) clarifies the correlation coefficient for each statement of “What Products To Buy” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

**Table 3: Correlation coefficient of each paragraph of “What Products To Buy” and the total of this field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	I like to do shopping with my parents.	.550	0.000*
2	Principally my parents accept my say on the products I would like to buy.	.387	0.000*
3	My parents give priority to my purchases while shopping.	.436	0.000*
4	I depend on my parents in buying some products.	.376	0.000*
5	I buy some products I do not have much knowledge about.	.314	0.001*
6	I often ask my parent’s opinion before buying something for the family use.	.315	0.001*
7	My parental occupation affects my purchase decision.	.676	0.000*
8	Media has a positive contribution in choosing the best product for me.	.416	0.000*
9	A harmonic relation with my family affects purchase decision-making process.	.661	0.000*

\* Correlation is significant at the 0.05 level

Table (4) clarifies the correlation coefficient for each paragraph of the "Which Brand To Buy" and the total of the field. The p-values (Sig.) are less than 0.05, so



the correlation coefficients of this field are significant at  $\alpha = 0.05$  so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 4: Correlation coefficient of each paragraph of “Which Brand To Buy” and the total of this field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	Generally, I decide what brand to buy for the family.	.659	0.000*
2	I usually choose what brand to buy for myself.	.764	0.000*
3	I often buy what brand my parents suggest.	.408	0.000*
4	Usually I decide what brand to buy for myself.	.602	0.000*
5	Nobody influences my purchasing decisions.	.381	0.000*
6	As a family, we all discuss and decide what brand to buy.	.384	0.000*
7	I buy the brand I hear about from media.	.706	0.000*
8	I buy the brand I hear about from the friends.	.627	0.000*
9	I get a lot of knowledge about available brands through media.	.629	0.000*

\* Correlation is significant at the 0.05 level

Table (5) clarifies the correlation coefficient for each paragraph of the "How Much To Spend" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 5: Correlation coefficient of each paragraph of “How Much To Spend” and the total of this field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	My purchases increase when shopping with my parents.	.632	0.000*
2	I tend to buy large bags over my needs.	.506	0.000*
3	My parents do not mind my purchasing amount.	.612	0.000*
4	Media increases my purchasing amount.	.565	0.000*
5	Having a few number of children contribute in increasing family purchases.	.587	0.000*

\* Correlation is significant at the 0.05 level

Table (6) clarifies the correlation coefficient for each paragraph of the "Where To Buy" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 6: Correlation Coefficient of each paragraph of "Where To Buy" and the total of this field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	I often listen to my parents' opinion about where to buy.	.280	0.002*
2	I prefer to do shopping from private stores (malls).	.674	0.000*
3	My parents often allow my request in choosing the stores.	.582	0.000*
4	I prefer to do shopping from high prices stores.	.507	0.000*
5	I prefer to do shopping from reputable stores and I hear about from my friends.	.662	0.000*
6	I prefer to do shopping from stores I hear about from media.	.643	0.000*
7	Mothers' occupation plays a vital role in choosing the store.	.501	0.000*
8	Only one of the family members is responsible for the final purchase decision.	.332	0.000*

\* Correlation is significant at the 0.05 level

Table (7) clarifies the correlation coefficient for each paragraph of the "How Much Time" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 7: Correlation coefficient of each paragraph of "How Much Time" and the total of this field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	I spend a long time when doing shopping.	.640	0.000*
2	I enjoy my shopping time.	.569	0.000*
3	Shopping time is a good chance for me to know a lot about new products.	.698	0.000*
4	I spend a long time when doing shopping with my parents.	.673	0.000*
5	I prefer a private time when going shopping alone.	.508	0.000*

\* Correlation is significant at the 0.05 level

Table (8) clarifies the correlation coefficient for each paragraph of the “When To Buy” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 8: Correlation Coefficient of each paragraph of "When To Buy" and the total of this field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	I often prefer to do shopping at the weekends.	.682	0.000*
2	I choose when to buy that suits me.	.732	0.000*
3	My parents' time to do shopping does not suit me.	.559	0.000*
4	I prefer to do shopping in a private time.	.712	0.000*

\* *Correlation is significant at the 0.05 level*

### 3.9.5 Internal Validity of Parents' Questionnaire

Internal validity of the questionnaires is the first statistical test that used to test the validity of the questionnaire. It is measured by a scouting sample, which consisted of 100 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole fields.

Table (9) clarifies the correlation coefficient for each paragraph of the “What Products To Buy” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

**Table 9: Correlation coefficient of each paragraph of  
“What Products To Buy” and the total of this field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	I often take my children to do shopping.	.590	0.000*
2	I always buy what products my children like choose.	.502	0.000*
3	My children’s purchases take priority while shopping.	.384	0.000*
4	I depend on my children in buying some products.	.349	0.000*
5	My children buy some products they do not have much knowledge about.	.450	0.000*
6	I often listen to my children’s opinion before buying something for the family use.	.652	0.000*
7	Mothers’ occupation affects children’s purchase decision.	.606	0.000*
8	Media has a positive contribution in choosing the best product for my children.	.568	0.000*
9	A harmonic relation with my family affects purchase decision-making process.	.414	0.000*

\* Correlation is significant at the 0.05 level

Table (10) clarifies the correlation coefficient for each paragraph of the “Which Brand To Buy” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 10: Correlation coefficient of each paragraph of  
“Which Brand To Buy” and the total of this field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	Generally, my children decide what brand to buy for the family.	.597	0.000*
2	Usually my children decide what brand to buy for themselves.	.728	0.000*
3	I often buy what brand my children suggest.	.729	0.000*
4	Usually I decide what brand to buy for my children.	.273	0.003*
5	Nobody influences my children in their purchasing decisions.	.237	0.009*

6	As a family, we all discuss and decide what brand to buy.	.425	0.000*
7	My children buy the brand they hear about from media.	.686	0.000*
8	My children buy the brand they hear about from their friends.	.659	0.000*
9	My children get a lot of knowledge about available brands through media.	.737	0.000*

*\* Correlation is significant at the 0.05 level*

Table (11) clarifies the correlation coefficient for each paragraph of the "How Much To Spend" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 11: Correlation coefficient of each paragraph of "How Much To Spend" and the total of this field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	My purchases grow when shopping with my children.	.535	0.000*
2	My children tend to buy large bags over their needs.	.569	0.000*
3	I do not mind my children's purchasing amount.	.502	0.000*
4	Children's exposing to media increases their purchases.	.640	0.000*
5	Having a few number of children contribute in increasing family purchases.	.508	0.000*

*\* Correlation is significant at the 0.05 level*

Table (12) clarifies the correlation coefficient for each paragraph of the "Where To Buy" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 12: Correlation coefficient of each paragraph of  
“Where To Buy” and the total of his field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	I often listen to my children’s opinion about where to buy.	.661	0.000*
2	My children prefer to do shopping from private stores (malls).	.626	0.000*
3	I often allow my children’s request in choosing their stores.	.692	0.000*
4	My children prefer to do shopping from high prices stores.	.752	0.000*
5	My children prefer to do shopping from reputable stores and they hear about from their friends.	.719	0.000*
6	My children prefer to do shopping from stores they hear about from media.	.749	0.000*
7	Mothers’ occupation plays a vital role in choosing the store.	.480	0.000*
8	Only one of the family members is responsible for the final purchase decision.	.194	0.027*

*\* Correlation is significant at the 0.05 level*

Table (13) clarifies the correlation coefficient for each paragraph of the “How Much Time” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 13: Correlation coefficient of each paragraph of  
“How Much Time” and the total of this field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	My children spend a long time when doing shopping.	.723	0.000*
2	My children enjoy their shopping time.	.697	0.000*
3	Shopping time is a good chance for my children to know a lot about new products.	.731	0.000*
4	I spend a long time when doing shopping with my children.	.600	0.000*
5	I prefer a private time when going shopping alone.	.297	0.002*

*\* Correlation is significant at the 0.05 level*

Table (14) clarifies the correlation coefficient for each paragraph of the “When To Buy” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 14: Correlation Coefficient of each paragraph of "When To Buy" and the total of this field**

No.	Statements	Pearson Correlation Coefficient	P-Value (Sig.)
1	My children often prefer to do shopping at the weekends.	.725	0.000*
2	I choose when to buy that suits my children.	.805	0.000*
3	My children’s time to do shopping does not suit me.	.650	0.000*
4	I prefer to do shopping in a private time.	.516	0.000*

\* Correlation is significant at the 0.05 level

### 3.9.6 Structure Validity of the Questionnaire

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale.

Table (15) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at  $\alpha = 0.05$ , so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study.

**Table 15: Correlation Coefficient of each field and the whole of questionnaire**

No.	Statements	Pearson Correlation Coefficient For Children	P-value	Pearson Correlation Coefficient For Parents	P-value
1	What Products To Buy	.604	0.000*	.829	0.000*
2	Which Brand To Buy	.823	0.000*	.864	0.000*
3	How Much To Spend	.773	0.000*	.645	0.000*
4	Where To Buy	.796	0.000*	.884	0.000*
5	How Much Time	.739	0.000*	.619	0.000*
6	When To Buy	.568	0.000*	.731	0.000*

\* Correlation is significant at the 0.05 level

### 3.10 Reliability of the Research

The reliability of an instrument is the degree of consistency, which measures the attribute; it is supposed to be measuring. The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient. To insure the reliability of the questionnaire, Cronbach's Coefficient Alpha should be applied.

#### 3.10.1 Cronbach's Coefficient Alpha

This method is used to measure the reliability of both children and parents' questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table (16) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha of both *children and parents* were in the range. The reliability analysis for the fields included in the questionnaires generated Cronbach Coefficient Alpha scores of 0.864 for children's questionnaire and 0.902 for parent's questionnaire, which are higher than the adequate levels of internal consistency, as the minimum is stated to be 0.70 (Cronbach, 1951).

**Table 16: Cronbach's Alpha for each field of the questionnaire**

No.	Statements	Cronbach's Alpha For Children	Cronbach's Alpha For Parents
1	What Products To Buy	0.531	0.632
2	Which Brand To Buy	0.730	0.735
3	How Much To Spend	0.502	0.429
4	Where To Buy	0.599	0.714
5	How Much Time	0.580	0.577
6	When To Buy	0.592	0.619
	<b>All paragraphs of the questionnaire</b>	<b>0.864</b>	<b>0.902</b>

Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.



**CHAPTER FOUR**  
**DATA ANALYSIS**  
**AND DISCUSSION**

## 4.1 Personal Data for Both Children and Parents

Demographic characteristics of the sample are analyzed in two parts; for children and for parents. Age, gender, education level are analyzed for both two samples. In addition, parental occupation, income level and number of children living with the parents are analyzed for the parent sample. Through this statistical analysis, it can be confirmed whether the research hypotheses should be accepted or rejected, also it can evaluate the influence degree exerted by children on a family purchase decision making.

### 4.1.1 Personal Data for Children

#### 4.1.1.1 Gender

Since previous researches showed that an impact on product selection depend on some characteristics of children and parents, we introduced several criteria in this study. It is expected that boys and girls may have different influence in purchase decision. In this study, the sample size consisted of 411 respondents (i.e. 411 children). Table (17) shows that 202 (49.1%) of the sample are Boys and 209 (50.9%) of the sample are Girls. Thus, the proportion between girls and boys is approximately equal.

**Table (17): Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Boys	202	49.1
Girls	209	50.9
<b>Total</b>	<b>411</b>	<b>100.0</b>

#### 4.1.1.2 Age

As shown in Table (18), most children are between 12- lower than 15 years old. During these ages, children are able to perceive, select and evaluate information before they buy the product (Ward, 1978). In most of the studies, the child's age was found to be the predominant factor of impact on family decision-making. McNeal & Yeh (2003) in his study revealed that there exists positive relationship between age and the influence on parents buying decision. It should be noted that earlier research covered a wide range of age groups, from very young children to late adolescents. For practical purposes, individuals younger than 18, i.e., who has not reached adulthood, will be referred as children.

**Table (18): Age**

Age	Frequency	Percent
8- lower than 10 years	118	28.7
10- lower than 12 years	106	25.8
12- lower than 15 years	187	45.5
<b>Total</b>	<b>411</b>	<b>100.0</b>

**4.1.1.3 Your Position in Your Family**

Table (19) shows that 92 (22.4%) of the sample are the smallest child, 177 (43.1%) of the sample are in the middle, and almost one third of the sample are the oldest. This effect is largely due to the development of cognitive capabilities and accumulation of information about the products and markets in older children. The impact of age on children's influence is twofold, first, children's age is positively related with the parent's yielding behavior (Atkin, 1978; Darley and Lim, 1986; Levy and Lee, 2004) and second, as the age increases, children make attempts to influence the purchase of more product categories (Mehrotra And Torges, 1976).

**Table (19): Your Position In Your Family**

Your Position In Your Family	Frequency	Percent
Smallest	92	22.4
Middle	177	43.1
Oldest	142	34.5
<b>Total</b>	<b>411</b>	<b>100.0</b>

**4.1.1.4 Educational Level**

Table (20) shows that 195 (47.4%) of the sample are elementary pupils, and 216 (52.6%) of the sample are preparatory pupils. Thus, the proportion between primary and preparatory pupils is approximately equal. It is expected that primary and preparatory students may have an equal influence in purchase decision. However,

**Table (20): Educational Level**

Educational Level	Frequency	Percent
Primary	195	47.4
Preparatory	216	52.6
<b>Total</b>	<b>411</b>	<b>100.0</b>

#### 4.1.1.5 Number of Children

During the questionnaires, children were asked to define the number of siblings that they have. From 411 participants' children, 171 children (41.6%) of the sample have 3 and less, 178 children (43.3%) of the sample have 4 to 6, and 62 children (15.1%) of the sample have 7 and more children in their family Table (21). Usually parents in Gaza Strip prefer to have three to six children in the family, however some families still believe the old myth that “the more children, the more luck they have for the family.” Therefore, some of the parents have more than three children. However, it is expected that “The more children in the family, the less chance that each of them are able to decide” Heyer (1997) and we agree with this say.

**Table (21): Number of Children**

Number Of Children	Frequency	Percent
3 and less	171	41.6
4 to 6	178	43.3
7 and more	62	15.1
<b>Total</b>	<b>411</b>	<b>100.0</b>

#### 4.1.2 Personal Data for Parents

##### 4.1.2.1 Gender

The sample size consisted of 396 respondents (i.e. 396 parents). Table (22) shows that 158 (39.9%) of the sample are fathers and 238 (60.1%) of the sample are mothers. Thus, most of the participants' parents are mothers, since the responsibility for shopping and purchasing of most products lays with the parents, this explained according to Blech et al., (1985), why they were the most dominant. We agree with explanation.

**Table (22): Gender**

Gender	Frequency	Percent
Male	158	39.9
Female	238	60.1
<b>Total</b>	<b>396</b>	<b>100.0</b>

#### 4.1.2.2 Age

The age range from the participants' parents starts at 25 and goes to more than 45 years old. Table (23) shows that 10 (2.5%) of the sample are "below 25 years", 133 (33.6%) of the sample are of "25- lower than 35 years ", 163 (41.2%) of the sample are of "35- lower than 45 years" and 90 (22.7%) of the sample are "above 45 years". This indicates that most parents are between 25 and 45 years old, and only few from them are between 20 and 25 or more than 45 years old. Mother's age might have an influence on the children's role in the family, but will not be investigated in details here, since the age of the children is the focus of the study and not the age of the parents.

**Table (23): Age**

Age	Frequency	Percent
Below 25 years	10	2.5
25- lower than 35 years	133	33.6
35- lower than 45 years	163	41.2
Above 45	90	22.7
<b>Total</b>	<b>396</b>	<b>100.0</b>

#### 4.1.2.3 Parental Occupation

The sample size consisted of 396 respondents (i.e. 396 parents). Table (24) shows that 287 (72.5%) of the fathers are working and 109 (27.5%) of them are not working. The same is for mothers that 256 (64.6%) of mothers are working, 140 (35.4%) of them are not working. Thus, the proportion between mothers and fathers is approximately equal. Children from employed mothers may have an influence and responsibility in the family purchase decision-making process, although the results are more conflicting here.

**Table (24): Parental Occupation**

Occupation	Father		Mother		Total
	Yes	No	Yes	No	
<b>Frequency</b>	275	121	256	140	<b>396</b>
<b>Percent</b>	<b>69.4</b>	27.5	<b>67.17</b>	35.4	<b>100.0</b>

#### 4.1.2.4 Family Income

As shown in Table (25), the proportion between the samples from families with monthly incomes 1500- lowers than 3000₱ and 3000- lower than 4500₱ per month was approximately equal. 64 (16.2%) of the sample was from families with monthly income

less than 1500₪ and others – higher than 4500₪. Some studies have found a child's influence on purchase decisions is higher with increased family income (Jenkins, 1979) and among higher socio-economic status families (Moschis And Mitchell, 1986). However, the studies of Atkin (1978) And Ward & Wackman (1972) did not find any impact of socio-economic status on children's influence attempts.

**Table (25): Family Income**

<b>Family Income</b>	<b>Frequency</b>	<b>Percent</b>
Under 1500₪	64	16.2
1500- lower than 3000₪	125	31.6
3000- lower than 4500 ₪	134	33.8
More than 4500₪	73	18.4
<b>Total</b>	<b>396</b>	<b>100.0</b>

#### 4.1.2.5 Educational Level

Table (26) shows that more than half of the sample had a Bachelor's degree; the proportion between Tawjehi/ Diploma and Master's degree or more was approximately equal in which 70 (17.7%) of the sample finished their Tawjehi/ Diploma, 62 (15.7%) of the sample attained a Master's degree or more and the rest part was less than Tawjehi.

**Table (26): Educational Level**

<b>Educational Level</b>	<b>Frequency</b>	<b>Percent</b>
Less than Tawjehi	39	9.8
Tawjehi/ Diploma	70	17.7
Bachelor's degree	225	56.8
Master's degree or more	62	15.7
<b>Total</b>	<b>396</b>	<b>100.0</b>

After describing the results regarding personal information and socio-demographic data from the participants' parents and children, the following are the results concerning the Influence of Children on Family Purchase Decision in Gaza Strip with regard to several variables such as sub-decisions, demographics and product class.

## 4.2 Sub-decision Analysis for Children's Questionnaire

Children's influence on family purchasing decision is analyzed with respect to several variables such as sub-decisions; i.e., what products to buy, which brand to buy, how much to spend, where to buy, how much time, and when to buy, demographics and product classes. In this way, the influence of children on each sub-decision step is identified.

To identify in which sub-decision stages the children's influence is statistically different from the others *means, t-test and p-value* analysis are used. Results of *p-value* applied to children's and parent's samples reveal significant results at  $\alpha = 0.05$ . When children's data is taken into account, it can be suggested that children generally perceive their influence to vary with the sub-decision stages.

### 4.2.1 What Products To Buy

**Table (27) Shows The Following Results:**

- Nine items measured *what product to buy* sub- decision. The highest mean score (M = 4.12 (82.44%), Test-value = 21.86, and P-value = 0.000) is associated with the item #6 "*I often ask my parent's opinion before buying something for the family use*", which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3, which indicates that children often ask parents for their preference when buying things for the family use. This specifies more parental control and less influence on family consumer decision- making by the children. Thus, we conclude that the respondents agree to this paragraph.
- The mean of item #5 "*I buy some products I don't have much knowledge about*" equals 2.16 (43.14%), Test-value = -13.84, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 3. This specifies that children seldom buy products they do not have much knowledge about. We conclude that the respondents disagree to this paragraph.

- The mean of the field “What Products To Buy” equals 3.55 (70.92%), Test-value = 22.18, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. We conclude that the respondents agree to field of “What Products To Buy”. This suggested that children claim a greater role in making decision about “Which To Buy” and supported by the study of (Darley and Lim, 1986; Jenkins, 1979).

**Table (27): Means and Test Values For “What Products To Buy”**

	Item	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	I like to do shopping with my parents.	3.87	77.41	15.17	0.000*	3
2	Principally my parents accept my say on the products I would like to buy.	3.49	69.88	9.84	0.000*	7
3	My parents give priority to my purchases while shopping.	4.00	79.95	21.06	0.000*	2
4	I depend on my parents in buying some products.	3.65	72.94	11.11	0.000*	5
5	<i>I buy some products I do not have much knowledge about.</i>	<b>2.16</b>	<b>43.14</b>	<b>-13.84</b>	<b>0.000*</b>	<b>9</b>
6	<i>I often ask my parent’s opinion before buying something for the family use.</i>	<b>4.12</b>	<b>82.44</b>	<b>21.86</b>	<b>0.000*</b>	<b>1</b>
7	My parental occupation affects my purchase decision.	3.50	69.93	7.92	0.000*	6
8	Media has a positive contribution in choosing the best product for me.	3.33	66.65	5.44	0.000*	8
9	A harmonic relation with my family affects purchase decision-making process.	3.79	75.84	13.83	0.000*	4
	<b>All Items Of The Field</b>	<b>3.55</b>	<b>70.92</b>	<b>22.18</b>	<b>0.000*</b>	

\* The mean is significantly different from 3

#### 4.2.2 Which Brand To Buy

Table (28) Shows The Following Results:

- The mean of item #3 “I often buy what brand my parents suggest” equals 3.81 (76.27%), Test-value = 16.88 and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this



paragraph is significantly greater than the hypothesized value 3. This indicates that parents often suggest their children what brand to buy, indicating more parental control and less influence on family purchasing decision by the children. We conclude that the respondents agree to this paragraph.

- The mean of item #5 “Nobody influences my purchasing decisions” equals 2.66 (53.11%), Test-value = -5.51, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 3. This indicates that parents have the highest level of influence on children’s purchase with respect to what brand to buy sub-decision. We conclude that the respondents disagree to this paragraph.
- The mean of the field “Which Brand To Buy” equals 3.48 (69.58%), Test-value = 15.93, and P-value=0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3, which indicates that parents seldom ask children for their preference when buying things for them even for the family use indicating more parental control and less influence on family purchasing decision by the children. We conclude that the respondents agree to field of “Which Brand To Buy”. This is in accordance with the results seen in (Sweidan, 2011) who revealed that children claim a great role in making decisions with respect to what brand to buy sub decision.

**Table (28): Means and Test Values For “Which Brand To Buy”**

	Item	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	Generally, I decide what brand to buy for the family.	3.73	74.55	13.60	0.000*	3
2	I usually choose what brand to buy for myself.	3.70	73.97	12.99	0.000*	4
<b>3</b>	<b><i>I often buy what brand my parents suggest.</i></b>	<b>3.81</b>	<b>76.27</b>	<b>16.88</b>	<b>0.000*</b>	<b>1</b>
4	Usually I decide what brand to buy for myself.	3.53	70.61	9.32	0.000*	5

5	<i>Nobody influences my purchasing decisions.</i>	<b>2.66</b>	<b>53.11</b>	<b>-5.51</b>	<b>0.000*</b>	<b>9</b>
6	As a family, we all discuss and decide what brand to buy.	3.75	74.98	14.63	0.000*	2
7	I buy the brand I hear about from media.	3.26	65.12	4.63	0.000*	8
8	I buy the brand I hear about from the friends.	3.37	67.43	6.48	0.000*	7
9	I get a lot of knowledge about available brands through media.	3.53	70.54	9.23	0.000*	6
	<b>All Items Of The Field</b>	<b>3.48</b>	<b>69.58</b>	<b>15.93</b>	<b>0.000*</b>	

\* The mean is significantly different from 3

### 4.2.3 How Much To Spend

Table (29) Shows The Following Results:

- The mean of item #1 “My purchases increase when shopping with my parents” equals 3.89 (77.79%), Test-value = 16.65, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 3. This indicates less parental control and more influence on family purchasing decision by the children when shopping with their parents. We conclude that the respondents agree to this paragraph.
- The mean of item #2 “I tend to buy large bags over my needs” equals 2.65 (52.99%), Test-value = -6.13, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 3. This indicates that children seldom ask their parents to buy things more than their needs, indicating their awareness and ability to assume while selection of a product they need. We conclude that the respondents disagree to this paragraph.
- The mean of the field “How Much To Spend” equals 3.32 (66.38%), Test-value = 9.93, and P-value=0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. We conclude that the respondents agree to the field of “How Much To Spend”. This suggested that children claim a greater

role in making decision about “How Much To Spend” sub decision according to the study of Sweidan (2011). However, children have not been observed to have a large impact on instrumental decisions such as how much to spend.

**Table (29): Means and Test Values For “How Much To Spend”**

	Item	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	<i>My purchases increase when shopping with my parents.</i>	3.89	77.79	16.65	0.000*	1
2	<i>I tend to buy large bags over my needs.</i>	2.65	52.99	-6.13	0.000*	5
3	My parents do not mind my purchasing amount.	3.20	63.96	3.37	0.001*	3
4	Media increases my purchasing amount.	3.17	63.37	2.71	0.007*	4
5	Having a few number of children contribute in increasing family purchases.	3.69	73.79	11.91	0.000*	2
	<b>All Items Of The Field</b>	<b>3.32</b>	<b>66.38</b>	<b>9.93</b>	<b>0.000*</b>	

\* The mean is significantly different from 3

#### 4.2.4 Where To Buy

Table (30) Shows The Following Results:

- The mean of item #1 *“I often listen to my parents’ opinion about where to buy”* equals 4.21 (84.12%), Test-value = 27.44, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 3. We conclude that the respondents agree to this paragraph. This indicates that parents often suggest their children where to buy/ place of shopping, indicating more parental control and less influence on family consumer decision- making by the children.
- The mean of paragraph #4 *“I prefer to do shopping from high prices stores”* equals 2.56 (51.18%), Test-value = -7.46, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 3. We conclude that the respondents disagree to this item. This indicates that children seldom ask parents for their preference when buying things from high prices stores.

- The mean of the field “Where To Buy” equals 3.41 (68.18%), Test-value = 14.06, and P-value=0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. We conclude that the respondents agree to field of “Where To Buy”. This suggested that children were found to be more influential in making decision about “Where To Buy”. This results is supported by the study of Guneri (2010) who found that children are more influential on need recognition, where to buy, when to buy and which to buy sub decision.

**Table (30): Means and Test Values For “Where To Buy”**

	Item	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	<i>I often listen to my parents’ opinion about where to buy.</i>	4.21	84.12	27.44	0.000*	1
2	I prefer to do shopping from private stores (malls).	3.80	76.02	16.06	0.000*	2
3	My parents often allow my request in choosing the stores.	3.77	75.45	14.67	0.000*	3
4	<i>I prefer to do shopping from high prices stores.</i>	2.56	51.18	-7.46	0.000*	8
5	I prefer to do shopping from reputable stores and I hear about from my friends.	3.58	71.58	10.77	0.000*	4
6	I prefer to do shopping from stores I hear about from media.	3.26	65.16	4.38	0.000*	6
7	Mothers’ occupation plays a vital role in choosing the store.	3.45	68.92	6.58	0.000*	5
8	Only one of the family members is responsible for the final purchase decision.	2.65	53.04	-5.34	0.000*	7
	<i>All Items Of The Field</i>	<i>3.41</i>	<i>68.18</i>	<i>14.06</i>	<i>0.000*</i>	

\* The mean is significantly different from 3

#### 4.2.5 How Much Time

**Table (31) Shows The Following Results:**

- The mean of paragraph #2 “I enjoy my shopping time” equals 4.06 (81.23%), Test-value = 81.23, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. This indicates that children like their shopping time. We conclude that the respondents agree to this paragraph.

- The mean of item #5 “I prefer a private time when going shopping alone” equals 2.86 (57.30%), Test-value = -2.18, and P-value = 0.030 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 3. This mean specifies that children seldom go shopping when buying things for themselves alone. They often prefer to do shopping with their parents. We conclude that the respondents disagree to this paragraph.
- The mean of the field “How Much Time” equals 3.58 (71.57%), Test-value = 18.32, and P-value=0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3, which indicates that children often prefer to do shopping with their parents, but not alone. This specifies more parental control and less influence on family purchasing decision by the children. This suggested that children were found to be more influential in making decision about “How Much Time”. These results supported by the study of Sweidan (2011) who revealed that children claim a greater role in making decision about “How Much Time” sub decision.

**Table (31): Means and Test Values For “How Much Time”**

	Item	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	I spend a long time when doing shopping.	3.58	71.63	10.21	0.000*	3
2	<i>I enjoy my shopping time.</i>	<b>4.06</b>	<b>81.23</b>	<b>21.07</b>	<b>0.000*</b>	<b>1</b>
3	Shopping time is a good chance for me to know a lot about new products.	3.87	77.33	18.01	0.000*	2
4	I spend a long time when doing shopping with my parents.	3.52	70.42	9.15	0.000*	4
5	<i>I prefer a private time when going shopping alone.</i>	<b>2.86</b>	<b>57.30</b>	<b>-2.18</b>	<b>0.030*</b>	<b>5</b>
	<i>All Items Of The Field</i>	<b>3.58</b>	<b>71.57</b>	<b>18.32</b>	<b>0.000*</b>	

\* The mean is significantly different from 3

#### 4.2.6 When To Buy

**Table (32) Shows The Following Results:**

- The mean of item #1 *“I often prefer to do shopping at the weekends”* equals 3.81 (76.29%), Test-value = 14.69, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 3. This indicates that parents often appreciate children for their preference when buying things at the weekends. We conclude that the respondents agree to this item.
- The mean of item #3 *“My parents’ time to do shopping doesn’t suit me”* equals 2.79 (55.75%), Test-value = -3.70, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 3. This suggested that parents often ask their children to do shopping together, indicating more parental control and less influence on family purchasing decision by the children. We conclude that the respondents disagree to this paragraph.
- The mean of the field “When To Buy” equals 3.55 (71.01%), Test-value = 17.03, and P-value=0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. However, parents have more control on family purchases, children still found to be more influential in making decision about “When To Buy”.

**Table (32): Means and Test Values For “When To Buy”**

	Item	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	<i>I often prefer to do shopping at the weekends.</i>	3.81	76.29	14.69	0.000*	1
2	I choose when to buy that suits me.	3.80	75.95	14.72	0.000*	2
3	<i>My parents’ time to do shopping does not suit me.</i>	2.79	55.75	-3.70	0.000*	4
4	I prefer to do shopping in a private time.	3.80	75.98	15.22	0.000*	3
	<b>All Items Of The Field</b>	<b>3.55</b>	<b>71.01</b>	<b>17.03</b>	<b>0.000*</b>	

\* The mean is significantly different from 3

#### 4.2.7 In General

The influence of children on family purchases was reported to vary with regard to different sub-decisions. In general, children were found to be more influential on various sub-decisions, mainly focusing on when to buy, where to buy, which to buy and how much to spend decisions. Findings suggest that children claim a greater role in making decisions about all sub-decisions. Table (33) shows the mean for all items equals 3.48 (69.59%), Test-value = 22.87, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of all items is significantly greater than the hypothesized value 3.

Findings conclude that the respondents agreed to all fields. It reveals that children claim a great role in making decision about how much time and the influence is minimal on how much to spend decisions because of the limited financial resource. This was further strengthened by the study of Sweidan (2011) who found that children have a great influence in all (what to buy, which brand to buy, how much time, where to buy, how much to spend and when to buy sub decisions).

**Table (33): Means and Test Values For All Fields**

	Fields	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	What Products To Buy	3.55	70.92	22.18	0.000*	2
2	Which Brand To Buy	3.48	69.58	15.93	0.000*	4
3	<b><i>How Much To Spend</i></b>	<b>3.32</b>	<b>66.38</b>	<b>9.93</b>	<b>0.000*</b>	<b>6</b>
4	Where To Buy	3.41	68.18	14.06	0.000*	5
5	<b><i>How Much Time</i></b>	<b>3.58</b>	<b>71.57</b>	<b>18.32</b>	<b>0.000*</b>	<b>1</b>
6	When To Buy	3.55	71.01	17.03	0.000*	2
	<b><i>All Items Of The Field</i></b>	<b>3.55</b>	<b>71.01</b>	<b>17.03</b>	<b>0.000*</b>	

\* The mean is significantly different from 3

### 4.3 Sub-decision Analysis for Parent's Questionnaire

#### 4.3.1 What Products To Buy

Table (34) Shows The Following Results:

- The mean of item #3 *“My children’s purchases take priority while shopping”* equals 4.12 (82.40%), Test-value = 26.23, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 3 which indicates that parents often ask children for their preference/ priority when buying things for them and for the family use. This specifies that children have more control and less influence on family consumer decision- making by the parents. We conclude that the respondents agree to this item.
- The mean of item #5 *“My children buy some products they don’t have much knowledge about”* equals 2.26 (45.23%), Test-value = -13.02, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 3 which specifies that children seldom buy products they don’t have much knowledge about even for themselves or for the family use. We conclude that the respondents disagree to this paragraph.
- The mean of the field “What Products To Buy” equals 3.33 (66.52%), Test-value = 10.93, and P-value=0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. We conclude that the respondents agree to field of “What Products To Buy”. This suggested that children claim a greater role in making decision about “What Products To Buy” and supported by the study of Darley And Lim, 1986; Jenkins, 1979). This was further strengthened by the study of Guneri et. al., who found that children are more influential on need recognition, where to buy, when to buy and which to buy sub decision.



**Table (34): Means and Test Values For “What Products To Buy”**

	Item	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	I often take my children to do shopping.	3.05	60.96	0.78	0.218	7
2	I always buy what products my children like/ choose.	3.44	68.88	8.14	0.000*	4
3	<b><i>My children’s purchases take priority while shopping.</i></b>	<b>4.12</b>	<b>82.40</b>	<b>26.23</b>	<b>0.000*</b>	<b>1</b>
4	I depend on my children in buying some products.	2.67	53.40	-6.15	0.000*	8
5	<b><i>My children buy some products they don’t have much knowledge about.</i></b>	<b>2.26</b>	<b>45.23</b>	<b>-13.02</b>	<b>0.000*</b>	<b>9</b>
6	I often listen to my children’s opinion before buying something for the family use.	3.13	62.59	2.08	0.019*	6
7	Mothers’ occupation affects children’s purchase decision.	3.85	77.05	15.31	0.000*	3
8	Media has a positive contribution in choosing the best product for my children.	3.44	68.81	7.61	0.000*	5
9	A harmonic relation with my family affects purchase decision making process.	3.98	79.60	19.58	0.000*	2
	<b><i>All Items Of The Field</i></b>	<b>3.33</b>	<b>66.52</b>	<b>10.93</b>	<b>0.000*</b>	

\* The mean is significantly different from 3

#### 4.3.2 Which Brand To Buy

Table (35) Shows The Following Results:

- The mean of item #4 “*Usually I decide what brand to buy for my children*” equals 3.84 (76.77%), Test-value = 17.68 and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. This suggested that parents often tell their children what to buy, indicating more parental control and less influence on family consumer decision- making by the children. We conclude that the respondents agree to this paragraph.
- The mean of paragraph #5 “*Nobody influences my children in their purchasing decisions*” equals 2.72 (54.37%), Test-value = -5.16, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 3.

This indicates that parents have the highest level of influence on children's influence on family purchase decisions with respect to what brand to buy sub-decision. We conclude that the respondents disagree to this paragraph.

- The mean of the field “Which Brand To Buy” equals 3.26 (65.19%), Test-value = 7.74, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3 which indicates that parents seldom ask children for their preference when buying things for them even for the family use indicating more parental control and less influence on family purchasing decision by the children. We conclude that the respondents agree to field of “Which Brand To Buy”. The results are supported by the study of Sweidan (2011) who found children to have a large impact on instrumental decisions such as which to buy, what brand to buy, how much to spend, where to buy, how much time and when to buy sub decision.

**Table (35): Means and Test Values For “Which Brand To Buy”**

	Item	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	Generally my children decide what brand to buy for the family.	2.98	59.59	-0.37	0.355	8
2	Usually my children decide what brand to buy for themselves.	3.00	59.95	-0.04	0.482	7
3	I often buy what brand my children suggest.	3.14	62.73	2.40	0.008*	6
4	<i>Usually I decide what brand to buy for my children.</i>	<b>3.84</b>	<b>76.77</b>	<b>17.68</b>	<b>0.000*</b>	<b>1</b>
5	<i>Nobody influences my children in their purchasing decisions.</i>	<b>2.72</b>	<b>54.37</b>	<b>-5.16</b>	<b>0.000*</b>	<b>9</b>
6	As a family we all discuss and decide what brand to buy.	3.37	67.36	6.74	0.000*	4
7	My children buy the brand they hear about from media.	3.44	68.73	7.41	0.000*	3
8	My children buy the brand they hear about from their friends.	3.35	67.09	6.50	0.000*	5
9	My children get a lot of knowledge about available brands through media.	3.51	70.13	8.98	0.000*	2
	<b>All Items Of The Field</b>	<b>3.26</b>	<b>65.19</b>	<b>7.74</b>	<b>0.000*</b>	

\* The mean is significantly different from 3

### 4.3.3 How Much To Spend

**Table (36) Shows The Following Results:**

- The mean of item #1 “My purchases grow when shopping with my children” equals 4.22 (84.35%), Test-value = 25.49, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 3. This indicates less parental control and more influence on family purchasing decision by the children. We conclude that the respondents agree to this item.
- The mean of item #4 “Children’s exposing to media increases their purchases” equals 3.18 (63.70%), Test-value = 3.35, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 3. This mean specifies that children’s exposing to media to some extent increases their purchases from parents’ point of view and this agrees with the children’s response.
- The mean of the field “How Much To Spend” equals 3.48 (69.55%), Test-value = 14.48, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3 which indicates higher impact of children on family purchases with respect to “How Much To Spend” sub- decision. This findings are supported by the study of Sweidan (2011) who found that children are more influential on how much to spend and contradicted by the study of Kappor (2011) who revealed that children have not been observed to have a large impact on instrumental decisions such as how much to spend sub decision.

**Table (36): Means and Test Values For “How Much To Spend”**

	Item	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	<i>My purchases grow when shopping with my children.</i>	4.22	84.35	25.49	0.000*	1
2	My children tend to buy large bags over their needs.	3.38	67.61	7.50	0.000*	3
3	I don't mind my children's purchasing amount.	3.21	64.21	4.47	0.000*	4
4	<i>Children's exposing to media increases their purchases.</i>	3.18	63.70	3.35	0.000*	5
5	Having a few number of children contribute in increasing family purchases.	3.39	67.85	6.44	0.000*	2
	<i>All Items Of The Field</i>	3.48	69.55	14.48	0.000*	

\* The mean is significantly different from 3

#### 4.3.4 Where To Buy

Table (37) Shows The Following Results:

- The mean of item #7 “*Mothers’ occupation plays a vital role in choosing the store*” equals 4.07 (81.37%), Test-value = 21.37, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 3. This suggested that working women plays a vital role in determining where to buy, indicating more parental control and less influence on family consumer decision-making by the children. We conclude that the respondents agree to this item.
- The mean of item #8 “*Only one of the family members is responsible for the final purchase decision*” equals 2.44 (48.85%), Test-value = -8.69, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 3 which indicates that each family members have their preference when buying things even for themselves or for family use. We conclude that the respondents disagree to this item.
- The mean of the field “Where To Buy” equals 3.35 (66.97%), Test-value = 10.55, and P-value=0.000 which is smaller than the level of significance  $\alpha = 0.05$ .

The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. We conclude that the respondents agree to this field that suggested children were found to be more influential in making decision about “Where To Buy ”. This is in accordance with the study of Foxman (1989) who found that adolescents had the greatest influence on both how much to spend and where to buy sub decision.

**Table (37): Means and Test Values For “Where To Buy”**

	Item	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	I often listen to my children’s opinion about where to buy.	3.34	66.84	6.02	0.000*	6
2	My children prefer to do shopping from private stores (malls).	3.35	66.90	6.28	0.000*	5
3	I often allow my children’s request in choosing their stores.	3.80	75.94	15.57	0.000*	2
4	My children prefer to do shopping from high prices stores.	2.77	55.36	-4.34	0.000*	7
5	My children prefer to do shopping from reputable stores and they hear about from their friends.	3.54	70.80	10.61	0.000*	3
6	My children prefer to do shopping from stores they hear about from media.	3.49	69.77	8.46	0.000*	4
7	<b><i>Mothers’ occupation plays a vital role in choosing the store.</i></b>	<b>4.07</b>	<b>81.37</b>	<b>21.37</b>	<b>0.000*</b>	<b>1</b>
8	<b><i>Only one of the family members is responsible for the final purchase decision.</i></b>	<b>2.44</b>	<b>48.85</b>	<b>-8.69</b>	<b>0.000*</b>	<b>8</b>
	<b><i>All Items Of The Field</i></b>	<b>3.35</b>	<b>66.97</b>	<b>10.55</b>	<b>0.000*</b>	

\* The mean is significantly different from 3

#### 4.3.5 How Much Time

Table (38) Shows The Following Results:

- The mean of item #4 “***I spend a long time when doing shopping with my children***” equals 4.18 (83.63%), Test-value = 23.48, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 3. This indicates that parents often spend a long time when buying things with their

children and thus increases their purchases. We conclude that the respondents agree to this item.

- The mean of item #1 ***“My children spend a long time when doing shopping”*** equals 3.47 (69.31%), Test-value = 8.73, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 3. This mean specifies that children spend a long time when doing shopping with their parents. Interestingly, these two items can be considered as similar, in that the one measures the time parents spend while shopping with children, while the other measures how much time children spend when going shopping with parents. We conclude that the respondents agree to this paragraph.
- The mean of the field “How Much Time” equals 3.88 (77.50%), Test-value = 26.22, and P-value=0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. We conclude that the respondents agree to this field and suggested that children were found to be more influential in making decision about “How Much Time” and this agreed with the results of the study of Shantawi (1993) who found that children are more influential on how much time sub decision.

**Table (38): Means and Test Values For “How Much Time”**

	Item	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	<b><i>My children spend a long time when doing shopping.</i></b>	<b>3.47</b>	<b>69.31</b>	<b>8.73</b>	<b>0.000*</b>	<b>5</b>
2	My children enjoy their shopping time.	4.09	81.74	23.76	0.000*	2
3	Shopping time is a good chance for my children to know a lot about new products.	3.85	76.99	16.07	0.000*	3
4	<b><i>I spend a long time when doing shopping with my children.</i></b>	<b>4.18</b>	<b>83.63</b>	<b>23.48</b>	<b>0.000*</b>	<b>1</b>
5	I prefer a private time when going shopping alone.	3.79	75.87	14.94	0.000*	4
	<b><i>All Items Of The Field</i></b>	<b>3.88</b>	<b>77.50</b>	<b>26.22</b>	<b>0.000*</b>	

\* The mean is significantly different from 3

### 4.3.6 When To Buy

**Table (39) Shows The Following Results:**

- The mean of item #4 *“I prefer to do shopping in a private time”* equals 4.23 (84.58%), Test-value = 27.00, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 3. This indicates that parents often prefer a private time when buying things for the children or the family use. We conclude that the respondents agree to this item.
- The mean of item #3 *“My children’s time to do shopping doesn’t suit me”* equals 3.16 (63.14%), Test-value = 2.69, and P-value = 0.004 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 3. This indicates that parents often prefer a private time when buying things for the children or the family use. We conclude that the respondents agree to this item.
- The mean of the field “When To Buy” equals 3.68 (73.69%), Test-value = 18.96, and P-value=0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. This mean specifies that children seldom choose the time that suits their parents when buying things for themselves or for the family use. Interestingly, these two items can be considered as opposites, in that the one measures the parents’ preference time when doing shopping, while the other measures the preference time for children when doing shopping that doesn’t suit their parents. We conclude that the respondents agree to field of “When To Buy ”.

**Table (39): Means and Test Values For “When To Buy”**

	Item	Mean	(%)	Test Value	P-Value (Sig.)	Rank
1	My children often prefer to do shopping at the weekends.	3.64	72.85	10.83	0.000*	3
2	I choose when to buy that suits my children.	3.71	74.19	12.69	0.000*	2
3	<i>My children’s time to do shopping doesn’t suit me.</i>	<b>3.16</b>	<b>63.14</b>	<b>2.69</b>	<b>0.004*</b>	<b>4</b>
4	<i>I prefer to do shopping in a private time.</i>	<b>4.23</b>	<b>84.58</b>	<b>27.00</b>	<b>0.000*</b>	<b>1</b>
	<i>All Items Of The Field</i>	<b>3.68</b>	<b>73.69</b>	<b>18.96</b>	<b>0.000*</b>	

\* The mean is significantly different from 3

#### 4.5.7 In General

The influence of children on family purchases was reported to vary with regard to different sub-decisions. Children were found to be more influential on various sub-decisions, mainly focusing on when to buy, where to buy, which to buy and how much to spend decisions. Findings conclude that the respondents agreed to all paragraphs. It reveals that the children are more influential on what to buy, which brand to buy, how much to spend, where to buy, how much time, and when to buy sub-decisions; indicating less parental control and more influence on family consumer decision- making by the children.

Findings suggest that children claim a greater role in making decisions about all sub-decisions and these results are supported by the study of Sweidan (2011) who revealed completely the same results of this study. It is worth mentioned that children have been observed to have a large impact on instrumental decision such as how much time sub decision. However, there is a variety with respect to how much to spend from children's point of view and what brand to buy from parents point of view.

**Table (40): Means and Test Values For All Fields**

	Fields	Mean	(%)	Test Value	P- Value (Sig.)	Rank
1	What Products To Buy	3.33	66.52	10.93	0.000*	5
2	<b>Which Brand To Buy</b>	<b>3.26</b>	<b>65.19</b>	<b>7.74</b>	<b>0.000*</b>	<b>6</b>
3	How Much To Spend	3.48	69.55	14.48	0.000*	3
4	Where To Buy	3.35	66.97	10.55	0.000*	4
5	<b>How Much Time</b>	<b>3.88</b>	<b>77.50</b>	<b>26.22</b>	<b>0.000*</b>	<b>1</b>
6	When To Buy	3.68	73.69	18.96	0.000*	2
	<b>All Fields</b>	<b>3.44</b>	<b>68.76</b>	<b>16.58</b>	<b>0.000*</b>	

\* The mean is significantly different from 3



#### 4.8 Who Decide What To Buy For The Following Products?

An analysis of the data showed that children's opinion had different impact on family purchasing of selected products. Women noticed that children have the biggest impact on purchasing of child's toys (Table 18). An impact on purchasing of child's clothes was mentioned as less important. Almost the same impact children had on purchasing of child's bicycle for them. When looking at each of the three items' total percentages, the percentage for the item toys/ clothes was vastly different from the other two products (clothes, bicycle), indicating that children had a higher influence in family decision-making when making personal toys purchases related directly to the child.

The third group of products, purchasing of which even is less influenced by children, includes child's shoe and mobile. Even though this group is less important, but the importance is still higher than 50%. It means that children still have a significance impact on purchasing of the product. Another group of products can be evaluated as a not important for children, since their impact on family purchasing decision was lower than 50%. This group includes such products like child's computer, restaurant (eating out), where to go for vacation, toothpaste and shampoo. The final group of products includes house and car of the family of which children have the least influence for buying these products. Therefore, we can conclude that children have almost no impact on family selection of a house and car of the family.

The findings of this study reveal that the children's influence on family purchase decision making is *high* to products of direct use to children, i.e., child's clothes, child's shoe, child's bicycle. Even for the children's responses, who are expected to overestimate their influence, they exert a great influence for only *child's toys*. However, the overall means consistently indicate that purchase decisions on products for the family use rest mainly with parents, as the percentage for all these product items are relatively low. Thus, **this study suggests that parents underestimate the role of their children on family buying decisions**. Nevertheless, it should also be stated that the children are more influential on what to buy, which brand to buy, how much to spend, where to buy, how much time, and when to buy sub-decisions.

**Table (41): Who Decide What To Buy For The Following Products?**

Item		Children Questionnaire			Parents Questionnaire		
		ME	Mother	Father	Our Child	Mother	Father
Clothes for this child	N	233	116	293	145	114	343
	%	56.8	28.3	71.5	36.9	29.0	87.3
Tooth paste for the family	N	84	305	172	37	285	194
	%	20.6	74.8	42.2	9.4	72.5	49.4
Shoes for this child	N	219	139	250	165	144	249
	%	54.2	34.4	61.9	42.1	36.7	63.5
Shampoo for the family	N	82	242	230	60	244	214
	%	20.0	59.2	56.2	15.4	62.7	55.0
Toys for this child	N	287	138	139	260	178	155
	%	70.5	33.9	34.2	66.7	45.6	39.7
The family car	N	60	369	113	56	357	89
	%	14.7	90.4	27.7	14.4	91.8	22.9
A bicycle for this child	N	222	276	65	192	267	74
	%	55.5	69.0	16.3	49.1	68.3	18.9
Where to go for a family vacation	N	158	321	235	171	309	243
	%	38.6	78.5	57.5	44.0	79.4	62.5
A mobile for this child	N	211	288	96	149	314	99
	%	52.2	71.3	23.8	38.9	82.0	25.8
A house for the family	N	62	376	165	53	364	204
	%	15.2	91.9	40.3	13.8	94.5	53.0
A computer for this child	N	196	287	99	138	304	101
	%	48.6	71.2	24.6	35.8	79.0	26.2
Which restaurant to go for the family food	N	157	309	251	164	303	263
	%	39.0	76.7	62.3	42.9	79.3	68.8

## 4.5 Study Hypothesis

### 4.5.1 Hypothesis For Socio- Demographic Status

#### [1] Older Children Have Significantly More Influence On The Family Purchase Decisions Than Younger Children. (Age)

The first hypothesis suggests that children influence should vary across the stages of the decision- making process and sub-decisions. To test this hypothesis the relative influence scores of children and parents across these stages were examined. Research investigated children’s influence on various sub-decisions within these stages, mainly focusing on which to buy, what brand to buy, when to buy, how much time where to buy and how much to spend decisions. As shown by Table (1) the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the fields “*What Products To Buy And Where To Buy*”, then there is significant difference among the respondents toward these fields due to *Age*. We conclude that the personal characteristics’ *Age* has an effect on these fields.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to *Age*. We conclude that the personal characteristics’ *Age* has no effect on the other fields. Findings suggested that children claim a greater role in making decisions about “*What Products To Buy and Where To Buy*”, although the influence is minimal for the other fields. This view was supported by Guneri Et. Al., (2009) who revealed that children are more influential on need recognition, where to buy, when to buy and which to buy sub decision. It should be noted that the influence on sub-decisions as well as later decision stages increase with the age. (Guneri, Yourt, Kaplan and Delen, 2009)

**Table (42): Anova Test Of The Fields And Their P- Values For Age**

No.	Fields	Means			Test Value	Sig.
		8- lower than 10 years	10- lower than 12 years	12- lower than 15 years		
1	<i>What Products To Buy</i>	3.63	3.64	3.44	8.097	0.000*
2	Which Brand To Buy	3.40	3.55	3.49	1.601	0.203
3	How Much To Spend	3.35	3.36	3.28	0.717	0.489
4	<i>Where To Buy</i>	3.49	3.46	3.33	3.079	0.047*
5	How Much Time	3.61	3.64	3.52	1.265	0.283
6	When To Buy	3.60	3.49	3.55	0.897	0.409
	<b>All Fields Together</b>	<b>3.51</b>	<b>3.53</b>	<b>3.43</b>	<b>2.370</b>	<b>0.095</b>

\* *The mean difference is significant a 0.05 level*

**[2] Girls Have More Influence Than Boys In The Family Purchase Decisions Depending On The Product Category.**

Table (43) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the field “How Much Time”, then there is significant difference among the respondents toward these field due to Gender. We conclude that the personal characteristics’ Gender has an effect on this field.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to Gender. We conclude that the personal characteristics’ Gender has no effect on the other fields. This result was supported by the study of Sweidan (2011) who found that children had a great influence on all the mentioned sub decisions. Children were perceived to be involved in the majority of decisions. Children’s influence was clearly the lowest overall, however, children had more influence in How Much Time sub- decision. Both parents exerted significantly more influence than their children in all sub- decisions.

**Table (43): Independent Samples T- Test of The Fields and Their P- Values For Gender**

No.	Fields	Means		Test Value	Sig.
		Male	Female		
1	What Products To Buy	3.59	3.50	1.710	0.088
2	Which Brand To Buy	3.50	3.46	0.615	0.538
3	How Much To Spend	3.33	3.31	0.228	0.820
4	Where To Buy	3.38	3.44	-1.035	0.301
<b>5</b>	<b><i>How Much Time</i></b>	<b>3.64</b>	<b>3.52</b>	<b>1.981</b>	<b>0.049*</b>
6	When To Buy	3.54	3.56	-0.271	0.786
	<b>All Fields Together</b>	<b>3.49</b>	<b>3.47</b>	<b>0.708</b>	<b>0.479</b>

\* The mean difference is significant a 0.05 level

**[3] The Fewer Children In The Household, The More Influence They Have In Their Families’ Purchase Decisions (Number Of Children)**

Table (44) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the field “Which Brand To Buy”, then there is significant difference among the respondents toward these field due to Number of Children. We conclude that the personal characteristics’ Number of Children has an effect on this field.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to Number of Children. We conclude that the personal characteristics' Number of Children has no effect on the other fields. Findings suggest that children claim a greater role in making decisions about "Which Brand To Buy", although the influence is minimal for all the other fields. A view supported by Sweidan, 2011; who suggest that children claim a greater role in making decisions about What brand To Buy.

**Table (44): Anova Test of The Fields and Their P- Values For Number of Children**

No.	Fields	Means			Test Value	Sig.
		3 and less	4 to 6	7 and more		
1	What Products To Buy	3.53	3.56	3.55	0.121	0.886
2	<b>Which Brand To Buy</b>	<b>3.40</b>	<b>3.51</b>	<b>3.61</b>	<b>3.270</b>	<b>0.039*</b>
3	How Much To Spend	3.27	3.33	3.41	1.192	0.305
4	Where To Buy	3.36	3.44	3.45	0.948	0.389
5	How Much Time	3.55	3.59	3.63	0.363	0.696
6	When To Buy	3.53	3.55	3.59	0.199	0.820
	<b>All Fields Together</b>	<b>3.44</b>	<b>3.50</b>	<b>3.54</b>	<b>1.673</b>	<b>0.189</b>

\* The mean difference is significant a 0.05 level

#### 4.5.2 Hypothesis for Socio- Economic Status

##### [4] Children From Double Income Families Will Have The More Influence On Their Families' Purchase Decisions. (Family Income)

Table (45) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the fields "What Products To Buy And Where To Buy", then there is significant difference among the respondents toward these fields due to Family Income. We conclude that the personal characteristics' Family Income has an effect on this fields.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to Family Income. We conclude that the personal characteristics' Family Income has no effect on the other fields. Children were perceived to be involved in the majority of decisions, however, children's influence was clearly the lowest overall. They had more

influence in “What Products To Buy And Where To Buy” sub- decisions and had the least influence for the other fields. Both parents exerted significantly more influence than their children in all sub- decisions. These results are supported by the study of Guneri Et. Al., who revealed that children are more influential on need recognition, where to buy, when to buy and which to buy sub decision.

**Table (45): Anova Test Of The Fields and Their P- Values For Family Income**

No.	Fields	Means				Test Value	Sig.
		Under 1500₪	1500-lower than 3000₪	3000-lower than 4500 ₪	More than 4500₪		
<b>1</b>	<b>What Products To Buy</b>	<b>3.06</b>	<b>3.35</b>	<b>3.38</b>	<b>3.42</b>	<b>5.613</b>	<b>0.001*</b>
2	Which Brand To Buy	3.13	3.26	3.28	3.33	1.211	0.306
3	How Much To Spend	3.38	3.48	3.50	3.52	0.672	0.570
<b>4</b>	<b>Where To Buy</b>	<b>3.13</b>	<b>3.37</b>	<b>3.41</b>	<b>3.39</b>	<b>2.941</b>	<b>0.033*</b>
5	How Much Time	3.83	3.90	3.86	3.89	0.191	0.902
6	When To Buy	3.47	3.72	3.74	3.70	2.266	0.080
	<b>All Fields Together</b>	<b>3.27</b>	<b>3.45</b>	<b>3.48</b>	<b>3.49</b>	<b>2.849</b>	<b>0.037</b>

\* The mean difference is significant a 0.05 level

**[5] Children From Employed Mothers Have Significantly Different Level Of Influence On Family Purchases. (Occupation)**

Table (46) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for each fields, then there is significant difference among the respondents toward each field due to father’s occupation. Findings suggest that children claim a greater role in making decisions in all fields, although their influence is minimal for all the fields with respect to mothers’ occupation. This result was supported by the study of Sweidan (2011) who found that children had a great influence on all the mentioned sub decisions. This indicates that children appear to reserve the right to decide and are more influential, however, mothers’ occupation does not seem to affect children’s decisions.

**Table (46): Independent Samples T- Test of The Fields  
And Their P- Values For Occupation “Father And Mother”**

No.	Field	FATHER’s Occupation				MOTHER’s Occupation			
		Means		Test Value	Sig. Yes	Means		Test Value	Sig.
		Yes	Yes			Yes	Yes		
1	What Products To Buy	3.38	3.18	3.087	0.001*	3.32	3.34	-0.336	0.737
2	Which Brand To Buy	3.32	3.10	2.926	0.002*	3.24	3.29	-0.785	0.433
3	How Much To Spend	3.53	3.34	2.612	0.005*	3.44	3.55	-1.739	0.083
4	Where To Buy	3.40	3.21	2.637	0.004*	3.33	3.37	-0.569	0.570
5	How Much Time	3.91	3.78	1.692	0.046*	3.87	3.88	-0.037	0.970
6	When To Buy	3.76	3.48	3.489	0.000*	3.63	3.78	-1.940	0.053
	<b>All Fields Together</b>	<b>3.49</b>	<b>3.29</b>	<b>3.430</b>	<b>0.000*</b>	<b>3.42</b>	<b>3.47</b>	<b>-0.997</b>	<b>0.320</b>

\* The mean difference is significant a 0.05 level

**[6] Children From More Highly Educated Parents Have More Influence On Their Families’ Purchase Decisions. (Education)**

Table (47) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the field “What Products To Buy”, then there is significant difference among the respondents toward these field due to Education. We conclude that the personal characteristics’ Education has an effect on this field.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to Education. We conclude that the personal characteristics’ Education has no effect on the other fields. This is in accordance with the results of Guneri et. al., who revealed that children are more influential on need recognition, where to buy, when to buy and which to buy sub decision. Children were perceived to be involved in the majority of decisions, however, children’s influence was clearly the lowest overall. They had more influence in “What Products To Buy” sub- decision and had the least influence for the other fields. Both parents exerted significantly more influence than their children in all sub- decisions.

**Table (47): Anova Test of The Fields and Their  
P- Values For Education Level**

No.	Field	Less than Tawjehi	Tawjehi/ Diploma	Bachelor's degree	Master's degree or more	Test Value	Sig.
<i>1</i>	<i>What Products To Buy</i>	<i>2.99</i>	<i>3.19</i>	<i>3.41</i>	<i>3.37</i>	<i>7.433</i>	<i>0.000*</i>
2	Which Brand To Buy	3.07	3.22	3.28	3.33	1.446	0.229
3	How Much To Spend	3.41	3.44	3.47	3.59	0.820	0.483
4	Where To Buy	3.21	3.33	3.35	3.46	1.220	0.302
5	How Much Time	3.81	3.81	3.88	3.97	0.780	0.506
6	When To Buy	3.50	3.70	3.69	3.76	1.087	0.354
	<i>All Fields Together</i>	<i>3.26</i>	<i>3.38</i>	<i>3.46</i>	<i>3.52</i>	<i>2.484</i>	<i>0.060</i>

*\* The mean difference is significant a 0.05 level*



## 4.10 Study Questions

### [1] Do older children have more Influence on the family purchase decisions than younger children?

A child age is the most commonly researched variable in research involving purchase decision influence Mangleburg (1990). Question Q1, stating that older children will have more influence on family purchasing decisions than younger children. As shown in Table 48, numerous differences were noted comparing the children's impact on parents' purchase decisions between different age groups. These were *toys, bicycles, mobiles, shoes and clothes*. The impact of children's age on product purchasing are shown in table 1; it reveals that:

- Children of age group 8- lower than 10 years are considerably involved in purchase of toys (64.7%) and bicycles (58.5%). Their influence is less in case of clothes (49.2%), shoes (49.2%), computers (49.2%), mobiles (42.4%), where to go for the family vacation (37.4%) and which restaurant to go for the family food (36.9%) while their involvement is slight in purchase of shampoo (27.3%) and toothpaste for the family (25.1%), the family car (17.6%) and house of the family (14.4%).
- Children of age group 10-12 years are considerably involved in purchase of toys (70.3%), clothes (54.7%), bicycles (54.7%), shoes (51.9%) and mobiles (51.9%). Their involvement is less in case of computers (47.5%), which restaurant to go for the family food (42.4%) and where to go for the family vacation (41.5%) while their involvement is slight in purchase of house of the family (17.8%), toothpaste (16.9%) and shampoo for the family (13.6%) and the family car (12.7%).
- Children of age group 12-15 years are considerably involved in purchase of toys (78.3%), clothes (62.6%), shoes (56.7%) and mobiles (56.7%). Their involvement is less in case of bicycles (50.8%), computers (45.3%), where to go for the family vacation (36.8%) and which restaurant to go for the family food (35.8%) while their involvement is negligible in purchase of toothpaste (16.0%) and shampoo for the family (14.2%), house of the family (13.2%) and the family car (11.3%).

It is seen that children's impact on purchasing of toys and clothes increases as the age of the child increases (8- lower than 10 yrs.> 10- lower than 12 yrs.> 12- lower than 15 yrs.) in case of toys, clothes, shoes and mobiles. This may be due to the reason that as the age increases, both interest and knowledge of child increases. Lower age group children involvement in purchase of bicycles and computers. This may be due to the reason that lower age group child like to own more of these products whereas parents of this age group are still somewhat concerned about their satisfaction and yielding to their desires. However, in most product categories, spouses did not perceive children to exert a high amount of influence in decision-making. Parents serve as gatekeepers for their children in every aspect.

Thus it can be concluded that as the children grow older, their impact on parents' selection of various items increases Akhter (2011). This is in accordance with McNeal and Yeh (2003) who revealed that there exists positive relationship between age and the influence on parents' buying behaviour. This strengthened by

**Table 48: Children’s Impact on Family Purchasing Decision Depending On Child’s Age**

Child’s Age		8- lower than 10 years			10- lower than 12 years			12- lower than 15 years		
Item		ME	Father	Mother	ME	Father	Mother	ME	Father	Mother
Clothes for this child	N	58	28	84	58	32	80	117	56	129
	%	49.2	23.7	71.2	54.7	30.2	75.5	62.6	29.9	69
Tooth paste for the family	N	47	72	53	20	83	45	17	150	74
	%	25.1	61	44.9	16.9	78.3	42.5	16	80.2	39.6
Shoes for this child	N	58	39	80	55	34	74	106	66	96
	%	49.2	33.1	67.8	51.9	32.1	69.8	56.7	35.3	51.3
Shampoo for the family	N	51	74	64	16	65	61	15	103	105
	%	27.3	62.7	54.2	13.6	61.3	57.5	14.2	55.1	56.1
Toys for this child	N	83	47	38	83	34	36	121	57	65
	%	64.7	39.8	32.2	70.3	32.1	34	78.3	30.5	34.8
The family car	N	33	102	32	15	95	23	12	172	58
	%	17.6	86.4	27.1	12.7	89.6	21.7	11.3	92	31
A bicycle for this child	N	69	82	19	58	67	11	95	127	35
	%	58.5	69.5	16.1	54.7	63.2	10.4	50.8	67.9	18.7
Where to go for a family vacation	N	70	83	78	49	95	64	39	143	93
	%	37.4	70.3	66.1	41.5	89.6	60.4	36.8	76.5	49.7
A mobile for this child	N	50	85	36	55	78	21	106	125	39
	%	42.4	72	30.5	51.9	73.6	19.8	56.7	66.8	20.9
A house for the family	N	27	103	47	21	96	50	14	177	68
	%	14.4	87.3	39.8	17.8	90.6	47.2	13.2	94.7	36.4
A computer for this child	N	92	81	32	56	80	24	48	126	43
	%	49.2	68.6	27.1	47.5	75.5	22.6	45.3	67.4	23
Which restaurant to go for the family food	N	69	83	73	50	84	70	38	142	108
	%	36.9	70.3	61.9	42.4	79.2	66	35.8	75.9	57.8

**[2] Do girls have more influence than boys in the family purchase decisions depending on the product category?**

**Question Q2**, stated that girls will have more influence on family purchasing decisions related to some products than boys will. As shown in Table (49), there were four product items that had difference in the amount of children's influence. These were *toys, bicycles, mobiles and shoes*.

In order to determine the differences between boys' and girls' influence on these *four* items, the percentage of each gender were compared. Several differences were noticed comparing children's impact on family purchasing decision between different genders of children. Girls had more influence on one item, namely *shoes*. However, boys have a bigger impact on purchasing of *toys* than girls (72.8 % < 67.0%). The same situation can be seen in a case of purchasing of *bicycles* (61.4 % < 46.9%) and *mobiles* (57.9 % < 45.0%). Results did not show sufficient evidence that females had a greater influence than males on family purchasing decision across the *four* major products category.

In general, gender does not seem to be an important independent variable; gender is only independent variable in one out of 12 products. Therefore, the impact of the child's gender slightly varies with the product category.

This difference shows that boys quite influence family selection process in case of *toys* as well as *bicycles and mobiles*. This is suggested to be related to the fact that girls are less involved in the family affairs, hence decreasing their influence.

**Table (49): Children’s Impact On Family Purchasing Decision  
Depending On Child’s Gender**

Child’s Gender		Boys			Girls		
Item		ME	Father	Mother	ME	Father	Mother
Toys for this child	N	147	63	59	140	75	80
	%	72.8	31.2	29.2	67.0	35.9	38.3
A bicycle for this child	N	124	132	35	98	144	30
	%	61.4	65.3	17.3	46.9	68.9	14.4
A mobile for this child	N	117	143	41	94	145	55
	%	57.9	70.8	20.3	45.0	69.4	26.3
Clothes for this child	N	114	68	141	119	48	152
	%	56.4	33.7	69.8	56.9	23.0	72.7
Shoes for this child	N	102	77	118	117	62	132
	%	50.5	38.1	58.4	56.0	29.7	63.2
A computer for this child	N	99	146	39	97	141	60
	%	49.0	72.3	19.3	46.4	67.5	28.7
Where to go for a family vacation	N	78	162	96	80	159	139
	%	38.6	80.2	47.5	38.3	76.1	66.5
Which restaurant to go for the family food	N	76	152	110	81	157	141
	%	37.6	75.2	54.5	38.8	75.1	67.5
Tooth paste for the family	N	55	148	90	29	157	82
	%	27.2	73.3	44.6	13.9	75.1	39.2
Shampoo for the family	N	53	115	111	29	127	119
	%	26.2	56.9	55.0	13.9	60.8	56.9
The family car	N	30	177	63	30	192	50
	%	14.9	87.6	31.2	14.4	91.9	23.9
A house for the family	N	25	182	69	37	194	96
	%	12.4	90.1	34.2	17.7	92.8	45.9

### **[3] Does the number of children have an effect on the family purchase decision?**

Another demographic variable that seems likely to affect children's influence is the number of children. The number of children in the family may have an effect on the degree of children's influence in the family decision-making process. During the questionnaires, children were asked to define the number of siblings that they have. From 411 participants' children, 171 children (41.6%) of the sample have 3 and less, 178 children (43.3%) of the sample have 4 to 6, and 62 children (15.1%) of the sample have 7 and more children in their family (*Table ...*).

Most of the participating children have either 3 and less or 4-6 siblings, and only few have more than 7 siblings in the family. A previous study by Heyer shows that the size of the family decides on how big the children's involvement in the family is. Children who come from a big family (with more than 5 people in the household) have fewer rights to decide (Heyer, 1997).

By using frequencies and percentage method, the results showed that there is almost an influence or degree of responsibility in the household between the number of children and family purchases. Families with 3 and less rated their children's impact on purchasing higher than families with 4-6 and 7 and more (51.96% >46.83% >46.97%). Results here are mixed as well. Ward and Wackman (1972) found no significant effect for number of children on children's influence attempts; however, Heyer (1997) states "The more children in the family, the less chance that each of them are able to decide". Kaur and Singh (2006) also stated that a decreased size in families would lead to children's preferences being accorded greater importance by the parents. Jenkins (1979) also found children's influence to increase with family size.

The study from Jenkins supports the study results from children in Gaza Strip: that fewer children in the family have more influence or responsibility degree of the children in the household. The fact is that families with fewer children tend to spoil them more than families with more children. Children who are spoiled have the right to decide what product they want to buy. As a result, parents yield to their children request while purchasing. On the other hand, families with more children might treat them equally or less, where each child receives his or her own chore as distributed by the parents. This is of course because of the hard economic situation mainly in Gaza Strip.

**Table 50: Children’s Impact On Family Purchasing Decision Depending On Number Of Children**

Number Of Children		3 and less			4 to 6			7 and more		
Item		Child	Father	Mother	Child	Father	Mother	Child	Father	Mother
Clothes for this child	N	60	23	62	98	49	132	75	44	99
	%	65.2	25	67.4	55.4	27.7	74.6	52.8	31	69.7
Tooth paste for the family	N	14	64	38	41	133	70	29	108	64
	%	15.2	69.6	41.3	23.2	75.1	39.5	20.4	76.1	45.1
Shoes for this child	N	49	32	58	93	58	114	77	49	78
	%	53.3	34.8	63	52.5	32.8	64.4	54.2	34.5	54.9
Shampoo for the family	N	20	57	50	31	101	98	31	84	82
	%	21.7	62	54.3	17.5	57.1	55.4	21.8	59.2	57.7
Toys for this child	N	70	31	26	124	57	62	93	50	51
	%	76.1	33.7	28.3	70.1	32.2	35	65.5	35.2	35.9
The family car	N	18	85	26	23	158	45	19	126	42
	%	19.6	92.4	28.3	13	89.3	25.4	13.4	88.7	29.6
A bicycle for this child	N	59	61	15	84	118	30	79	97	20
	%	64.1	66.3	16.3	47.5	66.7	16.9	55.6	68.3	14.1
Where to go for a family vacation	N	35	74	54	69	134	99	54	113	82
	%	38	80.4	58.7	39	75.7	55.9	38	79.6	57.7
A mobile for this child	N	51	63	24	90	124	39	70	101	33
	%	55.4	68.5	26.1	50.8	70.1	22	49.3	71.1	23.2
A house for the family	N	14	89	30	30	162	76	18	125	59
	%	15.2	96.7	32.6	16.9	91.5	42.9	12.7	88	41.5
A computer for this child	N	41	67	21	84	123	43	71	97	35
	%	44.6	72.8	22.8	47.5	69.5	24.3	50	68.3	24.6
Which restaurant to go for the family food	N	37	71	58	66	129	105	54	109	88
	%	40.2	77.2	63	37.3	72.9	59.3	38	76.8	62

#### **[4] Does family Income have an effect on children's purchasing decision?**

Primary socio-economic factors, such as *income, education and occupation*, provide and regulate opportunities for consumption.

Here, we tested differences of children's influence on family purchase decisions depending on a family's monthly income. Mothers from families with incomes less than 1500₹ per month rated their children's impact on purchasing of toys lower than mothers with incomes 1500- less than 3000₹. The same noticed in a case of bicycles and where to go for family vacation. It means that families with higher income pay less attention to a price of product and children can have higher impact on these products. Previous studies found some of these socioeconomic factors to affect children's influence. This is in accordance with the study of (Jenkins, 1979) who has found children's influence to be greater with increased family income or higher socio-economic status (Moschis And Mitchell, 1986). However, Ward and Wackman (1972) found no statistically significant effect for socio-economic status on children's influence attempts. It seems intuitive that children will have more influence in higher socio-economic status families, given that such families are likely to make more purchases than lower class families. However, Veloso Et. Al., (2008) revealed in their study that parents in low-income families take their children to several buying trips, because they do not have any one to take care of them, hence spend more time in shopping environment.



**Table (51): An Impact on a Product Selection Depending On Family's Income Category**

Family Income		Less than 1500₹			1500- less than 3000₹			3000- less than 4500₹			More than 4500		
		Our Child	Father	Mother	Our Child	Father	Mother	Our Child	Father	Mother	Our Child	Father	Mother
Clothes for this child	N	18	18	56	51	30	105	50	41	113	26	25	69
	%	28.1	28.1	87.5	40.8	24.0	84.0	37.3	30.6	84.3	35.6	34.2	94.5
Tooth paste for the family	N	4	48	33	12	84	69	12	100	59	9	53	33
	%	6.3	75.0	51.6	9.6	67.2	55.2	9.0	74.6	44.0	12.3	72.6	45.2
Shoes for this child	N	22	21	44	51	35	83	55	58	75	37	30	47
	%	34.4	32.8	68.8	40.8	28.0	66.4	41.0	43.3	56.0	50.7	41.1	64.4
Shampoo for the family	N	6	40	37	20	66	76	22	87	66	12	51	35
	%	9.4	62.5	57.8	16.0	52.8	60.8	16.4	64.9	49.3	16.4	69.9	47.9
Toys for this child	N	35	37	23	87	46	45	85	64	54	53	31	33
	%	54.7	57.8	35.9	69.6	36.8	36.0	63.4	47.8	40.3	72.6	42.5	45.2
The family car	N	5	59	10	18	108	27	24	120	33	9	70	19
	%	7.8	92.2	15.6	14.4	86.4	21.6	17.9	89.6	24.6	12.3	95.9	26.0
A bicycle for this child	N	29	45	14	62	82	25	64	90	23	37	50	12
	%	45.3	70.3	21.9	49.6	65.6	20.0	47.8	67.2	17.2	50.7	68.5	16.4
Where to go for a family vacation	N	23	50	32	50	50	80	62	114	83	36	59	48
	%	35.9	78.1	50.0	40.0	78.1	64.0	46.3	85.1	61.9	49.3	80.8	65.8
A mobile for this child	N	20	54	18	48	92	28	51	107	31	30	61	22
	%	31.3	84.4	28.1	38.4	73.6	22.4	38.1	79.9	23.1	41.1	83.6	30.1
A house for the family	N	6	60	25	18	110	68	18	126	68	11	68	43
	%	9.4	93.8	39.1	14.4	88.0	54.4	13.4	94.0	50.7	15.1	93.2	58.9
A computer for this child	N	20	50	14	45	89	34	43	104	31	30	61	22
	%	31.3	78.1	21.9	36.0	71.2	27.2	32.1	77.6	23.1	41.1	83.6	30.1
Which restaurant to go for the family food	N	19	49	34	51	85	85	59	105	88	35	64	56
	%	29.7	76.6	53.1	40.8	68.0	68.0	44.0	78.4	65.7	47.9	87.7	76.7

## **[5] Does mothers' occupation have an effect on children's purchasing decision?**

A number of family demographic characteristics may also affect children's influence, *although the results are more conflicting here*; from 396 participants' mothers, 140 (35.4%) mothers were unemployed or housewives and the other 256 (64.6%) mothers worked either part time or full time.

Either by using frequencies and percentage, the results showed that children from employed have slightly more influence and responsibility in the family purchase decision-making process (43.02>38.90, Table ...).

A Study from Lee & Beatty (2002) have found that children will achieve more influence if their mother works away from home. Kaur and Singh (2006) also added that children from dual career families, meaning both parents are working, are effectively thrust into the consumer role due to time pressures and income effects. Studies show that an increasing proportion of women in the workplace makes it more likely for children to be left alone at home after school and be given more household responsibilities (Assael, 1998).

Previous studies declared that mothers' occupation plays a role in children's influence on family decision making, this study presents similar results. Children from employed mothers have more influence and responsibility in the family purchase decision-making process, and thus it is concluded that mother's occupation slightly affects children purchases in the Gaza Strip. It seems intuitive that children will have more influence in higher socio-economic status families, given that such families are likely to make more purchases than lower class families.

This is in accordance with the study from Heyer (1997), who revealed that mothers who are working usually let their children arrange the meal by themselves. The guilty feeling of the mother because of their career is usually followed by purchasing goods for the children. For marketers, working mothers' limited time and their wish to keep the peace in the household open opportunities to sell for the marketers (Cook 2003).

**Table 52: Children’s Impact on Family Purchasing Decision  
Depending On Child’s Mother’s Occupation**

Item		Mother’s Occupation						Father’s Occupation					
		Yes			NO			Yes			NO		
		Child	Father	Mother	Child	Father	Mother	Child	Father	Mother	Child	Father	Mother
Clothes for this child	N	103	69	216	42	45	127	111	86	252	34	28	91
	%	40.2	27.0	84.4	30.0	32.1	90.7	38.7	30.0	87.8	31.2	25.7	83.5
Tooth paste for the family	N	25	182	124	12	103	70	26	211	137	11	74	57
	%	9.8	71.1	48.4	8.6	73.6	50.0	9.1	73.5	47.7	10.1	67.9	52.3
Shoes for this child	N	108	96	161	57	48	88	128	111	177	37	33	72
	%	42.2	37.5	62.9	40.7	34.3	62.9	44.6	38.7	61.7	33.9	30.3	66.1
Shampoo for the family	N	39	157	143	21	87	71	47	185	146	13	59	68
	%	15.2	61.3	55.9	15.0	62.1	50.7	16.4	64.5	50.9	11.9	54.1	62.4
Toys for this child	N	174	100	104	86	78	51	192	136	108	68	42	47
	%	68.0	39.1	40.6	61.4	55.7	36.4	66.9	47.4	37.6	62.4	38.5	43.1
The family car	N	31	236	58	25	121	31	44	258	66	12	99	23
	%	12.1	92.2	22.7	17.9	86.4	22.1	15.3	89.9	23.0	11.0	90.8	21.1
A bicycle for this child	N	126	170	45	66	97	29	140	194	45	52	73	29
	%	49.2	66.4	17.6	47.1	69.3	20.7	48.8	67.6	15.7	47.7	67.0	26.6
Where to go for a family vacation	N	120	196	165	51	196	78	122	235	182	49	74	61
	%	46.9	76.6	64.5	36.4	76.6	55.7	42.5	81.9	63.4	45.0	67.9	56.0
A mobile for this child	N	98	202	59	51	112	40	110	233	67	39	81	32
	%	38.3	78.9	23.0	36.4	80.0	28.6	38.3	81.2	23.3	35.8	74.3	29.4
A house for the family	N	32	235	137	21	129	67	37	164	149	16	200	55
	%	12.5	91.8	53.5	15.0	92.1	47.9	12.9	89	51.9	14.7	93.0	50.5
A computer for this child	N	88	195	67	50	109	34	102	227	69	36	77	32
	%	34.4	76.2	26.2	35.7	77.9	24.3	35.5	79.1	24.0	33.0	70.6	29.4
Which restaurant to go for the family food	N	107	197	174	57	106	89	126	78	196	38	225	67
	%	41.8	77.0	68.0	40.7	75.7	63.6	43.9	71.6	68.3	34.9	78.4	61.5

**[6] Does educational level of parents have an effect on children's purchasing decision?**

As shown in Table (53) most of the participants parents had a Bachelor's degree; the proportion between Tawjehi/ Diploma and Master's degree or more was approximately equal in which 70 (17.7%) of parents finished their Tawjehi/ Diploma, 62 (15.7%) of parents attained a Master's degree or more and the rest part was less than Tawjehi.

By using frequencies and percent, the results showed that children from low educated parents have less responsibility and influence for their families' purchasing decisions. Overall, the results showed a weak result that children from highly educated parents have more influence on their families' purchasing decisions. Children from parents with a mid or high education have an equal influence and responsibility in the family purchasing decisions. Parents from high and mid degrees of education are still the ones who plan, decide, and buy products for the families (Table 40).

Slama and Taschian (1985) showed that education of the parents is positively related to purchase involvement of children. This support the results of this study which revealed that children from highly educated parents have slightly more influence on family purchase decision than those of low educational level.

Parents who have a higher education might be more selective in purchasing products for the family, especially for their children, and more careful in allowing them to decide what product they want to buy. Since the parents have a higher education, they are more knowledgeable about giving healthy and nutritious food to their children. Hence based on the results, children of parents from either mid or high education backgrounds have an equivalent influence and responsibility in the family purchasing decisions.

**Table 53: Children's Impact On Family Purchasing Decision Depending On Educational Level**

		Less than Tawjehi			Tawjehi/ Diploma			Bachelor's degree			Master's degree or more		
		Our Child	Father	Mother	Our Child	Father	Mother	Our Child	Father	Mother	Our Child	Father	Mother
Clothes for this child	N	10	13	33	25	20	61	85	50	193	25	31	56
	%	25.6	33.3	84.6	35.7	28.6	87.1	37.8	22.2	85.8	40.3	50	90.3
Tooth paste for the family	N	4	26	19	11	51	37	17	164	103	5	44	35
	%	10.3	66.7	48.7	15.7	72.9	52.9	7.6	72.9	45.8	8.1	71	56.5
Shoes for this child	N	11	10	26	32	25	42	88	82	143	34	27	38
	%	28.2	25.6	66.7	45.7	35.7	60	39.1	36.4	63.6	54.8	43.5	61.3
Shampoo for the family	N	5	22	19	10	38	41	30	139	124	15	45	30
	%	12.8	56.4	48.7	14.3	54.3	58.6	13.3	61.8	55.1	24.2	72.6	48.4
Toys for this child	N	18	25	12	43	31	24	163	87	88	36	35	31
	%	46.2	64.1	30.8	61.4	44.3	34.3	72.4	38.7	39.1	58.1	56.5	50
The family car	N	4	33	8	8	67	13	30	199	42	14	58	26
	%	10.3	84.6	20.5	11.4	95.7	18.6	13.3	88.4	18.7	22.6	93.5	41.9
A bicycle for this child	N	12	31	9	117	52	13	31	136	36	32	48	16
	%	30.8	79.5	23.1	44.3	74.3	18.6	52	60.4	16	51.6	77.4	25.8
Where to go for a family vacation	N	12	32	18	101	55	37	30	170	149	28	52	39
	%	30.8	82.1	46.2	42.9	78.6	52.9	44.9	75.6	66.2	45.2	83.9	62.9
A mobile for this child	N	15	32	9	26	56	19	79	174	47	29	52	24
	%	38.5	82.1	23.1	37.1	80	27.1	35.1	77.3	20.9	46.8	83.9	38.7
A house for the family	N	4	36	16	13	64	35	22	205	112	14	59	41
	%	10.3	92.3	41	18.6	91.4	50	9.8	91.1	49.8	22.6	95.2	66.1
A computer for this child	N	7	34	4	30	53	15	80	168	59	21	49	23
	%	17.9	87.2	10.3	42.9	75.7	21.4	35.6	74.7	26.2	33.9	79	37.1
Which restaurant to go for the family food	N	13	31	21	19	58	37	109	163	164	23	51	41
	%	33.3	79.5	53.8	27.1	82.9	52.9	48.4	72.4	72.9	37.1	82.3	66.1

## 4.7 Study Hypothesis

The research hypotheses of the study are as follows:

### Hypothesis for Socio-Demographic Status

- H1<sub>0</sub>:** Older children have not significantly more influence on the family decision making process than younger children.
- H1<sub>a</sub>:** Older children have significantly more influence on the family decision making process than younger children.
- H2<sub>0</sub>:** Girls have not significantly more influence than boys in the families' decision-making process.
- H2<sub>a</sub>:** Girls have significantly more influence than boys in the families' decision-making process.
- H3<sub>0</sub>** The fewer children in the household, the more significantly influence they have not in their families' decision-making.
- H3<sub>a</sub>** The fewer children in the household, the more significantly influence they have in their families' decision-making.

### Hypothesis for Socio-Economic Status

- H4<sub>0</sub>:** Children from high income families will have not significantly the more influence on their families' purchase decisions.
- H4<sub>a</sub>:** Children from high income families will have significantly the more influence on their families' purchase decisions.
- H5<sub>0</sub>:** Children from employed mothers have not significantly different level of influence on family purchases.
- H5<sub>a</sub>:** Children from employed mothers have significantly different level of influence on family purchases.
- H6<sub>0</sub>** Children from more highly educated parents have not significantly more influence on their families' decision-making.
- H6<sub>a</sub>** Children from more highly educated parents have significantly more influence on their families' decision-making.

## 4.8 Hypotheses Testing

**H1<sub>0</sub>:** *Older children have not significantly more influence on the family decision making process than younger children.*

**H1<sub>a</sub>:** *Older children have significantly more influence on the family decision making process than younger children.*

A p-value was used to test hypothesis one. As can be seen by examining the percentage more closely, in general, the older the child, he/ she was perceived to have slightly more influence on the family purchasing decision (higher percent = more influence). However, there were *no significantly* differences between the scores even though for the 12- lower than 15 year range, where children seem to have greater influence in purchase decisions in comparison to other age groups. This results were supported by the study of Levy and Lee (2004) who suggested children from about the age of eight or nine to about fifteen have the greatest influence. Children below this age will normally tend to endorse their parents' decisions.

With increase in age, children gain a stronger position in persuasion and negotiation. They have greater knowledge of products and more likely to model their consumer on that of adults (John, 1999). Older children are more involved in the family purchasing decision where the parents ask their opinion when selecting products.

Item	Child's Age			Test	Sig
	8- lower than 10 years	10- lower than 12 years	12- lower than 15 years		
Child	47.03	48.43	<u>49.45</u>	0.042	0.979

**H2<sub>0</sub>:** *Girls have not significantly more influence than boys in the families' decision-making process.*

**H2<sub>a</sub>:** *Girls have significantly more influence than boys in the families' decision-making process.*

By using the Z-test, the test statistic results showed that boys have significantly more influence than girls. This was supported by the study of Hansen & Halling who only found significant differences for products clearly aimed at either girls or boys (perfume, hair styling products, hair color, sanitary napkins, and shaving products).

However, Martensen (2008) who did not find any significant differences between boys' and girls' purchases. Kaur and Singh (2006) found that daughters commonly had more influence than sons. Atkin (1978) revealed that girls have more influence on the family decision-making process in terms of buying food and preparing meals. Girls seem to be more independent in preparing and cooking the meal on their own; also they are more responsible for buying food for the family.

Item	Child's Gender		Test	Sig
	Male	Female		
Child	<b>50.03</b>	46.40	2.32	0.020*

\* *The difference between the proportions are statistically significant*

**H3<sub>0</sub>** *The fewer children in the household, the more significantly influence they have not in their families' decision-making.*

**H3<sub>a</sub>** *The fewer children in the household, the more significantly influence they have in their families' decision-making.*

Table () examined number of children and revealed that there is almost no significant differences between the number of the children in the family and the influence or responsibility degree of the children in the household. This is in accordance with the results seen in Shahrokh (2013) who stated that the number of children in the family did not reveal any statistically significant differences [e.g.,  $p= 0.843 >0.05$ ]. The analysis revealed that the number of children is not a determining factor on the decisions of the family purchase decision.

However, fewer children indicate slightly more influence in purchasing of a product. This is supported by the study of Kaur and Singh (2006) who stated that a decreased size in families will lead to children's preferences being accorded greater importance by the parents. The fact is that families with fewer children tend to spoil their children rather than families with more children; whereas children who are spoiled have the right to decide what to buy for themselves and even for the family use (Suwandinata, 2012). Overall, the results signify that whether children come from big or small families, they have the same influence or responsibility in the family purchasing decisions.

Item	Number of Children			Test	Sig
	3 and less	4 to 6	7 and more		
Child	<b>51.96</b>	46.97	46.83	0.342	0.843



**H4<sub>0</sub>:** *Children from high income families will have not significantly the more influence on their families' purchase decisions.*

**H4<sub>a</sub>:** *Children from high income families will have significantly the more influence on their families' purchase decisions.*

This hypothesis examined family income and stated that there would be differences in a parents' perception of children's influence based on family income. It was found that in most of families whose monthly income is higher (46.24 percents of families) children have a modest impact on the family purchasing decisions. However, family income does not reveal statistically significant difference [e.g.,  $p= 0.679 > 0.05$ ]. The analysis reveals that family income is not a determining factor on the decisions of the family to purchase any of the products classified in this study and "shows that children have a little impact on monetary issues" (Guneri et. al., 2009).

Although previous studies found that children from high-income families exert more influence than children from low or middle-income families; this study discovered that parents from all income levels slightly involve their children during the buying process. The parents tend to manage the process by themselves. Another possible reason is that the influence or responsibility of the children in the family might not be decided by how much the family earns.

The results indicate that even if income plays a role in the family decision-making process, the degree of influence or responsibility from the children is considered relatively modest.

Item	Family Income				Test	Sig
	Under 1500	1500- lower than 3000	3000- lower than 4500	Above 4500		
Child	35.31	41.28	42.47	<b>46.24</b>	1.512	0.679

**H5<sub>0</sub>:** *Children from employed mothers have not significantly different level of influence on family purchases.*

**H5<sub>a</sub>:** *Children from employed mothers have significantly different level of influence on family purchases.*

To test the hypothesis a p-value of less than .05 was used to determine significance. This hypothesis stated that there would be differences in parents' perceptions of children's influence based on parent's occupation. The results in Table (0) indicate support for the alternative hypothesis. The higher the percent score, the more influence a parent perceives his/her child to have. There was a significant difference in influence perception scores for father's occupation as well as mother's occupation. Closer examination of the percents show that mother's occupation slightly perceived children to have more influence when buying a product. This result is supported by the study from Lee and Beatty, (2002) who declared that children would achieve more influence if their mother work away from home. Since the responsibility for shopping and purchasing for most products lays with the parents, this explained according to Blech et al. (1985), why there were the most dominant. We agree with this explanation.

Item	Father's Occupation		Test	Sig	Mother's Occupation		Test	Sig
	Yes	No			Yes	No		
Our Child	<b>42.52</b>	38.98	1.98	0.048*	<b>43.03</b>	38.90	2.49	0.013*

\* *The difference between the proportions are statistically significant*

**H6<sub>0</sub>** *Children from more highly educated parents have not significantly more influence on their families' decision-making.*

**H6<sub>a</sub>** *Children from more highly educated parents have significantly more influence on their families' decision-making.*

A t-test was used to test this hypothesis. The results in Table () showed a weak result to support the hypothesis that children from high education parents have more influence on their families' purchasing decision process. As can be seen by examining the percent more closely, in general, the children from highly educated parents had slightly more perceived influence (higher percent = more influence). However, there were **no differences** between the scores even though for the Master's degree or more, where children seem to have greater influence in purchase decisions in comparison to other educational level of mothers. Parents from all education levels tend not to engage their children in the family buying process.

The study from Slama and Taschian (1985) showed that education of the parents is positively related to purchase involvement of children; however, their study could not

support the study of children in Gaza Strip, because the education background of the parents was not positively correlated to the involvement of the children in the family purchasing decision process. Parents from high and middle degrees of education are still the people who plan, decide, and buy the food for the families (Suwandinata, 2012).

Item	Educational Level				Test	Sig
	Less than Tawjehi	Tawjehi/ Diploma	Bachelor's degree	Master's degree or more		
Our Child	30.09	39.82	42.89	<b>44.64</b>	3.367	0.338

**CHAPTER FIVE**  
**CONCLUSION AND**  
**RECOMMENDATION**

## **Conclusion**

The research/ findings revealed that children exercise quite strong influence, particularly in the case of products relevant to them (like toys, clothes, shoes and bicycles) more than products for the family use. In other words, the child's influence is not the same for all product classes, from the viewpoint of both the children and the parents. However, children exercise more influence for the products that they will use personally. This finding is parallel to the literature.

Children's influence on family purchasing decision-making is also analyzed with respect to sub-decisions. Children were found to be more influential on all sub-decisions (which to buy, what brand to buy, how much time, where to buy, how much to spend and when to buy) sub decisions. Children's influence also varies with the sub-decision stage; however, the perceptions of the parents and the children are not parallel to each other regarding this variance. Findings revealed that children claim a greater role in making decisions about how much time sub decision and the influence is minimal on which brand to buy and how much to spend decisions because of the limited financial resource.

Demographic characteristics are one of the most prominent factors on children's influence. In this study, six demographic variables were entered into the model, however only two of these were found to be suitable for statistical tests. These variables tested are the child's gender and parental occupation. Child's age, family income, education level of the parents and number of children living with the family were excluded, as they were found to have no significance on children's influence whereas mothers' age also were excluded since the age of the children is the focus of the study and not the age of parents, and therefore this exclusion does not constitute a drawback with regard to validity of the study.

The findings of the study revealed that gender of the children was also found to have an impact on parent's product purchasing. It showed that boys have significantly more influence than girls. This was supported by the study of Hansen & Halling who only found significant differences for products clearly aimed at either girls or boys (perfume, hair styling products, hair color, sanitary napkins, and shaving products). However, Martensen (2008) who did not find any significant differences between boys' and girls' purchases. Kaur and Singh (2006) found that daughters commonly had more influence than sons.

There was a significant difference in influence perception scores for father's occupation as well as mother's occupation. Closer examination of the percents show that

mother's occupation slightly perceived children to have more influence when buying a product. This result is supported by the study from Lee and Beatty, (2002) who declared that children would achieve more influence if their mother work away from home. Since the responsibility for shopping and purchasing for most products lays with the parents, this explained according to Blech et al. (1985), why there were the most dominant. We agree with this explanation.

The findings of the study revealed that age of the children was also found to have an impact on parent's product purchasing. It is seen that children's impact on purchasing of toys, bicycles, mobiles, shoes and clothes increases with age of the children. However, the influence of the child on family purchasing decision increases with the age, there were no significantly differences between the scores even though for the 12- lower than 15 year range, where children seem to have greater influence in purchase decisions in comparison to other age groups.

The income level was also examined and found that in most of families whose monthly income is higher (46.24 percents of families) children have a modest impact on the family purchasing decisions. However, family income does not reveal statistically significant difference [e.g.,  $p=0.679>0.05$ ]. The analysis reveals that family income is not a determining factor on the decisions of the family to purchase any of the products classified in this study and "shows that children have a little impact on monetary issues" (Guner et al., 2009). Although previous studies found that children from high-income families exert more influence than children from low or middle-income families; this study discovered that parents from all income levels slightly involve their children during the buying process.

The results suggested that there does not exist a strong relationship between the child's influence and child's age, family income, education level of the parents and number of children. It is evident from the findings that the effect of child's gender is only evident in how much time, i.e., girls are more involved in this stage of family decision-making when compared to boys. The fact that child's gender is has little effect on children's influence is suggested to be due to cultural context as well as sample characteristics.

It is also clear from the findings that children perceived significantly more influence in all sub decisions with respect to their fathers' occupation, however, children perceived no effect in mothers' occupation, i.e., children claim a greater role in making decisions about all sub decisions and the influence is minimal on all sub decisions

regarding mother's occupation. It is also evident that the effect of educational level of parents is only evident in what to buy, i.e., children from highly educated parents have more influence on family purchase decision. The gender of the children does not contribute significantly to parents' perception of their children's influence.

On the other hand, children's influence on family purchasing decision is analyzed with respect to sub decision. Since decision making is not a one a step action, it is investigated as a process including sub decisions such as what product to buy... Findings of this study show that children have a greater role in making decision about all sub decisions. However, the perception of the parents and the children are not entirely parallel to each other regarding Socio Demographic status and Socio Economic Status. Children claim a greater role in making decision about what product to buy and where to buy with respect to child's age and family income. The findings also show that children have a little impact on how much time in connection to child's gender. The sub decision which brand to buy also have an influence with respect number of children. In other words, family size leads to increased influence of the children on their parents' choices during which brand to buy.

In general, this study validates earlier study in terms of variance of child's influence along product classes and sub-decisions. It also restates the importance of child's age as a critical factor in children's influence studies and the most importantly, this study points to the effects of cultural contexts on the extent of children's influence. All in all, our study shows that children influence the family decision making process, and therefore it is important that children's role in family decision making is explicitly acknowledged.

## **Limitations and Recommendations**

- As with any research, this study is not without limitations. Only 411 children and 396 parents were undertaken for the study from the Gaza Strip. Hence the results can't be generalized for the whole population in Palestine.
- The main limitation of this research is the use of a convenience sample. The study is conducted only in the Gaza Strip because of the appropriateness of reaching the sample. To reach a representative sample and reduce the effect of this limitation, data is collected from Gaza Strip malls and parks that reside on the different regions of Gaza Strip. These regions are selected on the basis of geographical and socio-cultural characteristics. Additionally, the sample size of 411 children and 396 parents, which is a relatively an appropriate sample, is expected to overcome this limitation.
- The results of this research are based on the opinions of responders (consumers) in Gaza Strip malls and parks. On the other hand, responders have been selected from parents who have come to Gaza malls with their children and because of this matter; it is not possible to generalize these results with 100 percent confidence. In addition, since the selected model was chosen from the Gaza Strip malls and parks, it is possible that opinions of consumers from the West Bank cities would be different from opinions of customers from Gaza Strip malls and parks due to culture and tradition differences.
- Similar to previous studies, this study too concentrated on 8-15 age group children; however, future research must place attention on different age groups, which have been relatively under-explored.
- In this study, participants' parents and children came mostly from middle- income families, with some from low and very few from high-income families. It would be relevant if the participants represent an equal amount of people from each income level; otherwise it could lead to a biased result.
- Since the questionnaires were read by parents in overcrowded places with a limited amount of time, children had difficulties understanding and answering the questions. For the next survey, the time given for the children should be carefully



considered in order children to be able to focus and concentrate more on the questionnaires.

- Although culture differences were not addressed in this study, the sample included a wide range of cultural diversity that was representative of the population of Gaza Strip. Taking Palestinian's diverse culture into account, more attention should have been given to measuring the impact that culture has on a certain children's influence on family purchasing decision. This aspect should be researched in the future.
- Future models for research should also attempt to integrate other factors, such as decision stages, socializing agents, etc., to rightly present the reality of children's role in family purchasing decisions.

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# *Children's Questionnaire*

## *Children's Questionnaire*

Please read each statement and indicate how strongly you personally agree or disagree with it by ranking ( ) in front of the appropriate choice.

### *Section A: Background Information*

**1. Gender**

- Male       Female

**2. Age**

- 8- lower than 10 years     10- lower than 12 years     12- lower than 15 years

**3. Educational Qualification**

- Primary                       Preparatory

**4. Your position in your family**

- Smallest                       Middle                       Oldest

**5. Number of Children, without you, ..... children.**

### *Section B*

*This section of the questionnaire explores your attitude and perception with respect to revealing your influence on what products to buy, which brand to buy, how much to spend, where to buy, when to buy and how much time sub- decisions.*

*To what extent do you agree with each of the following statements. Please indicate your answer using the following 5- point scale where: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).*

Statements		SA	A	N	D	SD
<b>What Products To Buy</b>						
1	I like to do shopping with my parents.					
2	Principally my parents accept my say on the products I would like to buy.					
3	My parents give priority to my purchases while shopping.					
4	I depend on my parents in buying some products.					
5	I buy some products I don't have much knowledge about.					
6	I often ask my parent's opinion before buying something for the family use.					
7	My parental occupation affects my purchase decision.					
8	Media has a positive contribution in choosing the best product for me.					
9	A harmonic relation with my family affects purchase decision making process.					

Statements		SA	A	N	D	SD
<b>Which Brand To Buy</b>						
10	Generally I decide what brand to buy for the family.					
11	I usually choose what brand to buy for myself.					
12	I often buy what brand my parents suggest.					
13	Usually I decide what brand to buy for myself.					
14	Nobody influences my purchasing decisions.					
15	As a family we all discuss and decide what brand to buy.					
16	I buy the brand I hear about from media.					
17	I buy the brand I hear about from the friends.					
18	I get a lot of knowledge about available brands through media.					
<b>How Much To Spend</b>						
19	My purchases increase when shopping with my parents.					
20	I tend to buy large bags over my needs.					
21	My parents don't mind my purchasing amount.					
22	Media increases my purchasing amount.					
23	Having a few number of children contribute in increasing family purchases.					
<b>Where To Buy</b>						
24	I often listen to my parents' opinion about where to buy.					
25	I prefer to do shopping from private stores (malls).					
26	My parents often allow my request in choosing the stores.					
27	I prefer to do shopping from high prices stores.					
28	I prefer to do shopping from reputable stores and I hear about from my friends.					
29	I prefer to do shopping from stores I hear about from media.					
30	Mothers' occupation plays a vital role in choosing the store.					
31	Only one of the family members is responsible for the final purchase decision.					



Statements		SA	A	N	D	SD
<b>How Much Time</b>						
32	I spend a long time when doing shopping.					
33	I enjoy my shopping time.					
34	Shopping time is a good chance for me to know a lot about new products.					
35	I spend a long time when doing shopping with my parents.					
36	I prefer a private time when going shopping alone.					
<b>When To Buy</b>						
37	I often prefer to do shopping at the weekends.					
38	I choose when to buy that suits me.					
39	My parents' time to do shopping doesn't suit me.					
40	I prefer to do shopping in a private time.					

### *Section C*

***Between you and your child, who decide what to buy for the following products?  
(You can mark more than one option).***

	Products	Our Child	Mother	Father
1	Clothes for this child			
2	Tooth paste for the family			
3	Shoes for this child			
4	Shampoo for the family			
5	Toys for this child			
6	The family car			
7	A bicycle for this child			
8	Where to go for a family vacation			
9	A mobile for this child			
10	A house for the family			
11	A computer for this child			
12	Which restaurant to go for the family food			
13	Other (Specify) .....			

**Thank you for your co-operation in completing this questionnaire. Kindly return the questionnaire as specified in the covert letter.**

## خاص بالأطفال

يرجى وضع إشارة (( )) في المربع المخصص مقابل كل اختيار:

### الجزء الأول: المعلومات الشخصية

1. الجنس

ذكر  أنثى

2. عمر الطفل

من 8 إلى أقل من 10 سنوات  من 10 إلى أقل من 12 سنة  12 إلى أقل من 15 سنة

3. المرحلة الدراسية للطفل

ابتدائي  أساسي/ إعدادي

4. ترتيبك في الأسرة

الأصغر  الأوسط  الأكبر

5. عدد الأطفال في الأسرة بدونك ..... طفل.

م	العبارة	موافق بدرجة				
		كبيرة جداً	كبيرة	متوسطة	قليلة	قليلة جداً
<b>الجزء الثاني: اختيار المنتجات الخاصة بالأسرة</b>						
1	أفضل التسوق مع والديّ عند حاجة الأسرة لشراء سلعة ما.					
2	لا يعترض والديّ على المنتجات التي أقوم بشرائها.					
3	يمنح والديّ أهمية خلال الشراء للمنتجات التي أحتاجها.					
4	أعتمدُ على والديّ في شراء بعض الحاجات.					
5	أقومُ بشراء منتجات ليس لديّ معرفة بها.					
6	أخذ برأي والديّ قبل شراء المنتجات الخاصة بالأسرة.					
7	يؤثرُ عمل والديّ على القرار الشرائي للطفل.					
8	تسهّم وسائل الاتصال في اختيار المنتج الأفضل لي.					
9	يؤثر انسجام الأسرة على عملية اتخاذ القرار الشرائي.					
<b>الجزء الثالث: العلامات التجارية للمنتجات</b>						
10	أقوم باختيار ما تحتاجه الأسرة من علامات تجارية.					
11	أختار العلامة التجارية للمنتجات الخاصة بي.					
12	أقوم بشراء المنتجات ذات العلامات التجارية التي يقترحها والديّ.					
13	أقرر عادة شراء العلامة التجارية للمنتجات الخاصة بي.					
14	لا أتأثر برأي والديّ عند إتمام عملية الشراء.					

م	العبارة	موافق بدرجة				
		كبيرة جداً	كبيرة	متوسطة	قليلة	قليلة جداً
15	أحاور والديّ عند اختيار علامة تجارية لمنتج دون غيره.					
16	أشتري المنتجات ذات العلامة التجارية التي أسمع بها عبر وسائل الاتصال المختلفة.					
17	أشتري المنتجات ذات العلامة التجارية التي أسمع بها من أصدقائي.					
18	تساعدني وسائل الإعلام في التعرف على أنواع الماركات المتوفرة من المنتج وتقييم أفضل المنتجات واختيارها.					
<b>الجزء الرابع: تحديد كمية المشتريات</b>						
19	ألاحظ زيادة في حجم المشتريات عند مرافقة والديّ للتسوق.					
20	أفضل شراء عبوات كبيرة الحجم تزيد عن احتياجاتي.					
21	لا يعترض والديّ على كمية مشترياتتي.					
22	تساهم وسائل الاتصال في زيادة كميات مشترياتتي.					
23	الاكتفاء بعدد محدد من الأطفال يساهم في زيادة كمية مشتريات الأسرة.					
<b>الجزء الخامس: أماكن التسوق</b>						
24	أخذ برأي والديّ عند اختيار مكان التسوق.					
25	أحب شراء حاجاتي من محلات تجارية معينة.					
26	يصطحبني والدايّ إلى المحلات التجارية التي أحب.					
27	أميل إلى التسوق من أماكن باهظة الثمن.					
28	أفضل أماكن التسوق ذات السمعة والتي أسمع عنها من أصدقائي.					
29	أفضل أماكن التسوق التي أسمع عنها عبر وسائل الاتصال.					
30	تلعب المرأة العاملة دوراً كبيراً في اختيار المتجر.					
31	يتركز اختيار قرار الشراء لدى فرد واحد من الأسرة.					
<b>الجزء السادس: مدة التسوق</b>						
32	أقضي وقتاً طويلاً عند شراء سلعة ما.					
33	أقضي أوقاتاً سعيدة في عملية التسوق.					
34	يعتبر وقت التسوق فرصة ثمينة للتعرف على المنتجات الجديدة.					
35	أستغرق وقتاً أطول عند التسوق مع والديّ.					
36	أحب التسوق منفرداً وفي أوقات محددة.					

م	العبارة	موافق بدرجة				
		كبيرة جداً	كبيرة	متوسطة	قليلة	قليلة جداً
<b>الجزء السابع: أوقات التسوق:</b>						
37	في العادة أفضل شراء احتياجاتي في إجازة نهاية الأسبوع.					
38	أختار أوقات التسوق التي تناسبني.					
39	في الغالب ما أختاره من أوقات التسوق لا تروق لوالدي.					
40	أفضل التسوق في أوقات معينة (تناسبني).					

**الجزء الثامن: من هو صاحب القرار النهائي في العادة عند شراء المنتجات التالية: (يمكن اختيار أكثر من إجابة)**

م	المنتج/ السلعة	أنا بنفسني	الأب	الأم
1	ملابس الطفل الشخصية			
2	معجون أسنان العائلة			
3	حذاء الطفل الشخصي			
4	شامبو العائلة			
5	ألعاب الطفل الخاصة			
6	سيارة العائلة			
7	دراجته الهوائية			
8	مكان قضاء إجازة العائلة			
9	هاتف الطفل الخليوي			
10	منزل العائلة			
11	حاسب الطفل الشخصي			
12	مكان تناول طعام العائلة (المطعم التي تقصده العائلة)			
13	أخرى: حدد: .....			

الباحث  
غسان محمد مطر

# *Parents' Questionnaire*

## *Parents' Questionnaire*

Please read each statement and indicate how strongly you personally agree or disagree with it by ranking (()) in front of the appropriate choice.

### *Section A: Background Information*

**3. Gender**

- Male     Female

**4. Age**

- Below 25 years     25- lower than 35 years     35- lower than 45 years     Above 45

**3. Parental Occupation**

- Yes                       No

**4. Family Income**

- Under ₪ 1500     ₪ 1500- lower than 3000     ₪ 3000- lower than 4500     More than 4500

**5. Educational Level**

- Less than Tawjehi     Tawjehi/ Diploma     Bachelor's degree     Master's degree or more

### *Section B*

*This section of the questionnaire explores your attitude and perception with respect to revealing the children's influence on what products to buy, which brand to buy, how much to spend, where to buy, when to buy and how much time sub- decisions.*

*To what extent do you agree with each of the following statements. Please indicate your answer using the following 5- point scale where: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).*

Statements		SA	A	N	D	SD
<b>What Products To Buy</b>						
1	I often take my children to do shopping.					
2	I always buy what products my children like/ choose.					
3	My children's purchases take priority while shopping.					
4	I depend on my children in buying some products.					
5	My children buy some products they don't have much knowledge about.					
6	I often listen to my children's opinion before buying something for the family use.					
7	Mothers' occupation affects children's purchase decision.					
8	Media has a positive contribution in choosing the best product for my children.					
9	A harmonic relation with my family affects purchase decision making process.					

Statements		SA	A	N	D	SD
<b>Which Brand To Buy</b>						
10	Generally my children decide what brand to buy for the family.					
11	Usually my children decide what brand to buy for themselves.					
12	I often buy what brand my children suggest.					
13	Usually I decide what brand to buy for my children.					
14	Nobody influences my children in their purchasing decisions.					
15	As a family we all discuss and decide what brand to buy.					
16	My children buy the brand they hear about from media.					
17	My children buy the brand they hear about from their friends.					
18	My children get a lot of knowledge about available brands through media.					
<b>How Much To Spend</b>						
19	My purchases grow when shopping with my children.					
20	My children tend to buy large bags over their needs.					
21	I don't mind my children's purchasing amount.					
22	Children's exposing to media increases their purchases.					
23	Having a few number of children contribute in increasing family purchases.					
<b>Where To Buy</b>						
24	I often listen to my children's opinion about where to buy.					
25	My children prefer to do shopping from private stores (malls).					
26	I often allow my children's request in choosing their stores.					
27	My children prefer to do shopping from high prices stores.					
28	My children prefer to do shopping from reputable stores and they hear about from their friends.					
29	My children prefer to do shopping from stores they hear about from media.					
30	Mothers' occupation plays a vital role in choosing the store.					
31	Only one of the family members is responsible for the final purchase decision.					

Statements		SA	A	N	D	SD
<b>How Much Time</b>						
32	My children spend a long time when doing shopping.					
33	My children enjoy their shopping time.					
34	Shopping time is a good chance for my children to know a lot about new products.					
35	I spend a long time when doing shopping with my children.					
36	I prefer a private time when going shopping alone.					
<b>When To Buy</b>						
37	My children often prefer to do shopping at the weekends.					
38	I choose when to buy that suits my children.					
39	My children's time to do shopping doesn't suit me.					
40	I prefer to do shopping in a private time.					

### *Section C*

*Between you and your child, who decide what to buy for the following products? (You can mark more than one option).*

	Products	Our Child	Mother	Father
1	Clothes for this child			
2	Tooth paste for the family			
3	Shoes for this child			
4	Shampoo for the family			
5	Toys for this child			
6	The family car			
7	A bicycle for this child			
8	Where to go for a family vacation			
9	A mobile for this child			
10	A house for the family			
11	A computer for this child			
12	Which restaurant to go for the family food			
13	Other (Specify) .....			

**Thank you for your co-operation in completing this questionnaire. Kindly return the questionnaire as specified in the covert letter.**



## خاص بالآباء والأمهات

يرجى وضع إشارة (( )) في المربع المخصص مقابل كل اختيار:

### الجزء الأول: المعلومات الشخصية

1. الجنس

ذكر  أنثى

2. عمر الأب/ الأم

أقل من 25 سنة  25 إلى أقل من 35 سنة  35 إلى أقل من 45 سنة  45 سنة فأكثر

3. عمل الأب/ الأم

نعم  لا

4. متوسط دخل الأسرة الشهري

أقل من 1500 ₪  1500 إلى أقل من 3000 ₪  3000 إلى أقل من 4500 ₪  أكثر من 4500 ₪

5. المستوى التعليمي للأب/ للأم

دون الثانوية العامة  دبلوم/ ثانوية عامة  بكالوريوس  ماجستير فأعلى

م	العبارة	موافق بدرجة				
		كبيرة جداً	كبيرة	متوسطة	قليلة	قليلة جداً
<b>الجزء الثاني: اختيار المنتجات الخاصة بالأسرة</b>						
1	أفضلُ اصطحاب أطفالٍ للتسوق عند حاجة الأسرة لشراء سلعة ما.					
2	أقومُ بشراء المنتجات التي يرغب بها أطفالٍ دون اعتراض.					
3	أمنحُ أهميةً خلال الشراء للمنتجات التي يحتاجها أطفالٍ.					
4	أعتمدُ على أطفالٍ في شراء بعض الحاجات.					
5	يقوم أطفالٍ بشراء منتجات ليس لديهم معرفة بها.					
6	أخذ برأي أطفالٍ قبل شراء المنتجات الخاصة بالأسرة.					
7	تؤثر المرأة العاملة على القرار الشرائي للطفل.					
8	تسهل وسائل الاتصال في اختيار المنتج الأفضل لأطفالٍ.					
9	يؤثر انسجام الأسرة على عملية اتخاذ القرار الشرائي.					
<b>الجزء الثالث: العلامات التجارية للمنتجات</b>						
10	يقوم أطفالٍ باختيار ما تحتاجه الأسرة من علامات تجارية.					
11	يختارُ أطفالٍ العلامة التجارية لمنتجاتهم الخاصة.					
12	أقومُ بشراء المنتجات ذات العلامات التجارية التي يختارها أطفالٍ.					
13	أنا من يقرر عادة شراء العلامة التجارية للمنتجات الخاصة بأطفالٍ.					
14	يقوم أطفالٍ باختيار ما تحتاجه الأسرة من علامات تجارية.					

م	العبارة	موافق بدرجة				
		كبيرة جداً	كبيرة	متوسطة	قليلة	قليلة جداً
15	لا يتأثر أطفالى برأى الأبوين عند إتمام عملية الشراء.					
16	أحاور أطفالى فى السبب الذى جعلهم يختارون علامة تجارية دون غيرها.					
17	يشترى أطفالى المنتجات ذات العلامة التجارية التى يسمعون بها عبر وسائل الاتصال المختلفة.					
18	يشترى أطفالى المنتجات ذات العلامة التجارية التى يسمعون عنها من أصدقائهم.					
<b>الجزء الرابع: تحديد كمية المشتريات</b>						
19	ألاحظ زيادة فى حجم المشتريات عند اصطحاب أطفالى للتسوق.					
20	يميل أطفالى إلى شراء عبوات كبيرة تزيد عن احتياجاتهم.					
21	أقوم بشراء الكميات التى يرغب بها أطفالى.					
22	تساهم وسائل الاتصال فى زيادة كميات مشتريات أطفالى.					
23	الاكتفاء بعدد محدد من الأطفال يساهم فى زيادة كمية مشتريات الأسرة.					
<b>الجزء الخامس: أماكن التسوق</b>						
24	أخذ برأى أطفالى عند اختيار مكان التسوق.					
25	يحب أطفالى شراء حاجاتهم من محلات تجارية معينة.					
26	أفضل اصطحاب أطفالى إلى المحلات التجارية التى يحبونها.					
27	يميل أطفالى الذهاب إلى أماكن تسوق باهظة الثمن.					
28	يفضل أطفالى أماكن التسوق ذات السمعة التى يسمعون عنها من أصدقائهم.					
29	يفضل أطفالى أماكن التسوق التى يسمعون عنها عبر وسائل الاتصال.					
30	تؤدي المرأة العاملة دوراً كبيراً فى اختيار المتجر.					
31	يتركز اختيار قرار الشراء لدى فرد واحد فى الأسرة.					
<b>الجزء السادس: مدة التسوق</b>						
32	يمكث أطفالى وقتاً طويلاً عند شراء سلعة ما.					
33	يقضى أطفالى أوقاتاً سعيدة فى عملية التسوق.					
34	وقت التسوق فرصة لأطفالى للتعرف على المنتجات الجديدة.					
35	أستغرق وقتاً أطول عند اصطحاب أطفالى إلى السوق.					
36	أحب التسوق منفرداً وفى أوقات محددة.					

م	العبارة	موافق بدرجة			
		كبيرة جداً	كبيرة	متوسطة	قليلة
		قليلة جداً			
<b>الجزء السابع: أوقات التسوق:</b>					
37	عادة ما يفضل أطفالنا شراء احتياجاتهم في إجازة نهاية الأسبوع.				
38	أختار أوقات التسوق التي تناسب أطفالنا.				
39	في الغالب ما يختاره أطفالنا من أوقات التسوق لا تروق لي.				
40	أفضل التسوق في أوقات معينة (تناسبني).				

**الجزء الثامن: من هو صاحب القرار النهائي في العادة عند شراء المنتجات التالية: (يمكن اختيار أكثر من إجابة)**

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11	حاسب الطفل الشخصي			
12	مكان تناول طعام العائلة (المطعم التي تقصده العائلة)			
13	أخرى: حدد: .....			

الباحث  
غسان محمد مطر