Exploring Emotional Reactions to Socialization Agents: A study of 8-11 year old males.

Introduction

Current cultural developments and changes in family lifestyles witness a growing platform of independent male shoppers in the market place (Bakewell et al. 2006; Euromonitor, 2006; Tungate, 2008). An added construct to male consumption behaviour is that of young male consumers, for example, those of eight to eleven years of age. Children are recognized to be playing an increasingly important role in purchasing decisions from an earlier age than ever before (Flurry & Burns, 2005; Kunkel et al. 2004; Marshall, 2010). Emerging literature around the young consumer offers many insights to children as influencers of decision-making; as a coercive pressure to act; and the child’s relationship with material possessions. Additionally studies endorse the view that the business environment is encompassing many aspects of childhood (Linn, 2004; Palmer & Carpenter, 2006); that childhood is increasingly being attacked by marketing attempts at encouraging young consumers to pester parents into consuming more and/or particular brands (Lynn, 2004; Marshall, 2010); and that children themselves are easily coerced by external social agents such as peers to demand particular brands (Mesch & Talmud, 2007; Sahay & Sharma, 2010; Salvy et al. 2007). Within this growing body of literature there appears to be little evidence of children’s emotional reactions to the influence of socialization agents. Emotional coercion associated with external agents and the child’s intrinsic emotional responses drive this study to consider the child’s emotional directedness towards socialization agents.

The city of Aberdeen is an apposite location for the study of consumer socialization due to its high level of employment and affluence offering an abundance of brand communications and availability. This study is of interest to marketers and researchers in consumer behaviour.

Literature review

To improve our understanding of the developing male consumer, it is important to understand influencing factors affecting consumer choice at this early stage of decision-making and in particular identifying emotions which direct the motivation to act.

Socialization of Emotions and Emotional Self-Regulation

Schaffer and Kipp (2007) identify the socialization of emotions and emotional self-regulation through the identification of societies ‘emotional display rules’ (pg.424). Their analysis suggests that emotional display rules specify the conditions or circumstances where emotions should or should not be expressed. Early work in this area suggests emotions arise depending on the child’s personality (Arnold, 1960; McDougall, 1926). Basic emotions such as anger, dejections, desire, fear, hope or happiness contribute to the child’s feeling of well-being or otherwise depending on the degree of attachment need. It might therefore be suggested that these basic emotions drive motivation towards compliance or non-compliance. Davis (1995) however suggests boys are less able to comply with emotional display rules than are girls.

Attachment Needs and Emotions

The initial concept of attachment focuses on the child’s relationship and ties with its mother and the effects of separation from the mother. Other factors such as deprivation and bereavement are also cited within attachment studies. Ainsworth (1968) in particular expanded the theory of attachment by defining the mother as the secure base from which a child might explore the world around. The premise of attachment theory therefore attempts to elucidate on the chain of events which lead to an outcome. For example Berk (2006) suggests children internalize their experience with caretakers leading to the development of attachment relationships which in turn form the prototype for later external attachment relationships. Bartholomew and Horowitz (1991) expanded our understanding further with the development
of the Bartholomew Attachment Model (1990). Their semi-structured interviews of 40 female and 37 male respondents identifies attachment groups in terms of depth of friendship, attachment styles, self-concept construals and degree of sociability. The study ascertains that young adults display a mix of attachment styles depending on time and relationship types indeed they may display more than one attachment style in any given situation. This model is adopted within this study to identify the child’s overall degree of independence and/or avoidance of two social agents (mother versus peers) (Figure 1). The model helps drive the methodological design, particularly in relation to the development of a projective scenario. The Bartholomew model suggests different emotional reactions occur as a series of stages. These stages relate to the child’s inner feelings. If the model of the self is positive and avoidance of others is positive then the child is described as an independent type, secure in the self and hence is not easily coerced by others to comply. Alternatively, if the child’s view of the self is negative and directed towards a high attachment association with peers, then the child will be fearful of ignoring the subjective norm and buy into perceived preferred brands. Alternatively, Reiss (1997) argues that the degree of attachment depends on genetic transmission (intrinsic personality). Reiss offers a child-effect model which suggests that it is the genetic make-up of the child which determines attachment style. From this understanding a five factor model is developed to consider children’s traits and the implications these traits have for the motivation to comply or not (Table 1).

Table 1

Interacting patterns vary along a number of dimensions relating to the degree of dominance and friendliness exhibited. Extremes of emotional reactions are ascribed to personality types for example where superior motives are expressed the children are described as exhibitionists, highly sociable and self-assured.

Socialization

Likeness generates comparable conduct (McPherson et al. 2007; Salvy et al. 2008). The homophily principle brings together network associations of many varieties (McPherson et al. 2007) such as co-membership (family) and friendship (peers). This principle suggests that individuals develop inter-personal characteristics and behaviours based on their experience within, and learning from, their social networks. The study of McPherson et al. (2007) argues the need for further research into the multiplicity of social ties, their effect on patterns of homophily and the dynamics of social networks and its impact on behaviour. Many studies on family decision making identify children as social actors within the consumption decision-making process (Cheliotis, 2010; Cotte & Wood, 2004; Hsu & Chang, 2008; Sinclair, 2004). Cheliotis (2010) suggests 53% of influence on children stems from parental input with only 38% of influence arising from peer input. Females are also regarded to be influenced more so by parents (73%) than are boys (68%). What is not clear from these studies is how product specific these findings are? Product categories are not broken down sufficiently to identify where the degree of influence lies for young males within the sportswear sector. Cotte and Wood (2004), through their quantitative study of over 18 year olds, compare parent-child influence with that of parent-sibling influence. Their findings suggest that parental influence is stronger in the area of innovative purchasing than that of siblings. However this study also identifies a high degree of cognitive undertaking in the mind of the respondent prior to action, a factor not yet identified with young males. Hsu and Chang (2008) offer a more product specific view on the link between family communication and sports shoe purchases. For the young adult demographic (18-26 years of age) Hsu and Chang suggest two potential categories of communication exist. That is, individuals from low socio-orientated families (those who demonstrate protective and laissez-faire parenting styles) are more likely to be low-concept orientated whilst individuals from pluralistic and consensual family communications patterns demonstrate a higher degree of concept-orientation. The
characteristics of communication within the family and the interaction of children with their parents in the area of sportswear purchasing are therefore deemed to be areas warranting further exploration (Hsu & Chang, 2008). Alternatively peer interaction is described as the effect of extra-familial influencing factors from ‘horizontal relationships’ (Schaffer, 1996). This type of relationship is one described as having the same level of social power and one which is egalitarian and reciprocal in nature. Further studies have addressed contemporary areas of consideration such as inter-personal peer influence (Bush et al. 2005; Sahay & Sharma, 2010; Salvy et al. 2007), peer involvement and influence via the school environment (Olweus & Limber, 2010) and media inspired word-of-mouth influence via peers (eMarketer, 2010) as external factors influencing children’s behaviour. Mesch and Talmud’s study (2007) further suggests that peers act as emotional confidants; sources of information and advice; and act as models for behaviour. Here it is recognized that peers form an integral aspect of early word-of-mouth communication through socialization with the child.

In conclusion, a review of the literature suggests that social relationships depend very much on the personality of the child for example conflict in relationships can arise as the child pushes for autonomy. Furthermore the quality and strength of attachment will vary and social identity needs may increase in importance. This stage of personal and social development (between eight and eleven years of age) is one which throws up many complications for the child in terms of ‘fitting in’, challenging assigned group roles and still staying true to earlier parental influences and views. This study therefore attempts to fill the gap in knowledge by identifying how the child deals with these complex issues by exploring the phenomena of emotional reaction to two socialization agents, that is, peer and mother.

Methodology

Data Collection

Qualitative analysis often necessitates access to a comprehensive range of strategies. This qualitative study focuses on social constructivism by calling attention to the importance of social interaction and the identification of phenomena associated with reactions to two key agents within the child’s social network (Kim, 2001). By adopting a social constructivist approach this study employs the principle of methodological relativism (the anthropological description of human behaviour within a cultural setting) (Fagan, 2010). This assumption, in its universally adopted form, suggests that the analyst maintains a high degree of impartiality to the "authentic" properties of her object of analysis. Secondly, an interpretive understanding is deemed to be the most appropriate way of uncovering and deconstructing the meaning underlying the phenomena of emotional reaction to the two social agents. This approach offers a distinction between the explanations of how children react and proffers an interpretation of ‘why’ children react in the manner evidenced.

The research employed a social constructivist approach to data collection through friendship group discussions (Anderson, 2005; Law, 2004; Punch, 2002) supported by phenomenological interpretation of responses to a comic strip scenario which identifies emotional reactions to the socialization agents. The data collection procedures allowed each child to divulge his knowledge and behaviour (Greig et al. 2007; Hooper, 2004; Tinson, 2009) towards sportswear consumption and offered insights to emotional reactions driving the motivation to act. The technique adopted the ‘soft’ laddering approach (Zanoli & Naspetti, 2001) which allowed each child to speak freely in a friendship group situation. Discussion provoked an easy exchange of views, beliefs and opinions, hence providing insights less likely to emerge during one-to-one interviews (Grieg et al. 2007; Morrow, 2001; Tinson, 2009). The projective responses to the comic strip scenario are evaluated in relation to the Batholomew Model of Attachment and to Trait identification. This field study approach
assumes hypothetical constructs in terms of the existence of knowledge and opinions towards sportswear brands leading to the development of an explanatory construct.

**Sampling Strategy**

Whilst not generally regarded as pertinent to qualitative research, Liamputtong and Ezzy, (2006) suggest a rigorous methodology, be it positivistic or interpretive, adopts a sampling strategy which is purposive. That is a strategy which allows the phenomena to be described. Here non-probability sampling is adopted through a census approach to respondent participation. Invitations to participate were sent to all eight to eleven year old male members of two classes (Primary 6 and 7) in six schools within the Aberdeen catchment area, and their families. Schools were selected to represent areas of high, medium and low employment figures. Sampling bias is evident in that one particular category has been selected to represent the population. In order to reduce the degree of sampling bias the census approach was adopted to provide the widest section within the population in addition to which the sample themselves were offered the opportunity to participate or not that is opt-in/opt-out. From a social constructivist approach the grouping of average ‘bunches’ of respondents recognizes individual differences as central to the study.

**Data Analysis**

The data analysis adopts a combination of qualitative analysis techniques. This has been differentiated from the purely thematic approach and is supported by content analysis. The analysis involves identifying codes and searching for categories within the data involving interpretive phenomenological identification of sub-codes within the data (Krippendorff, 2004; Marvasti, 2004; Neuendorf, 2002; Silverman, 2005). This study necessitates the analysis of discursive feedback and projective investigation (comic strip drawings and accompanying statements) which in turn is supported by an analysis of children’s psychological and social development identified within the literature. The study adopts a combined approach to data analysis where it is necessary to sort the data into similar frameworks to assist with descriptions of what is happening (Hussey & Duncombe, 1999). The analysis is supported by the grounded method where the researcher reflects on conceptualizations which required coding and linking hence offering the potential to re-evaluate the data. Verbatim comments are used to give the data ‘life’ and to further identify the ‘live’ experiences of the respondents. The incorporation of a projective technique adds interest for the participant by incorporating a ‘fun’, two-dimensional representation of children’s views at the time of responding where images and words are adopted as a route to building reliable conveyance of emotions underlying the motivation to act. This permits the researcher to develop an insight into all forms of talk, text and emotional projections associated with motivation (Fairclough, 2003; Gill et al. 2000; Silverman, 2005; Wetherell, 2009) through firstly describing occurrences; secondly developing associations; and finally offering explanations of phenomena (Miles & Huberman 1994). The key themes and sub-themes emerging from the data are then developed. When synthesising the frameworks (summarizing data) associations are summarized in the form of groupings, typologies and/or taxonomies. Associations are then developed to indicate succinct patterns of association which in turn are analysed against the conceptual model to offer explanations.

**Results**

The functionalist approach to understanding consumer behaviour, and in particular motivation, tends to focus on the goals associated with problem-solving (Alderson, 1957; Bandura, 1989; Cantor, 1994; Carver & Scheier, 1996). These goals are identified in their association with structural relationships (McCricken, 1986; Kleine et al. 1993; Pieters et al. 1995; Walker & Olsen, 1997) in terms of connection to the ‘being’, such as is evident in individual values or social identity, or the importance of ‘having’ in terms of brand choices.
These studies help to identify some of the psycho-sociological consequences of brand consumption and product preference, in turn revealing motives behind consumer actions. They appear to suggest that a rational, cognitive process takes place within the mind of the consumer and hence do not consider the intrinsic, emotional reaction factor nor the age and stage dimensions impacting children’s decision-making or motivational drive. In order to expand our knowledge in this area a number of informative stages of personal development have been considered such as those pertinent to child development stages, particularly in relation to emotions, attachment needs, irrational decision-making and intrinsic motives behind their consumer demands and/or choices. In identifying ‘why’ young male consumers ‘do what they do’ this study moves away from the assumption that consumers do indeed know ‘why they do what they do’, towards identifying the emotions driving the motivation to act, that is those emotions enveloped within a more primary process of reacting such as that of emotional response. This study moves towards identifying multi-dimensional underlying emotions behind the motives driving the young contemporary male consumer within the sportswear market.

Descriptive Analysis of Friendship Group Discussions

The descriptive analysis begins by illustrating lower category surface-level themes from the friendship group discussions before grouping and classifying each into higher order categories (theoretical constructs). Through the process of inductive coding (Miles & Huberman, 1994) a range of motivational influencing factors are identified (Figure 1); meanings and definitions associated with these factors are offered through the Model of Attachment (Figure 2); and the range of behaviours, attitudes and positions are defined (Figures 3 to 6).

[Figure 1]

Emergent typologies identify the child’s consumer association with proactive facilitators (Table 1). This socialization process helps us identify children’s brand knowledge, communication processes and form of social interaction. The interactive nature of the phenomena suggests a number of interpersonal and socio-environmental constructs are at play which adds to the complexity of decision making. The attention given to each of these influencing constructs depends on the child’s emotional response to the socialization agent. The descriptive analysis begins by illustrating lower category surface-level themes from the friendship group discussions before grouping and classifying each into higher order categories or theoretical constructs (Figure 4). Through the process of inductive coding (Miles & Huberman, 1994) a range of influencing factors are illustrated; meanings and definitions associated with these factors are explored; and the range of behaviours, attitudes and positions are identified. Exploration of the young boy’s brand knowledge indicates that they are familiar with a number of sportswear brands, however those children from a higher level of employment district go beyond the familiar (Nike, Adidas, Reebok, Puma, Le Coq Sportif) sportswear brands and identify brands not usually associated with active sports (Animal, Surhead, O’Neil and Saltrock). The findings suggest that at this group’s early stage of socialization it is the mother who is the dominant force as a gateway to sportswear consumption. Interestingly even when the father was an involved actor he appeared to take a secondary role with children reporting that mother told father what was needed or what to purchase, as supported by Tinson and Nancarrow (2007). Other family members did not appear to play a key role within the socialization process nor did friends.

Frank (age 08): ‘My mom usually, but sometimes dad
if mom is too busy with my little sister.’

When exploring collective family behaviour, mothers still appeared to be the dominant force in the consumer socialization function.

Simon (age 11): ‘Me’ (Only you?) ‘Yeah’ (So who actually decides what to buy
and who pays?) 'I decide what I want and my mom pays'.

The findings suggest that at this early stage of consumer socialization, the mother is the dominant force as a gateway to sportswear consumption.

Chuck (age 11): 'Dad brings me things. He always brings me back sports clothes from America. (What brands does he bring back and how does he know what to get?) Things like Animal, Nike, Adidas.......my mom tells him what we need before he goes.'

Frank (age 08): 'My mom usually but sometimes dad if mom is too busy with my little sister.'

When probing into who actually identified product needs Agency Theme (AT) and Consumption Behaviour (CB) children tended to suggest that they themselves identified the need. However when reconfiguring framework themes it is noted that mothers tend to make the decisions on actual purchases.

A critical evaluation of children’s emotional responses (ER) to external environmental influencers such as parent, peer and shopping experience highlights the relationship between the child’s psycho-socio reactors. Positive (PER) and negative (NER) emotional responses are appraised and are supported by the degree of rationalization (RA) evident within those responses. Evidence suggests there is a great deal of positive (PER) and negative (NER) reaction to the shopping experience with a mix of comments offered for and against the experience. However it was noted that when responding positively children rationalized (RA) this response by suggesting other factors associated with the shopping experience i.e. that of also purchasing games or partaking in a social activity such as bowling, going to the cinema or eating out. It is evident that young males do not appear to mind the shopping experience (SE) if they are also provided with some ‘other’ form of socialization experience.

Cain (age 11): 'I like to go shopping if I can go to the games shop too.'

Dan (age 11): 'I like to go if I get to go to Warhammer.' (What’s Warhammer?) The Warhammer Shop, with games. It’s got Lord of the Rings and Fighter 4000. It’s really good. You can stay and play too.'

Arty (age 08): 'No, it’s really boring. When we go into the shops my mom takes too long in them.'

Mickey (age 10): 'Sometimes. Like if I get a game from Games Shop or a new T-shirt. But it’s boring if I don’t get anything and my sister gets something. Then I don’t like going.'

In terms of responses to agent emotional stimuli it is noted that little positive emotional energy is spent on the shopping experience as a distinctive negative emotional energy is expressed in response to the shopping experience. A conceptual model (Figure 2) is then developed as a theoretical construct, supported by the findings.

Projective responses

The comic strip scenario firstly probes and evaluates the subconscious mind in order to uncover individual reactions and emotions driving the motivation to act. This scenario critically evaluates the pivotal riposte children take resulting from the child’s inner feelings towards the situation. Each individual response provides an insight into the child’s control processes in terms of internalization, response reactors and the degree of influence of socialization agents (mother and peer) have on the individual. Social Roles (SR) are explored in terms of Relationship Roles (RR) by identifying Respect for Parents (RA), Respect for Peers (RP) and the exploration of Attachment Needs (AT) through the identification of directedness towards Parent (PA) and Peers (PE). Emotional Responses (ER) are identified through the illustration of Anger (An), Fear (FE), Sadness (SA), the ‘I don’t care’ response (DC) or an indication of Superiority (SU). Illustrations assist with the identification of
Reactions (RE) and are determined by the type of reaction, for example, Aggressiveness (AG), Submissiveness (to parent – Pa or to peer - Pe), Avoidance (of peer - Pe), Compliance (to parent – Pa or to peer – Pe) or evidence of how the child Rationalizes their response (Ra). Therefore a coding of ER/RE/AV/Pe would indicate an emotional response (ER) where the reaction (RE) is avoidance (AV) of the peer (Pe). Projective responses probe for motives (MO) behind the child’s actions. The factors which drive motivation are determined through identification of the degree of independence (ID) in evidence, the degree of collectiveness (CO) in evidence towards the parent (Pa) and/or peer (Pe). The identification of motives is further explored through the identification of motivational directives (DI) such as inner-directed motives (Id) versus outer-directed motives (OD) and from where the outer-directed motives are driven that is, parent (Pa) or peer (Pe). Linkages between phenomena such as psychological emotional responses to external influencing factors; sociological attachment needs and psycho-socio impact on motivation are identified through associations of individual connection with the views of the collective; individual affiliations; social hierarchy strata effects; and emotional linkages with attachment needs which in turn identify emergent patterns (Table 2). Here typologies are identified from which emerges insights to proactive facilitators through the development of a matrix of psycho-socio phenomena. These typologies are in evidence within the projective reaction to the comic strip scenario (Figures 3 a, b & c).

[Figures 3 a, b & c]
The psycho-socio constructs of Bandura’s study (1977) and the addition of the present research findings further explain how these young males see themselves within socialization roles through the identification of the degree of emotional response to coercive situations. The findings also identify self-concept construals in terms of emotional security. This study suggests that these young males of eight to eleven years of age are indeed confident in who they are. The degree of anger associated with the response as evidenced by statements such as ‘shut up’, ‘don’t care’, ‘what do they know’, or ‘annoyed’ are evaluated as are the pictorial representations such as moving away from the character/s; happy independent representations of the self; smiles/frowns; violence towards the character/s; rationalizations for actions; or rationalizations for choice. Anger appears to be the key emotional response children this age have to pressures or coercion from peers. The self-defence mechanism of ‘fight’, as supported by Newberger (2001) appears to be stronger at this stage of development than the ‘flight’ mechanism. These children have a ‘don’t care’ attitude towards those who are perceived to be a threat to their homeostasis. This over-riding emotional response of ‘Don’t care’ supports surface level findings from friendship group discussions. How children dealt with this non-committal response varied on a number of levels. For example it appears to be quite common to simply shrug one’s shoulders and walk away but those children from higher employment and higher economic backgrounds demonstrate a more aggressive/angry/avoidance stance towards peers. The increase in the degree of aggressiveness appeared to result from those boys from higher socio-economic environments as supported by Newberger’s study (2001) on dominant hierarchies.

Figure 3 illustrates the emotional response (ER)/relationship role (RR)/respect for parent (RA) indicates a high degree of respect towards parents’ views (large outer circle) as evidenced by the indication of a directedness towards compliance with parents (ER/RE/COPa - larger internal circle) and a low level of submissiveness directed towards parents (ER/RE/SUPa -smaller internal circle), indicating a greater degree of compliance with rather than submissiveness to parental directives.

Figure 4 indicates the groups’ low level of respect for coercive peers (ER/RR/RP), supported by low levels of peer compliance (ER/RE/COPe) and even lower levels of submissiveness to peer coercion (ER/RE/SUPe). In addition it can be seen that higher levels
of aggressiveness (ER/RE/AG) and higher levels of avoidance (ER/RE/AV) are directed towards negative coercive behaviour in peers.

As noted in surface-level findings children are also able to rationalize the response directed towards parent and/or peer. In probing the motives behind decisions on sportswear choices, constructs on the degree of independence versus the degree of collectiveness of emotional responses are identified. Further analysis identifies whether those responses stem from inner-directives or outer-directives and if outer-directed, where this direction stems from, that is positive/negative reaction to the adult or the peer group. These findings give insights to the dimensions of social networks and the interactive factors at play within social and individual psychological constructs. Overall, findings suggest that these young males of eight to eleven years believe themselves to be independent thinkers and actors when making choices within the sportswear sector. They are individuals who are not motivated to follow the directives of peers as is evidenced by responses illustrating happy smiling self-drawings (Figure 3c). These responses suggest characteristics which reflect confident children (Figure 3b) who are not consciously driven to comply with others but who follow social norms in terms of going along with mum’s jacket selection (Figure 3a).

Conclusion and Implications

Analysis and evaluation of the literature recognizes the limitations of identifying key motivational effects influencing the purchase decisions of young males between eight and eleven years of age. The phenomenon of motivational drivers tends to be considered in terms of viewing children as a ‘bundle’ who are often combined within gender studies. To the researcher’s knowledge previous studies tend to focus on a number of behavioural and socialization issues such as children’s overt purchasing behaviours (what they do); their consumer socialization interactions (who they interact with); and the purchase process (how they access brands). Moreover many studies focus on how children are influenced by marketing strategies, for example, the coercive nature of advertising; how children are driven by peer pressure; and the influence these constructs have on children who then pester parents for particular products and brands.

This study identifies ‘hunches’, ‘impressions’ and ‘new knowledge’ from the incoming data and information. The study does not prove a position but rather adopts the stance of suggesting the beginnings of a ‘laddering’ approach towards gathering insights to phenomena. This research is therefore described to be at an early stage of developing knowledge into the evolution of young males as consumers. Recent research within the demographic of children, recognize that there is a limited understanding of young consumers as a whole (Chaplin & Lowrey, 2010; Marshall, 2010; Nairn, 2008) and that there is a need to understand young consumer buying behaviour, attitudes and relationships with others and with brands.

This work presents a two stage qualitative research approach demonstrating firstly the identification of surface-level information ascertained through friendship group discussions on the young males’ experiences in developing brand knowledge and their communication sources for brand information. The second stage explores deeper-level emotional reactions to two key socialization agents: mother and peers. The socio-constructivist approach evaluates relationships and responses related to sportswear choice through the discussion forum whilst phenomenological interpretivism offers insights to emotional responses to the two external influencing agents via the comic strip response. By observing action against deep-level emotional criterion this study identifies the sources of positive and negative incentives directing the motivation to act in a particular manner suggesting that the initiation of these children’s behaviour is more readily related to intrinsic emotions. The interpreting of the emotional components of motivation are evaluated in relational to attachment needs; basic emotions; intergenerational transmission of information and behaviour; and extra-familial...
belonging. In terms of attachment and relationship motives the findings indicate that young males of eight to eleven years of age are secure, independent types demonstrating a positive self-image and as individuals are dismissive of those who appear to threaten their homeostasis. Regarding basic emotions it appears evident that the intrinsic emotions of anger, aggression and non-compliance are in evidence when the child experiences avoidance groups who conflict with their behavioural norms. The children within this study exhibit strong existence needs (rational needs within the sporting activity); relatedness needs in terms of attachment to parents; and growth needs in the form of personal positive self-esteem. On an emotional level it is evident that these children expressed a high level of individualism where solidarity is shown towards the parental request and negative emotional responses are directed towards peers as indicated by the emotional experience (Figure 5). Figure 5 suggests a high degree of emotional competence as the children identify choice criteria and make an emotional decision based on rational beliefs.

This understanding drives the theoretical advancement of a conceptual framework (Figure 6).

These basic emotions appear to stem from the child’s subjective feelings leading towards a tendency to act negatively against external peer pressures. This behaviour also appears to be instinctive based, that is, based on existing values which stem from family consumer experience. These children demonstrate strong self-expression through independent, inner-directed motives. Intergenerational transmission of information and behaviour analysis indicates that there is a strong link between intergenerational provision of sportswear brand information and communications which drives the development of brand knowledge. Mothers as key decision-makers, purchasers and communicators of sportswear brands are helping to develop the young males’ brand knowledge, preference of choice and use. These young male consumers appear not yet to have reached the developmental stage of self-decision making, brand choice nor do they appear to be at a point where socio-environmental influences are prominent in their decision-making mind sets. In relation to extra-familial belonging needs the study indicates that these young males have not yet reached a stage of social insecurity or low social self-esteem. Results suggest that these young consumers do not fully perceive risks associated with wearing one brand of sportswear over another. This view however is limited to the existing brand knowledge the children have. Nevertheless the investigation suggests that these children do not yet demonstrate strong external affiliation or belongingness needs.

From a social constructivist point of view it can be seen from figure 6 that these young males of eight to eleven years of age do not appear to be driven by external influencing sources such as peers but that their high relatedness to family and their high degree of intimacy determines the sportswear brands they wear. From an epistemological viewpoint it can be seen that these children demonstrate a high degree of self-assurance and high self-esteem and are happy to follow family norms as supported by Stephens et al. (1998) rather than be driven by external social agents. The children demonstrate a high degree of extraversion in that responses indicate a high degree of independence. In addition emotional responses support these findings as they again reveal solidarity with the family norms and defiant ego-resiliency when put in a situation of coercive denigration.

The findings from this study cannot be generalized but can be utilized to support a wider set of philosophical questions stimulating debate on legitimate public concerns around children’s consumerism. Connections can be exposed drawing attention to areas of similarity and perhaps more importantly to differences in literature or theory.
References


Figure 1 Theoretical Construct of 8-11 year old Male Motivation

i. The young males of 8-11 years demonstrate a high degree of motivational avoidance to peer pressure (Section 4.4; Figures 4.19, 4.24).

ii. The young males of 8-11 years demonstrate a high degree of motivation approach to parental decision-making (Section 4.4; Figure 4.16; Table 4.8)

iii. The young males of 8-11 years do not demonstrate a strong degree of motivational approach or avoidance to advertising (Section 4.3.2.3; Figures 4.24, 4.23)

iv. The young males of 8-11 years demonstrate a high degree of motivational avoidance to pressures within the school environment (Section 4.3.2.3; Figures 4.24, 4.23)

Figure 2 Model of Attachment

<table>
<thead>
<tr>
<th>MODEL OF SELF</th>
<th>MODEL OF OTHER</th>
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<tr>
<td>Positive (Low)</td>
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<tr>
<td>Negative (High)</td>
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<td>Positive (Low)</td>
<td>DISMISSING</td>
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<tr>
<td>Negative (High)</td>
<td>FEARFUL</td>
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Source: Bartholomew & Horowitz 1991
Figure 3 Projective Responses

a) BA (Pete, age 11)

![Image](image1.png)

b) MI (Charlie, age 9)

![Image](image2.png)

c) WPS (Kim, age 10)

![Image](image3.png)
Figure 4 Comparison of Emotional Responses to Social Agents

ER/RR/RA: Emotional response (ER)/Relationship role (RR)/Respect for parent (RA)

ER/RR/RE/COPe: Emotional response (ER)/Reaction (RE) is directed towards Parents (COPa)

ER/RR/RE/SUPe: Emotional response (ER)/Reaction (RE) suggests submissive (SU) tendencies are directed towards parents (SUPa)

ER/RR/AG: Emotional response (ER)/Aggressive reaction

ER/RR/RE/A: Emotional response (ER)/Aggressive reaction is directed towards Parents (COPa)

ER/RR/RE/SU: Emotional response (ER)/Reactions (RE) suggest submissive (SU) tendencies are directed towards parents (SUPa)

ER/RR/RE/AV: Emotional response (ER)/Avoidance reaction

ER/RR/RE/AG: Emotional response (ER)/Aggressive reaction is directed towards Parents (COPa)

ER/RR/RE/SU: Emotional response (ER)/Reactions (RE) suggest submissive (SU) tendencies are directed towards parents (SUPa)

ER/RR/RE/AV: Emotional response (ER)/Avoidance reaction

ER/RR/RE/RP: Emotional response (ER)/Reactions (RE)

ER/RR/RE/COPe: Emotional response (ER)/Reactions (RE) is directed towards peers (COPe)

ER/RR/RE/SUPe: Emotional response (ER)/Reactions (RE) suggests submissive (SU) tendencies are directed towards peers (SUPe)

ER/RR/RE/AV: Emotional response (ER)/Reactions (RE) is directed towards Avoidance (AV)

ER/RR/RE/RP: Emotional response (ER)/Reactions (RE)

ER/RR/RE/COPe: Emotional response (ER)/Reactions (RE) is directed towards peers (COPe)

ER/RR/RE/SUPe: Emotional response (ER)/Reactions (RE) suggests submissive (SU) tendencies are directed towards peers (SUPe)

ER/RR/RE/AV: Emotional response (ER)/Reactions (RE) is directed towards Avoidance (AV)

Figure 5 The Emotional Experience

Normative behaviour (Family driven – mother) VS Changed behaviour (Peer driven)

Autonomic emotional response (Self-monitored)

Brain activity:
• Emotional specific tendencies towards action
• Physiological feelings

Expression of emotion
• Response
• Type of reaction

Emotional behaviour Conscious feelings
Figure 6 Theoretical constructs driving 8-11 year old male motivation

INPUT
INFORMATION SOURCE

PROCESS
COGNITIVE ABILITIES

INTER-PERSONAL
CONTROLLING FACTORS

Emotional Tendencies

INDEPENDENT
Agreeableness
Conscientiousness
EGO-CONTROL AND INTIMACY
Emotional Resilience
Intellect/Optimism
EGO-RESILIENCY
Exploring Emotional Reactions to Socialization Agents: A Study of 8-11 year old males.

Table 1 Traits and their implications for motivation

<table>
<thead>
<tr>
<th>Extraversion</th>
<th>Agreeableness</th>
<th>Conscientiousness</th>
<th>Emotional/ Neuroticism</th>
<th>Intellect/ Openness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with this personality trait will be independent (Horney, 1942) types who seek superiority (Adler, 1989) within the peer group setting. They will exude confident self-expression, indicate social, outgoing leadership and be highly motivated in terms of achieving power (McAdams, 1992).</td>
<td>Children with this personality trait will comply (Horney, 1942) with group norms due to their social-emotional orientation (Bales, 1950). They are more likely to be socially adaptable (Fiske, 1977) in order to protect the self (Jackson, 2003). The motivation is intimacy (McAdams, 1992)</td>
<td>Children with this personality trait will exude a high degree of ego control (Block et al, 1988) yet aim to conform with the social norms of their environment (Frisk &amp; Taylor 1991). Whilst the motivation to act is based on intimacy (McAdams, 1992) this individual displays a degree of constraint (Tellegen, 1985).</td>
<td>Children with highly emotional personality traits will display degrees of self anxiety (Bartholomew, 1990). An element of dependence is often evident were motivation is driven by the need for inclusion and intimacy (McAdams, 1992).</td>
<td>Children with this personality trait will demonstrate ego resiliency (Block et al, 1988) lean towards independence from the group (Cartell, 1994), demonstrate an inquiring intellect (Fisk &amp; Taylor, 1991) be mainly sensation seeking (Zuckerman, 1979) and motivated by power (McAdams, 1992).</td>
</tr>
</tbody>
</table>

Table 2 Emergent Typologies from the Association of Proactive Facilitators

<table>
<thead>
<tr>
<th>Emerging Surface Level Pathways</th>
<th>Generalized Typologies</th>
<th>Emerging Deeper Level Pathways</th>
<th>Generalized Typologies</th>
<th>Identified Motivational Typologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>Positive reactions towards parent (mother)</td>
<td>Social Roles</td>
<td>Positive reactions towards parent (mother)</td>
<td>Overall, male children of 8-11 years of age demonstrate independent, inner-directed motives towards sportswear choices. They exhibit secure inter-personal characteristics; a high degree of ego resilience and are motivated by personal power.</td>
</tr>
<tr>
<td>Agent</td>
<td>High degree of family (mother) involvement and decision-making</td>
<td>Emotional Responses</td>
<td>Negative towards antagonists. Positive towards parent. Autonomous supported with rationalizations</td>
<td></td>
</tr>
<tr>
<td>Self-concept</td>
<td>A high degree of personal, normative and social self-esteem is in evidence</td>
<td>Motivation</td>
<td>Independent Inner-directed</td>
<td></td>
</tr>
<tr>
<td>Emotional Response</td>
<td>A high degree of negativity demonstrated towards external social pressures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall, male children of 8-11 years of age demonstrate independent, inner-directed motives towards sportswear choices. They exhibit secure inter-personal characteristics; a high degree of ego resilience and are motivated by personal power.